PRE-SERVICE TEACHERS’ DIFFICULTIES IN TEACHING GRAMMAR

THESIS

Submitted in Partial Fulfillment
Of the Requirements for the Degree of
Sarjana Pendidikan

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Christine Corleony Bella Dona
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Pre-Service Teachers’ Difficulties in Teaching Grammar

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Abstract

For English Education students, teaching practicum was required to train students to be the real teachers in the real life. Teaching practicum helps to provide students with a picture of the real work life as a teacher. The purpose of this study was to discover difficulties in teaching grammar that pre-service teachers experienced during their teaching practicum in a senior high school context. This study involved pre-service teachers who were placed in SMA Kristen 01 Salatiga, during the 2016-2017 academic year. It applied the qualitative research procedure, using semi-structured interviews with six pre-service teachers to collect the data. The study found that pre-service teachers faced some difficulties in teaching grammar, which included difficulties in finding relevant and developing materials, inadequate mastery of the materials, class management, difficulties in gaining students’ interest and understanding, and also difficulties in finding appropriate teaching strategies. The study also showed some ways to handle the difficulties offered by the pre-service teachers.

Keywords: difficulties, teaching grammar, Pre-Service Teacher

Introduction

It is necessary that EFL learners learn grammar but to some learners’ grammar is difficult to handle. As Ellis (2006. p.84-89) stated: “Grammar teaching involves any instructional technique that draws learners’ attention to some specific grammatical form in such a way that it helps them to process it in comprehension and/or production so that they can intensify it”. Through the explanation above, we can assume that grammar teaching should involve any instructional technique that can help the students to understand grammatical form. It means that the teacher must master grammatical form before they teach their students and also should make an interaction that the students are able to follow.
Batstone and Ellis (2008) stated that a key aspect involved in learning grammar is learning how to make appropriate connections between grammatical forms and the meaning which they typically signal. We can see from the statement above, learning grammar is about making the appropriate connection between grammatical form and meaning. Thus, teaching grammatical section cannot be underestimated, we need to know the suitable method in teaching grammar to make the students clearly understand and be able to apply it.

Based on my experience when I was a pre-service teacher at SMA Kristen 1 Salatiga. I learned that a lot of my students found it hard to understand grammar, especially the pattern; only few of them perfectly received my teaching about this section. Actually not just in my class, but also in other classes. So, from that experience I was curious about what the problems are, whether it is the teaching method that was not suitable or the students that couldn’t follow the learning process well. This was done in response my curiosuty. It aimed at discovering the difficulties faced by the pre-service teachers while teaching grammar and how they tried to handle those difficulties. This study was led by these research questions:

1. What difficulties do pre-service teachers face in teaching grammar?
2. How do pre-service teachers handle their difficulties in teaching grammar?
Literature Review

Definition of Grammar

“Grammar is a system of meaningful structures and patterns that are governed by particular pragmatic constraints” (Larsen-Freeman in Mart, 2013). Another definition carried by Thornbury (1999, p. 13) as cited in Mart 2013 is explained that “grammar is a description of the rules for forming sentences, including an account of the meanings that these forms convey.” Next, Zhang (2009) defined grammar as a system of rules or patterns that is marked out the formation of a language’s sentences. Grammar can also be defined as the structures of language that is expressed through a set of specific linguistic rules, named syntax (Abdullah and Shah, 2015).

Based on the definitions, briefly, grammar can be seen as the rules of a language. Language without grammar will be confusing. Grammar defines the different part of speech, for instance words and sentences. It also allows people to discuss why and how they use the language to communicate correctly and appropriately with others. Thus, grammar represents rules of a language that is crucial to make sensible meanings in communication.

The Importance of Grammar Teaching

According to Zhang (2009), grammar teaching is the rule-of-law, which means that grammar teaching is viewed as a transmission process. The transmission process sees the role of education as the transfer of a body of knowledge from those who have the knowledge to those who do not. It is typically correlated with the kind of institutionalized learning where rules, order, and discipline are highly valued such as classroom learning.
The purpose of teaching grammar is to show how language works (Mart, 2013). It enables learners to use the language correctly. Mart (2013) also highlighted one of the importance of teaching grammar in which it helps learners to discover the nature of language, such as the predictable patterns of language that make what we say, read, hear, and write understandable. Without grammar, we would not be able to communicate meaning, deliver our thoughts, or express our feelings. Moreover, language acquisition without grammar will be somehow confusing. As Azar (2007) said that grammar is the weaving that makes the fabric, learners will fail to use the language correctly if they do not have grammar skills.

Azar (2007) also listed the benefits of grammar teaching in which it helps learners to gain further understanding of grammar concepts, such as concepts of subordination and coordination, concepts of expressing time relationship using verb forms, concepts of nouns and adjectives, subjects and verbs, clauses and phrases. Learners could understand the language with good knowledge of grammar. More than that, grammar teaching helps learners to comprehend the relationship between grammatical concepts.

Further, Zhang (2009) emphasized that the value of grammar teaching is essential in the area of English language teaching. Grammar is the base of English language itself. It operates at the sentence and sub-sentence level in the language that cannot be acquired naturally, but needs to be instructed in learning. Therefore, it is necessary for those who want to use English language accurately and fluently to receive grammar teaching.

Possible Difficulties in Teaching Grammar to EFL Learners

At any stage and in any circumstances, grammar ought to be a crucial part in foreign language teaching. However, in fact, teaching grammar is not easy. It is
supported by Byrd (1998 in Abdullah and Shah, 2015) who stated that grammar is essential in language learning, yet it is not easy to make the students be able to understand the grammatical concepts. For many language learners, learning grammar might be the most difficult part of their language learning process. They may know the rules perfectly, but are not capable of applying them for their own use.

As Al-Mekhlafi and Nagaratnam (2011) noted that L2 learners often find it difficult to make flexible use of the grammar rules taught in classroom to communicate. Burgess and Etherington (2002) added that teachers’ recognition in the process of transferring declarative knowledge about grammar into procedural knowledge was becoming a problem for learners. It can be seen that the hard fact of grammar teaching is to make the students not only know the rules, but also be able to apply them for their own use of the language.

The difficulties in learning or teaching grammar might come up from many factors. The grammar teaching method is one of the factors. Al-Mekhalifi and Nagaratnam (2011) stated that grammar has been a problem for students to communicate fluently. They explained that students are still confused about the grammar itself. This is a big problem to the teacher who couldn’t find the right method to teach grammar. As Al-Mekhalifi and Nagaratnam (2011) believed, if teachers use theoretical methods that are recommended without knowing their students’ potential difficulties, they may not be conscious of any serious difficulties and may obstruct students’ learning of English grammar.

Furthermore, the issue in grammar teaching might occur more to a pre-service English teacher. According to Wang and Odell (2002 there are three types of problems
that pre-service teachers may face during their teaching practicum. They are emotional and psychological stress, lack of support, and conceptual struggle about teaching and learning. Problems that pre-service teachers experienced can also influence the quality of their teaching capability. A lack of support can include a lack of instructions routines, procedures, skills, and techniques that are associated to the context of teaching (Wang & Odell, 2002). It clearly shows that they might find difficulties more often when they teach, particularly in teaching grammar.

Pre-service Teachers’ Challenges in Their Teaching Practices

Learning to teach is a complex process that includes social interactions within a school (Hudson, Nguyen, & Hudson, 2008). Pre-service teachers might encounter some challenges in their process of teaching practices. They could feel a high level of pressure and stress during their teaching practicum because they had to carry two different responsibilities at the same time, teaching and learning to teach.

Wang and Odell (2002) mentioned that pre-service teachers are challenged by the “conceptual struggle about teaching and learning”. It deals with their beliefs about effective teaching and learning that might conflict with the reality of teaching in real classroom context. Furthermore, Kagan (1992, p. 154-155) as cited in Hudson, Nguyen, and Hudson (2008), mentioned that “Pre-service teachers have: inadequate knowledge of pupils and classroom procedures. They come instead with idealized views of pupils and an optimistic, oversimplified picture of 4 classroom practice. They are usually unprepared to deal with problems of class control and discipline. As a result, most novices become obsessed with class control, designing instruction, not to promote pupil learning, but to discourage disruptive behavior.”
The study done by Liu (2005 in Hudson, Nguyen, & Hudson, 2008) had shown that EFL pre-service teachers are more likely to follow their school-based mentor’s examination-oriented English method in which concern on the vocabulary and grammar. It indicates that learning to teach within the school context is definitely different with their university education and current advocated practices.

Previous Studies on Grammar Teaching

The study done by Kacani and Mangelli (2013) to 58 Albanian English teachers found that both teachers and learners faced difficulties in teaching and learning grammar. The instrument used in the study was a questionnaire adapted from Burgess and Etherington (2002). The study compared the teachers’ perceptions of difficulties in terms of the level of students to whom they taught English. Generally speaking, teachers of the university level scored higher than the others implying that both teachers and students of the university level faced more difficulties regarding EFL grammar instruction.

Another study was done by Al-Mekhalfi and Nagaratnam (2011) which aims to investigate the difficulties of a part of school EFL teachers in Oman. The study found that teachers face serious difficulties with regard to EFL grammar instruction. This study used a questionnaire as the instrument for data collection. The significance of this study focused on how EFL teachers find the correct method in teaching grammar. In other words, they have difficulties in teaching grammar but investigate more about the correct teaching methods. Some difficulties were found in several areas such as difficulty in correcting their learners’ spoken rather than written communication and using implicit grammar teaching method to their students. Result from this study also stated that both
in-service and pre-service EFL teachers need to be prepared for the difficulties that might be found in their teaching.
The Study

This study attempts at answering the following research question: (1) What difficulties do pre-service’s teachers face in teaching grammar? (2) How does pre-service’s teachers handle their difficulties in teaching grammar?. To address these questions, the writer conducted a qualitative descriptive study. This study was done by using a semi-structured interview as the data instrument.

Context of the Study

The study took a place in Fakultas Bahasa dan Seni, Universitas Kristen Satya Wacana, Salatiga. The reason of choosing the faculty is because the writer had an easy access that allowed her to include potential participants for this study. The writer conducted the study outside the classroom activity.

Participants

There were 6 participants in this study. The participants were chosen purposefully. It was done to meet the criteria of this study in which the participants must be a pre-service teachers who were doing their pre-service teaching in SMA Kristen 1 Salatiga.

Instruments of Data Collection

The writer used a semi-structured interview as the instruments of data collection. A semi-structured interview is a qualitative method of inquiry. It combines a predetermined set of open questions (questions that prompt discussion) with the opportunity for the interviewer to explore particular themes or responses further. The writer used Bahasa Indonesia to make the interviewees comfortable and to get detailed information. Below is the list of the interview questions:

1. What do you think about teaching grammar to high school students?
2. What are the reasons behind your difficulties in teaching grammar on this level? (especially in your own class during teaching practicum)
3. What kind of problem did you usually face in teaching grammar on this level?
4. What did you do to handle your difficulties in teaching grammar on this level?
5. Did your solution make you succeed in teaching grammar?

Data Collection Procedure

First, the writer figured out and made a list of participants who were doing their pre-service teaching in SMA Kristen 1 Salatiga. Second, the writer asked for their willingness and time to be the participants of this study. Then, the writer set a schedule with them to do the interview section.

Procedure of Data Analysis

First, the writer recorded the interview using an audio recorder. Second, all the recorded interview compiled into a transcription. Then, the transcript of interview was analyzed and categorized. The writer made a sub-topic based on the categories to be discussed in the findings section of this study.
Findings and Discussion

In this chapter, the writer presents the result of this study. The findings and discussion was presented in attempt to answer the research questions. The result of this study showed that there were five kinds of difficulties pre-service teachers found in their teaching practicum and there were four ways pre-service teachers did to handle the difficulties. In this case, the findings and discussion are divided into two categories. The first category is ‘Difficulties in Teaching Grammar for High School’ and the second category is ‘Ways to Handle the Difficulties’.

Difficulties in Teaching Grammar for High School

In this section, the study yielded that there were five kinds of difficulties pre-service teachers experienced in their teaching practicum. The first difficulty was found in developing and finding relevant materials for grammar teaching. Three (3) out of the total six (6) participants stated that they had experienced it. One participant (EW) had difficulties in finding relevant materials for her teaching practicum. She pointed out that there was a limited source to support teaching materials. The following is the excerpt from the interview:

Indeed, there are many sources in internet, but I don’t think that there are many which can attract the students. It’s not easy to find, there must be one, but I don’t think that it’s appropriate. I’d like to say the sources are limited.

The other two participants said that they had difficulties in developing materials for their teaching practicum. Participant (DP) pointed out:

I think it is difficult to develop materials. This is because as a teacher I have to be smart in developing material so that students will gain further understanding. But I think to develop materials is difficult since it needs ideas that is creative and innovative; I mean not only copy and paste from the internet.
Another participant (LID) stated:

Perhaps in creating the lesson plan, I found it difficult in developing what kinds of activities that is appropriate to the students’ characters and the applied curriculum.

From the result above, I analyzed that half of the participant find difficulties in developing materials that fit with the students but also fit with the applied curriculum. In other words, half of the participant didn’t fully understand the materials that they were to teach yet. It may indicate that grammar was difficult to understand. The finding is almost the same as what Al-Mekhlafi and Nagaratnam (2011 p.11) stated that grammar is still a big problem not only for the students but also the teachers if teachers find difficulties. Limited sources to support the teaching materials can be caused by the difficulties of the grammar itself. Since grammar was difficult for the teachers to teach, they also admitted that sources were limited to find on the internet and that they found it difficult to develop by the materials by themselves.

The second difficulty was related to inadequate mastery of teaching grammar. There were 4 out of the total 6 participants said so. One of them experienced it due to lack of preparation in teaching. Participant (BY) said:

I might not capable enough for an impromptu teaching. It overwhelmed me a little bit.

As pre-service teachers, an impromptu teaching could be overwhelming because they are not familiar enough with handling this kind of teaching situation. They might need enough preparation to be ready for a teaching, especially grammar that is dealing with language form. Meanwhile, mastering grammar materials might not easy for a student teacher as he/she needs to understand it first before it is taught to students in class. Participant (DP) pointed out:
There are many patterns in grammar. It was my third teaching at that time, and the topic of my teaching is about Active and Passive Voice. Unfortunately, I couldn’t teach it right because I myself still did not acquire this topic well. And finally, my teaching partner helped me to correct my fault.

Furthermore, dealing with self-confidence and lack of teaching experience will also lead student teacher to find difficulties in mastering the grammar teaching materials. It was shown from excerpts of interview below:

I feel not confident enough with myself so that I will easily get nervous in front my students, and it makes me look like I’m less enthusiastic when I’m teaching. (EZ)

My first teaching was kind of passive because my teaching style was so conventional by explaining the theory and grammatical pattern, I was not capable to create a game for class teaching. (LID)

This seems to suggest that teaching grammar is not a simple thing. They tried themselves to be a good-prepared-teacher, but they may not yet be able to do it because they lack teaching experience. They seemed to feel the conceptual struggles about teaching and learning, which Wang and Odell (2002) identified as one of the three types of problems that can confront novices when learning to teach within school settings, that is: (1) emotionally and psychologically stressed, (2) lack of support, and (3) conceptual struggle. Emotionally and psychologically stressed is considered to be the result of relatively low professional status of teaching, the uncertainty of classroom life, and rough working conditions. They can feel very stressed when they face the challenges of carrying out teaching and learning at the same time. A lack of support can include a lack of instruction routines, procedures, skills and techniques that were related to the context of teaching. They may have inadequate knowledge of pupils, like the expert experienced above. That is called conceptual struggle that every pre-service teachers’ surely experienced. From the result above, they claimed that lack of mastering the materials can
be caused by conceptual struggles and also emotionally and psychologically stressed about teaching and learning as pre-service teachers which clearly explained on statement above. Also Preservice teachers are unprepared for the demands of upper secondary English teaching and more effective models for preservice EFL teacher development are required (Butcher, 2003). From statement above pre-service teachers that also as foreign language learners, they have inadequate in teaching grammar.

The third difficulty in grammar teaching found in this study are related to class management. There were 3 out of the total 6 participants who faced this difficulty. One of the reasons why this kind of difficulty occurs is because the lack of firmness. One participant (EW) pointed out:

Students who sit at the back row used to be so noisy, and it bothers students who sit at the front row. So, I think it’s kind of difficult to manage the class when I’m teaching.

In this kind of class situation, the participants were more likely to be unable to attract students’ attention. It might be difficult to make the students focus on the taught materials in the teaching process. It was explained by participant (EZ):

One of the difficulties is to attract students’ attention. They were often to be so noisy in class when I’m teaching. It’s hard to handle the class condition, and most of them are not interested in learning grammatical forms.

In this case, the result showed that pre-service teachers couldn’t manage class well enough yet. Those results are supported by (Kagan, 1992, pp.154-155). They are usually unprepared to deal with problems of class control and discipline. As a result, most novices become obsessed with class control, designing instruction, not promote pupil learning, but to discourage disruptive behavior. In that statement shows that pre-service
teachers mostly unprepared to deal with problems of class control and discipline, and it is similar with the result that they have difficulties in class management.

The fourth difficulty is gaining students’ understanding and interest in grammar. There were 4 out of total 6 participants who experienced this. One of them said:

The hardest time for me at that time is to help students arrange sentences. Most of them are not able to use simple tenses into sentences. (LID)

Similar situation was also experienced by DP:

So far, I found most of my students already understand the form that I’ve explained, but at the end of the class when I ask them to make sentences, they were still confused and some were not able to do that. (DP)

Meanwhile, another participant pointed out:

It’s not easy to gain students’ interest in learning grammar, most of them are not interested in learning the grammatical form. (EZ)

It was shown in the excerpts of the interview that it’s not easy to deal with students’ performance and understanding as well as to attract their interest in learning grammar. Al-Mekhlafi and Nagaratnam (2011) stated that L2 learners often find it difficult to make flexible use of the grammar rules taught in classroom to communicate. Students might be able to understand the theory and pattern, but their performances are low. That’s why students find it hard to use their grammar to communicate, even just to make a simple sentence.

The fifth difficulty in teaching grammar that experienced by the pre-service teachers in this study is the difficulties in finding appropriate teaching strategy. There were 4 out of the total 6 participants who experienced that. One participant said that she was unable to develop interesting teaching strategy. Below is the interview excerpt:

Typically, the difficulties were occurring because the students are still unable to understand the material I taught. Moreover, it might be because
grammar tends to be boring, so I think it’s hard to find a strategy to make an interesting teaching. (LID)

Another participant added:

I found difficulties in applying the right teaching method, perhaps, because my teaching style is still so traditional. (EZ)

One of problems in teaching grammar that usually happen to a student teacher is related to the lack of skills and techniques that are associated to the context of teaching (Wang and Odell, 2002). It was shown in the interview excerpts. Most of the pre-service teachers were still not able to find the right method or strategy for their teaching.

Ways to Handle the Difficulties

The interview result shows that there are four ways to handle the difficulties faced while teaching grammar, which were done by the participants. The first one is asking peers or experts. 2 out of the total 6 participants claimed that asking peers or experts can help them handle difficulties they had. Participant (EW) said:

I usually ask an advice from a friend to help me find ideas about how I should teach a certain grammar topic, if it’s good, then, I’ll consider it to be used to modify my teaching activity.

Another participant added:

I usually ask somebody who is more expert, for example the mentor teacher or the teaching practicum supervisor. (AN)

From that result, I found that partner or expert was very important for the pre-service teachers to correct their mistake or just simply gave them advice to be a better future teacher. Without knowing any advice, it would be worst for the pre-service teachers in handling their difficulties.

The second way to handle difficulties is done by skill and self-improvement. 3 out of the total 6 participants said so. One of them said:
I tried to improve my ability in finding an easy way to make students simply understand my explanation, for example using games in class activity. (AN)

Participant AN admitted that her ability to help students understand her explanation was still limited. However, she kept trying to improve her ability by searching for various fun activities to teach grammar.

Meanwhile, other students stated that the improvement can be attempted by focusing on the method and teaching preparation. The following is the excerpts:

I tried to improve myself by finding more and more references about teaching methods, like finding references in internet or observe the mentor teachers when they teach. (EZ)

First, I have to understand the materials I’m about to teach. Then, I have to prepare everything, especially myself, and how to deliver the materials in class before teaching. So, before I teach, everything is well-prepared. (AN)

From result above, it can be concluded that pre-service teachers must be innovative and also creative in creating an enjoyable teaching and process. Without tools such as internet or dictionary or maybe book, pre-service teachers couldn’t handle their difficulties well.

The third way in handling the difficulties is giving more relevant example to students. There were 4 out of the total 6 participants who preferred to do it. One participant liked to give exercises and acceptable examples to gain students’ understanding.

I prefer to give more example that can be understood by students and give them more exercises so that they will be able to understand the materials and it allows them to improve their performance and vocabulary bank. (DP)
Another participant added:

I’d like to give my students more activities that relates to the materials I taught, for example when I taught about simple present tense, so I have to find an activity that is connected with the materials like daily activities. (LID)

The fourth way participants did to handle the difficulties is including active and interactive activity in their teaching. 4 out of the total 6 participants preferred to do this. Participant (AN) said:

I think we should add more creative and communicative activities, so that it will avoid students’ boredom and motivate them to learn grammar.

In addition, participant (DP) pointed out:

I think as a teacher we have to involving students to be more active in class. We can give more practices like making a short conversation. I found there are many students who tend to be passive because they only study English to pass the examination, not to be able to use it to communicate.

It was shown in the excerpts that grammar learning can cause boredom easily. Moreover, mostly students only study English just to be able to pass the examination, not to use it to communicate with others. By giving more practices, it will help the students not only to know the rules, but also enable them to apply them for their own use of the language. Also, adding an interactive activity in grammar class allows students to get involved in an active learning which can help them avoiding boredom in learning.
Conclusion

As pre-services teachers that should fulfill a teaching practicum to pass the requirement from the faculty, teaching grammar itself was the thing that they couldn’t avoid doing. Grammar is the topic that some pre-service teachers do not really master well. The purpose of this study was to discover difficulties in teaching grammar that pre-service teachers experienced during their teaching practicum in a senior high school context and their strategies to handle those difficulties. The result of this study has revealed that pre-service teachers experienced five kinds of difficulties in their teaching practicum and they stated four ways in handling the difficulties.

The first difficulty is in developing and finding relevant materials for grammar teaching. This difficulty occurs due to the limited sources to support and developing the lesson plan. The second difficulty is related to inadequate mastery of teaching grammar. It occurs due to lack of preparation, self-confidence, and lack of experience. The third one is related to class management. Participants of this study was lack of firmness and unable to handle students when some of the students started to be noisy. The fourth is difficulties in gaining students’ understanding and interest. It occurs because of students’ lack of interest, student’s lower performance and understanding about English grammar. The fifth is difficulties in finding appropriate teaching strategy. It occurs because participants were unable to develop interesting strategy and applying the right method for teaching.

The study also yielded four ways participants did to handle the difficulties. The first one is asking peers or experts. It allows them to seek for advices to overcome their problems. The second way was done by skill and self-improvement. The participants
focus more in improving their teaching skill, preparing their selves as well as their
materials before teaching, and improving the teaching method they used. The third one is
giving more relevant examples to gain students understanding of grammar. The last one
is adding active and interactive activity that allows students to get involved more in an
active learning.

Regarding to the difficulties that pre-service teachers faced, some suggestion
below hopefully will benefit next practice in teaching grammar. The first one, prepare
everything before the teaching practicum is held, especially in grammar context. You
must master everything about the rule and also the pattern. The second one, find some
references to enhance your skill in teaching grammar, such as exercises that provide on
internet, you can learn from those exercises. And third, control your mood, it is also
important because mood can control everything, especially when we are teaching.

However, the findings of this research have its own limitation due to the
limitation of the participants and setting. Hence, different research with similar context
may result differently. In this case, the findings of this research, then, cannot be
generalized into all contexts.

Furthermore, it is suggested for other researcher who desires to conduct such
similar study to broaden the scope of the study. It would be interesting to investigate
deeper about difficulties pre-service teachers faced in their teaching practicum with
different focus. Finally, the writer hopes that this study could be a reference and
consideration for those who work in the area of English teaching.
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References:


Participant 1


A : Baik, saya lanjut pertanyaan berikutnya. Apakah menurut Anda Grammar Teaching itu penting? Tolong jelaskan!

B : Kalau menurut saya pribadi Grammar Teaching penting atau tidaknya itu tergantung. Hmm..kalau misal untuk siswa SD, SMA, SMP itu saya kira untuk fokus ke grammar itu tidak terlalu dibutuhkan banget. Sedangkan mungkin kalau untuk yang sudah punya keperluan khusus seperti Bahasa Inggris untuk keperluan wisata, atau keperluan translation atau yang lain yang sudah khusus itu saya rasa perlu, begitu. Karena kalau untuk siswa SD, SMP, SMA itu mempertimbangkan mata pelajaran lainnya juga. Mereka kan sudah…hmmm…gimana ya…dengan kata lain itu mempelajari banyak hal juga, jadi menurut saya Bahasa Inggris itu yang penting dasarnya dulu dan itu tidak harus grammar. Karena menurut saya malah yang penting itu vocabulary, begitu.

A : Apa peran grammar bagi anda sbg guru PPL pada saat Anda PPL?

B : Membantu saya untuk lebih mudah memahami pesan apa yang ingin disampaikan ke murid.

A : Pengertian pesan disini seperti apa?

B : Ya pesan apa saja. Misalnya jawaban soal, conversation, dan pertanyaan.
A : Bagaimana peran mata kuliah lain di PBI dalam membekali Anda untuk mengajar PPL ?

B : Penting juga, ngajar bahasa inggris ngga melulu soal aturan (grammar), guru perlu membekali diri dengan banyak metode. Rajin observasi supaya bisa menentukan cara mengajar yang sesuai untuk anak-anak di kelasnya.

A : Baik, lalu apa yang menurut Anda perlu dilakukan PBI untuk membekali mahasiswa untuk mengajar grammar di PPL ? Mengapa ?

B : Menurut saya PBI sudah melakukan pembekalan dengan baik. Melalui mata kuliah yang sudah di ajarkan dan juga micro teaching.

A : Oke, terimakasih. Pertanyaan selanjutnya, menurut Anda, karakteristik strategi mengajar grammar yang baik itu yang seperti apa atau bagaimana?

B : Karakteristik mengajar grammar yang baik itu gimana ya….nggak ada baik atau nggak baik sih, cocok atau tidak cocok, itu tergantung dengan kebutuhan muridnya dan keinginan si pembelajar itu tujuannya mempelajari Bahasa inggris itu untuk apa. Nah, nanti kalau udah tahu tujuannya untuk apa nanti kan pengajaran grammar bisa disesuaikan dengan kebutuhannya dan cara belajar si murid juga.

A : Berarti Anda mengikuti si murid itu? Kalau sekarang ini kan ada RPP ya, nah, Anda itu tertuju pada RPP apa tidak?

B : Oh…kalau ada RPP tentunya ikut alur RPP juga, sama silabus. Tadi itu kasusnya untuk yang misal les private atau apa, begitu. Kalau untuk sistem sekolah ya memang mau tidak mau harus dicocokkan juga ya sama silabus dan RPP. Mencocokkannya ya itu tadi diobservasi dulu lihat karakteristik murid-murid sebagian besar di kelas itu bagaimana kan mesti karaternya beda-beda, jadi, mungkin bisa diobserv dulu sebagian besar murid itu condongnya kemana, kana da murid yang belajarnya itu bosen kalau mungkin yang fokus ke grammar melulu yang penjelasan. Dan ada yang ingin belajar grammar itu sambil ngomong atau praktek atau bagaimana, seperti itu.

A : Trimakasih. Pertanyaan selanjutnya, bagaimana menurut pendapat Anda tentang mengajar grammar pada siswa SMA?

B : Bisa diulangi?


A: Tadi kan katanya ada anak yang duduk di belakang rame, itu termasuk tantangan buat Anda nggak?

B: Iya itu tantangan sih sebenarnya, belum lagi nanti kalau misal yang depan terganggu sama ributnya yang belakang. Jadi memang kadang-kadang kelas manajemen juga harus ditegaskan selain pembelajaran grammar itu tadi. Untuk bahan ngajarnya ya memang cari yang lagi tren saat ini sih, maksudnya bisa dari youtube atau facebook kan sekarang banyak video-video edukatif juga yang dikemas atraktif interaktif.

A: Oke, kadang anak jaman sekarang kan pinter-pinter ya. Maksudnya ada yang lebih pinter gitu dari guru-gurunya gitu kan? Mereka itu kritis nggak sih, maksudnya nanyanya kritis gitu?


A: Lalu, apakah hal itu tadi menjadi kesulitan Anda dalam mengajar grammar?

B: Kalau kesulitan itu bukan sih, itu malah lebih ke tanggung jawab. Karena guru kan punya tanggung jawab untuk mendidik murid itu. Jadi kalau muridnya belum bisa...
mengerti ya gimana itu caranya guru membuat siswa bisa mengerti maksud atau materi yang disampaikan guru.
A : Oke, berarti itu bukan kesulitannya ya?
B : Tanggung jawab.
A : Lalu untuk kamu sendiri, ada nggak sih kesulitan tertentu untuk mengajar anak-anak SMA tersebut?
B : Selama ini kesulitannya lebih ke cari bahan sih, bahan untuk dikaitkan ke materi grammar itu tadi to. Ngajar grammar itu cenderung membosankan, nah itu tantangan bagi saya untuk mencari bahan yang bisa membantu pelajaran grammar agar tidak membosankan itu tadi. Dikaitkan dengan video, atau lagu, atau apa yang mungkin murid-muridnya familiar.
A : Lalu, yang menjadi alasan atau faktor pemicu munculnya kesulitan itu apa?
B : Yang menjadi faktornya ya kan memang banyak bahan di internet, tapi kan tidak banyak yang bisa attract muridnya. Sulit mencari sumber saya rasa ada tapi tidak banyak juga yang tepat.
A : Mungkin sumbernya terbatas gitu kan?
B : Iya.
A : Lalu bagaimana cara Anda untuk mengatasi kesulitan itu? Kronologinya bagaimana gitu bisa diceritakan?
B : Biasanya saya konsultasi sama teman dulu. Kira-kira ide untuk mengajarkan grammar point ini gimana ya kalau memang saya mengalami kesulitan dan nanti kalau memang udah terkumpul saya bisa seleksi lagi dan saya modif kalau memungkinkan. Jadi konsultasi sama teman, lalu saya pertimbangkan cocok atau tidak.
B : Selama ini menurut saya lancar sih.
A : Berhasil ya maksudnya?
B : Iya begitu.
A : Lalu selanjutnya, seberapa sulitkah materi-materi grammar yang harus diajarkan selama Teaching Practicum?
B : Itu skala sulitnya gimana ya?
A : Sulit maksudnya misalkan pernah sampai ada murid yang tanya terus Anda nggak bisa jawab gitu? Apa kewalahan lah gitu?
B : Ohh, I see….kalau kewalahan belum siih solanya kan tetep harus prepare dulu. Dan kalau itu kita kewalahan itu berarti kita tandanya belum bener-bener prepare.
A : Dan apakah semua materi-materi yang Anda ajarkan waktu teaching practicum itu sudah Anda pelajari di PBI?
B : Iya sudah.
A : Selanjutnya ya, menurut Anda gimana sih grammar itu seharusnya diajarkan kepada murid SMA?
A : Apakah dengan cara seperti itu menurut Anda murid bisa menerima apa yang diajarkan? Kan ada tuh murid yang introvert gitu lah, biasanya mereka kan sukanya cenderung yang tenang belajar di depan papan tulis gitu. Itu gimana?
B : Iya sih bener, memang nggak semua murid suka yang gerak itu tadi. Tapi selama ini waktu PPL belum ada yang sampai nggak mau ikut gitu, yang saya amati mereka tetap enjoy.
A : Oke. Ini terakhir, bagaimana menurut Anda pengajaran grammar berkaitan dengan kekurangan dan kelebihannya?
B : Maksudnya?
A : Emmm…pengajaran grammar ini kan ada kelebihan dan kekurangannya, terus apa sih yang jadi kelebihannya itu apa dan kekurangannya itu apa?
A : Oke kalau begitu terimakasih untuk waktunya dan interviewnya ya.
B : Iya, sama-sama.