JUNIOR HIGH SCHOOL PRE-SERVICE TEACHERS' BELIEFS TOWARD
GRAMMAR AND ITS METHODS

THESIS

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

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Grammar is an important aspect in language learning. It is often a basic to know the meaning of sentence. In teaching grammar, there are some grammar methods but this study only concerns on four common grammar methods which are explicit, implicit, deductive and inductive. In many decades, it seems that there are some controversial issues related with the role of grammar and what best methods should be applied in teaching grammar. Therefore, the purpose of this study is to probe pre-service teachers teachers’ beliefs toward grammar and its methods in an EFL context. To collect the data, the researcher used interview method. The result of this study showed that seven out eight participants agreed that grammar is important in language learning. For grammar methods, pre-service teachers believes that there are kinds of strategies in teaching grammar using that four grammar methods. For the effectiveness of grammar methods, pre-service teachers believes that there are some factors which influence the effectiveness of grammar methods and also there are some reasons why grammar method is effective. Besides that, pre-service teachers also believes that there are some advantages and disadvantages of each grammar methods. Then, from four grammar methods which are explicit, implicit, deductive and inductive, pre-service teachers preferred inductive method in teaching grammar rules especially for junior high school.

Keywords: grammar, explicit, implicit, inductive, deductive and teachers’ beliefs.
Even though grammar is an important aspect in learning English as a foreign language, there are some experts who believe that grammar is not needed in learning language. Lewis (1986, as cited in Thornburry 1999) pointed that grammar is not a foundation of language acquisition. In addition, Thornburry (1999) believes that grammar is not needed in language learning because “Grammar is not very important: The majority of languages have a very complex grammar. English has little grammar and consequently it is not very important to understand it“ (p.14). Besides that, there are also different views regarding four common methods in teaching grammar which are explicit, implicit, deductive and inductive. According to White (1987, as cited in Basoz 2014, p.378), “grammar teaching is necessary as some structure can not be learned naturally”. On the other hand, according to Krashen (1982, as cited in Basoz 2014, p.378), “grammar is acquired naturally and it does not have to be explicitly taught. From those statements, we can conclude that there was a debate about the use of explicit and implicit method in learning grammar. It was similar to deductive and inductive method. Sopin (2015) argues that deductive method is effective because teachers and students can teach and learn grammar rules easily, but inductive was also enhancing students’ role in teaching and learning process, so the students can be more comfortable during the lesson.

From the controversial issue above, my study will try to probe the teacher’s beliefs toward grammar and its methods, however my study concerns on pre-service junior high school teachers’ beliefs because some research seems only investigated the attitude of the real teacher in one school and also it seems only investigated teacher’s belief at University and senior high school students. For instance, the study
of Sopin (2015), who conducted a research about teachers’ attitudes toward grammar teaching at Misurata University and the study of Pramusita (2016), who researched teachers’ attitudes toward grammar and its approaches in Senior High school Salatiga. Therefore, this research concerns with a research question:

1. What are pre-service junior high school teachers’ beliefs toward grammar and its methods in an EFL context?

LITERATURE REVIEW

Some experts in grammar defines the meaning of grammar. Thornburry (1999) states that “Grammar is a description of the rules that govern how a language’s sentences are formed” (p.1). Meanwhile, Richards (1992, as cited in Alduais 2013, p.37) pointes out that “grammar is a description of the structure of a language and the way in which linguistic units such as words and phrases are combined to produce sentences in the language”. From the explanation above, the researcher can conclude that grammar can be an array of patterns to form a sentence.

Methods in Teaching Grammar

Explicit method

In this approach, the teachers explain the material clearly in the beginning before the students do the exercise or task. Ellis (1994, as cited in Lin 2010, p.17) states about one of the characteristics of explicit approach which is “grammar rules and structures are introduced to learners before they are used or practice”. A definition from Zaal (2013) argues that in explicit teaching the students are encouraged to know
and learn more about the rules of language. Doughty (2003, as cited in Lin2010, p.17) also has added the definition about explicit approach which is “rule presentation and discussion, consciousness-raising tasks, and input processing instruction are known as three techniques of explicit teaching”. From the explanation above we can conclude that Explicit approach attempts to make the students familiar with the rules of grammar when they learn a language.

In learning a language, Brown (2007, as cited in Sik 2014, p.49) states that explicit approach is known as “conscious awareness and intention to learn”. To increase students’ awareness toward language, Roza (2014) has mentioned that “conscious raising task such as making a task which develops students awareness about the use of tenses can improve or enhance students awareness to a language” (p.1). Besides that, Rahman and Rashid (2017) believes that in explicit approach, teachers have a big role in explaining and delivering the rules and also managing the teaching and learning process. In this case, the role of teachers is the most important thing to make students understand about the rules of language in explicit method.

**Implicit method**

In this approach, teachers do not give the rules or clue explicitly to the students. They will interpret or guess the rules or meaning from the examples. According to Thu (2009) “grammar may be thought implicitly where the rules are not pointed out but the students are expected to understand implicitly through various forms exposure” (p.6). It means that the teachers only give the students some exposure
activity or clue related with the rules of grammar and then they find the meaning and rules by themselves.

Brown (2007, as cited in Sik 2014, p.49) states that implicit learning is “learning without conscious attention or awareness”. The learners do not know the rules clearly. They will activate their background knowledge to get the rules and meaning. In this approach, students are encouraged to be critical and active in a classroom. According to Rahman and Rahid (2007), the students are stimulated to participate in learning process and communicate in the class rather than only focus on the teachers’ explanation about grammatical rules.

**Deductive method**

Chalipa (2015) states that Deductive approach is an approach in which students are explained the rules of language in the beginning from the teachers before they practice or apply that language. In addition to this, Alzu’bi (2015) states that “the rules of grammar are dictated to the students and then particular examples are given” (p.188). From the definition above, students are encouraged to recognize the grammatical rules before they use and identify some examples of language. According to some researchers, there are some strength and weakness of deductive approach in teaching grammar. Thornburry (1999) argue that there are some advantages of a deductive approach which are: (1) Enhancing the process of teaching and learning grammar because teachers directly explain the rules; (2) Improving students’ knowledge and skills; (3) Motivating students in learning grammar. In addition to this, Seliger (1975, as cited in Zaal 2013, p.21) believes that
deductive approach facilitates “students to maintain their grammar knowledge longer than inductive approach”.

Afterwards, there are different researches’ views regarding the weakness of deductive methods. Chalipa (2013) argues that the teacher centered in Deductive approach can break the students’ logical and critical thinking about the rule of grammar. Pramusita (2016) pointed out that Deductive approach can “create monotonous teaching and learning process as students only pay attention and listen to teachers explanation without discovering grammar rules by themselves” (p.13). In other words, Deductive approach may decrease students interest in learning a language because they are passive especially in finding grammatical rules.

**Inductive method**

Gorat & Prijambodo (2014) argues that inductive approach is a grammar approach which is “in its turns, moves from specific to the general” (p.4). Thornburry (1999) believes that inductive approach “starts with some examples from which a rule is inferred”, (p.29). It means that the teachers give students some examples of activity related to the rules of grammar and then they find the rules after they have done the activity or exercise. Sopin (2015) mentions some benefits of Inductive approach which are,(1) increasing students intelligence; (2) Creating an attractive lesson; (3) students are active in finding the rules.

Another strength of inductive approach in teaching grammar in EFL context which is expressed by Ratnimingsih (2012, as cited in Pramusita, 2016) “ inductive approach makes grammatical rules easy to remember since students find it by
themselves” (p.10). It happens because the students decides the rules based on their own understanding. Chalipa (2013) mentions one the disadvantages of Inductive approach which is “students may hypothesis the wrong rule” (p.181). The students don’t have enough background knowledge to interpret the rule.

According to the explanation above, it shows that deductive and inductive have their own characteristics and also their strengthness and weakness. Similar to Explicit and Implicit approach, these approach have the same purpose that is to increase the students awareness towards the rules of language. According to Ana and Ratminingsih (2012) “Combining Deductive and Inductive is a good way because it is expected that the learners are not only able to remember or understand the rules but also able to use communicatively” (p.1). It means that deductive and inductive approach can complement each other.

**Previous studies pre-service teachers’ beliefs toward grammar and its methods**

Pramusita (2016) examined 6 English teachers in Senior high school 1 Salatiga. She observed the teachers’ attitudes toward grammar and its approaches in EFL context. The data showed that most of the English teachers in senior high school 1 Salatiga considered grammar as an important aspect in ESL and EFL context. Regarding with what best method should be applied for teaching grammar, the English teachers in Senior High School 1 Salatiga preferred to use inductive approach instead of deductive approach. It was because it increases the students creativity to find the rules. However, the English teachers in Senior high school 1 Salatiga still used deductive method especially for teaching difficult material.
Alzub’i (2015) reported that inductive approach is more effective in teaching grammar. It happened because inductive approach encourages students to think creatively before they find the rules. The input from the teacher can be intake through practicing the rule in a real situation not only pay attention to the teacher explanation.

Sophin (2015) has investigated fifteen teachers who teach English at different colleges. The results showed that all of the teachers 100% agreed that grammar is a crucial aspect in language learning. Then, 84% teachers prefer explicit method to teach grammar because explicit method helps their students to understand the rules and structure of language. In addition to this, their students also preferred explicit method for learning grammar. It was because the teachers explained the rules clearly in the beginning and also the examples.

Basoz (2014) investigated the teachers perception toward grammar teaching and their preference toward grammar instruction (explicit or implicit). The result of the study showed that most of teachers prefer implicit instruction rather than explicit instruction. They believed that teachers should teach grammar in a real context like in a communicative activities. The teachers also taught that the students should be able to apply grammar in a conversation.
THE STUDY

Context of the study

This study was conducted at Universitas Kristen Satya Wacana because it was easier for the researcher to collect data. It was because the respondents in this study are the students of Faculty of Language and Arts.

Participants

The participants in this study were students the Faculty of Language and Arts who have done their teaching practicum in Junior High School. There were 8 participants in this study. Four (4) out of eight (8) participants did their teaching practicum at SMPN 1 Banyubiru. Two (2) out of eight (8) participants did their teaching practicum at SMP Lab Satya Wacana. Two (2) out of (8) participants did their teaching practicum at SMPN 7 Salatiga.

Instrument data collection

To collect the data the researcher used a semi structured interview as an instrument. The result of this study was belong to qualitative data. It was because the data consisted of pre-service teachers perception toward grammar and its methods. In addition to this, the researcher used Bahasa Indonesia in doing the interview to make the respondents more enjoyable in answering every question. The study consisted of one research question and some sub-research question. This is the following interview questions:

1. What do you think about the role of grammar in teaching grammar especially for teaching junior high school?
2. What kinds of strategies that you usually used in teaching grammar using (explicit, implicit, deductive and inductive methods?)

3. What do you think about the effectiveness of (explicit, implicit, deductive and inductive methods?)

4. What do you think about the advantages of each method?

5. What do you think about the disadvantages of each method?

Data Collection Procedure

Firstly, the researcher contacted the participants who have ever did teaching practicum especially in junior high school. Then, the researcher listed some of interview questions. For doing an interview, the researcher associated with the free time of participants. Then, the researcher arranged the time to do an interview.

Procedure of Data analysis

In doing the interview, the researcher used a recorder to record participants voices. After recording the voice of participants, the researcher typed all of the questions and answers during the interview. Then, the researcher classified the transcript based on each theme. Finally, each theme was elaborated in finding and discussion part.

FINDING AND DISCUSSION

In this section, the writer analyzed the results of this study and answered the research question, which is “what are pre-service junior high school teachers’ beliefs toward grammar and its methods?”. The data showed that seven out of eight participants believed that grammar is an important thing in learning language. Then, there were some strategies which the pre-service teachers in teaching grammar using
four grammar methods (explicit, implicit, deductive and inductive). They also believed that there are some factors and reasons which influenced the effectiveness of each grammar methods. After that, they saw that there are some advantages and disadvantages of each method and the last is pre-service teachers preference toward four grammar methods. More detailed findings are discussed below:

**Pre-service junior high school teachers’ beliefs toward grammar**

This part will discuss the roles of grammar for junior high school. There were 5 out of 8 participants who gave their opinion related with the role of grammar for junior high school. Three participants stated that grammar is important because it makes students familiar with structure of language. As participant A explained:

> Grammar should be taught for junior high school because the students have to know the structure of sentence correctly. Based on my experience when I did my teaching practicum at smp 1 banyubiru, I taught how grammar works seriously. I usually taught present tense and past tense so, they know the structure of past tense and also they know when they have to use present and past tense.

Participant B also added further information. He stated that grammar is an important aspect when the people study English language. Another participant C believed that grammar is important because it makes students know the characteristics of English sentences.

From the data above, we can see that most of pre-service teachers believed that grammar is important and it should be taught in junior high school. They also believed that by teaching grammar for junior high school, students can be familiar with the pattern and also structure of English sentence and also it may make students
know how to use tenses properly. This finding is in line with the statement from Wang (2010) who stated that grammar has a crucial role in the learning and teaching process because it is a guidance for people to make a good or correct sentence.

**Strategies in teaching grammar using four grammar methods**

For the first time, the researcher will discuss about kinds of strategies that pre-service teachers usually used in teaching grammar using explicit, implicit, deductive method and inductive method.

**Explicit method**

In explicit method, pre-service teachers used three kinds of strategies in teaching grammar using this method. First strategy is explaining rules clearly. There were 2 out of 8 participants who believed and used this strategy. Below is the interview excerpt:

Yes, at that time I taught simple present tense and then I explained the rules from positive until interrogative (Participant D).

Yes, I had ever used this method when I did my teaching practicum at Smp 1 banyubiru. I used to use this method. Usually, I explained the rules of grammar for example: I taught simple present tense then, I explained when we have to use simple present tense and also the characteristics of simple present tense (Participant E).

The second strategy is eliciting students in the beginning. One student teacher used this strategy by asking students to find the pattern first by themselves then, the teachers explain the rules explicitly. Last strategy was giving example to the students to make them clearer about the rules. As participant E said:

At that time I taught simple present tense. For the first time I explained kinds of verbs which belong to simple present tense and then I gave some examples of
positive sentence like”she speaks English”after that I explained why we have to add”s/es on that verb”. The second one was negative sentence. I explained in negative sentence the verb backs to verb1.

This finding showed that in teaching grammar using explicit method, teachers taught grammar rules clearly in the beginning and asking students to find the rules first and then the teacher explained them. This finding was also coherence with a statement from Scott (1990) who believes that one characteristic of explicit method is to learn grammatical rules deductively or inductively, but the purpose is to make the learner be able to use it properly and correctly.

**Implicit method**

For implicit method, most of student teachers used three kinds of strategies in teaching grammar using implicit method. In this method, pre-service teacher did not explain rules explicitly or metalinguistically but, they started with examples. Like participant A used. He gave students a situation through a film so, in this case the students learn grammar naturally from that film. More detailed information was explained through the excerpt below:

In here, I asked them to watch a film. When they watch a film they learned past tense naturally from that film. They learned from the translation so, I didn’t explain if use simple past tense you have to use verb 2 and etc but they can learn it naturally through that film.

From the data above, strategies in teaching grammar using implicit method were giving students example or context, for example through a film and situation. This finding was also in line with the statement from Andrews (2007) which is “in implicit instruction, many-sentence examples (from authentic text) containing the structure are
presented as input tasks”(p.3). In other words, in implicit method there is no explanation of the rules like explicit method. Teachers might only give some examples to find the rules.

Participant SEP added that when she taught grammar using implicit method, she used some questions which are related with the rules of grammar, but she did not explain the rules explicitly. In this way, the students can also learn and identify the rules from that questions.

**Deductive method**

Next method is deductive method. The finding showed that there were only 2 participants who used this method because some of them said that it is not associated with k13 curriculum. They used strategy of deductive method which is explaining the rules in the beginning. To make it clear, below is the interview transcript:

When I explained future tense I explained the rules first, then I ask the students whether they have been clear or not.If the students have understood, they will practice in making their own sentence(NOV).

Like the method in the beginning, I explained the rules and I had ever given the real example which makes students understand more about the rules(KET).

This finding was similar to a statement from Neupane (2009), who emphasized that deductive method “starts with presentation of the rule and is followed by examples in which the rule is applied”(p.113).

**Inductive method**

Last method is inductive method. This method is different from deductive method. deductive method starts with the presentation of the rules but inductive
method starts with examples. Based on the result of this study, pre-service teachers used one of strategies of inductive method which is asking students to identify the rules in the beginning. There were 4 out of 8 participants who used this strategy.

Below is the transcript. To make it clearer, below is the interview transcript:

So, I made a sentence like I go to school and then they identify the sentence. After that, I asked them to come forward to underline or circle the verb for example verb 1, and verb 2 (YUN).

So, I gave the examples whether in a sentence or a text then they try to identify the rules then I discuss that (SAB).

I gave the example of sentences. At that time, I used the lyrics of one song and then I asked them to find the rules of simple past tense through that song lyrics (YUL).

After I write the sentence on the board for example: there is a chair. There are two tables then I asked them to differentiate singular and plural” (KET).

The data above is same with Neupane (2009) she stated that inductive method “starts with presentation of some examples from which a rule is inferred” (p.113).

Pre-service teachers’ beliefs towards the effectiveness, advantages and disadvantages of grammar methods

Firstly, the researcher will discuss explicit method. Secondly is implicit method. Thirdly is deductive method and the fourth is inductive method.

Explicit method

a) Effectiveness

From the finding, the researcher found that all participants believed that explicit method is effective for teaching grammar for junior high school. They believed that explicit method is effective because the teachers explained grammar rules clearly so, the students can understand more about the rules. Like participant C & B, they
believed that explicit is effective because the teachers also explained the rules in a
detail so, the students can grasp the rules maximally and they can do the exercise
well. To make it clearer, below is the interview transcript:

It is effective. It was because I explained grammar material and also I gave some
activities which are related with their daily life so, they can be familiar with the
sentences which I gave. If there was some unfamiliar vocab for them I will write
them on the whiteboard. So, when I gave explanation of the rules they are more
aware or catch the meaning of grammar.

Based on my opinion it is effective because in here the teachers had explained the
rules clearly so, they know what kinds of the rules like that and I thought that when
they did a task they will get a good score.

From the transcript above, there were 5 out of 8 participants who believed that
explicit method is effective because in explicit the teachers explained grammar rules
clearly like writing the rules on the whiteboard and explained them so, the students
can understand more about the rules. This data is in line with the result of the study
from Rahman and Rashid (2017) who investigated the educators’ beliefs toward
grammar teaching at Malaysian Higher Learning Institution. The result of this study
was 84% of the respondents preferred explicit grammar instruction because they
believed that explicit method works. It was because they continually gave a quizz to
the students which are related with grammar. After they gave a quizz, they explained
them.

One student teacher also added further information about the effectiveness of
explicit method. She believed that explicit method is effective because teachers are
more comfortable in teaching grammar using explicit method. Like monitoring them
whether they have understood about the rules that she has explained. This finding was also in line with the previous study from Rahmad and Rashid (2017). The result of this study that educators preferred explicit instruction because they can teach grammar by their own teaching style. Besides that, they preferred explicit instruction because they can give much information about the rules to the students.

b) Advantages

In explicit method, there were 6 out of 8 participants believed that one of an advantage of explicit method in teaching and learning grammar is that students get clearer explanation of the rules maximally. Participant F & G explained:

Students can accept the explanation from teachers maximally. It means that students will understand more about the rules because they were given the input explicitly so, students can be easily in making english sentence which is associate with the principle.

Its strengths is enriching students with the inputs which are given by the teachers. In here, the students accept much information from their teachers about the rules.

The data above showed that pre-service teachers believed that one of the advantages of explicit method is students get clear explanation of the rules because they can accept the explanation from the teachers maximally. This finding is also same with the statement from Ling (2015) who explained that in explicit method the role of teachers in explaining the rules is maximal. They trained students to memorize the rules and also to practice the rules with the purpose to enhance students’ knowledge about grammar rules. Finally, the students can understand about the rules successfully.
Two other participants also believed that the advantage of explicit method is facilitating teachers in explaining grammar rules because it is more simple and straight to the point. In this case, the teachers directly explain the rules.

c) Disadvantages

Besides its strengths, pre-service teachers also believed that explicit method also has some disadvantages. One participant believed that one of the disadvantages of explicit method was students were not enthusiastic in learning language because they were bored during the lesson. This disadvantage was explained more through the excerpt below:

Based on my opinion, if this method is applied for students, they will be bored because they only memorize the rules and then do the exercise but, it is good if rules directly applied because students can know the rules by their own way(SEP).

The data above showed that student teachers believed that one of the disadvantages of explicit method is students are bored during the lesson. This statement is supported with the previous study from Koceva (2017) which investigated students’ attitudes toward grammar instruction in the learning and teaching of foreign languages. The result shows that when teachers taught grammar explicitly, the students are not motivated in learning grammar because the teachers too much give explanation of the rules so, they are not interested in learning the rules.

Two students teachers also believed that students do not think critically in finding the rules is one disadvantage of explicit method. It was because the students directly accept the rules from their teachers.
**Implicit method**

*a) Effectiveness*

The second method is implicit method. In implicit method, there are 5 out of 8 of participants who believed that explicit method is effective for teaching grammar for junior high school and 3 out of 8 participants believed that implicit method is not effective for teaching grammar for junior high school. Three (3) out of that (5) participants believed that implicit method is effective for teaching grammar because it encourages students to think critically. To make it clearer, below is the interview transcript:

I thought that it is effective because it is encouraged students to think critically even though there is no explanation they have to know and have to do the exercises (YUN).

I thought this method is effective because when we know the students ability and also train them to think critically (DEB).

I thought that it is effective because the students directly practice for example when I gave them a card they directly practice and I thought that it is more effective because they are not be a passive learner where they only listen to their teachers but, in here they are asked to analyze a problem (NOV).

This finding showed that pre-service teachers believed that implicit methods is effective because students are active in finding the rules. This data is in line with the statement from Griffiths (2003, as cited in Talley & Ling 2014) they believed that in implicit method students study grammar more independently. It means that students use their logical to find the way in finding the rules.

One participant also believed that explicit method is effective for teaching grammar because it creates an interactive activity. She also added that implicit method can make students active during the lesson like asking students to come
forward and also discuss with their friends. This finding is supported with the statement from Ling (2015) who stated that implicit method can create an interactive activity during the process of teaching and learning grammar process. It increases the interaction between teachers and students and also students are easier to practice the rules.

However, there were some participants who believed that implicit method is not effective because there is no rules explanation from the teachers. As 3 out of 8 participants pointed out that there is no information and input about the rules from the teachers so, the students are confused. To make it clearer, below is the interview transcript:

- I think it is not effective because the teachers do not explain the rules and automatically the students don’t understand about the rules(KET).
- Based on my opinion, it is not effective because there is no input about grammar rules. So, I thought that they will not be familiar with the grammar rules let alone the meaning of the rules(JUL).
- Like I have said before this method is not effective because they must be confused what kinds of rules because the teachers do not explained them(SAB).

The data above is in line with the previous study from Sopin (2015) who investigated teacher’ beliefs and perceptions of grammar teaching in EFL/ESL classroom at Misurata University, Libya. The result of the study that 60% of the participants did not prefer implicit method because there is no rules explanation which helps the student to know the pattern.
b) Advantages

In implicit method pre-service teachers believed that one of the advantages of implicit method was students can learn grammar more relaxedly and naturally. As three students teachers said:

They will learn grammar more enjoyable because the situation in this method is not formal like usual. It can be only some activities so, they can be more enjoyable (SEP).

Like I have said before in here students can learn grammar more naturally. Then, they can be more relax when they study. Then, they were not under pressure like asking them to tell them this is the rule but they can find the rules by their own way or their own idea”(NOV).

I thought that this method can create a different learning situation and it was not boring for students(JUL).

This finding is in line with the statement from Ling (2015), who highlighted that there are two characteristic of implicit method which are “students must be naturally acquired through situational scene when learning grammar and it provides more interaction between teachers and students; the classroom atmosphere will also be more active relative to the explicit teaching”(p.557-558).

One other participant also believed that one of the advantages of implicit method is students get the meaning quickly. She believed that if students are given the real example, they will catch the meaning quickly.

Another participant also believed that in implicit method students think critically in finding the rules because they are elicted to find the rules by themselves.

c) Disadvantages

Another thing is about disadvantages of implicit method. From the data, the researcher found that pre-service teachers believed that one of the disadvantages of implicit method is students find some difficulties in understanding the rules. As
participant E pointed out that implicit method makes students find some difficulties in grasping the rules especially for students who have low capability.

This data is similar with the previous study from Rahmad & Rahsyid (2017) who investigated educators’ beliefs toward grammar teaching in Malaysian Higher Learning institution. The result showed that 64% of their participants were not able to grasp the grammar rules if the rules are explained implicitly. Participants also stated that implicit instruction is appropriate if it is taught for students who have high intelligence. If it is taught for students who are not smart they would not be able to interpret the rules of grammar.

One another student teacher pointed out that one of the disadvantages of implicit method was wasting time because the teachers have to associate with students’ ability. Like for example, in a class some students who have low proficiency will find it hard to find the rules if the teachers do not explain to them.

**Deductive method**

a) Effectiveness

The third method is deductive method. In this method, there are 6 out of 8 participants who believed that deductive method is effective and 2 out of 8 participants believed that deductive method is not effective. Four (4) out of (6) participants believed that deductive method is effective for teaching grammar because the students have got a clear explanation about the rules in the beginning, so they understand about the rules and also they do the task more easily. These ideas were presented below:
I thought that it is effective because students have known the rules first and also known about the use of them. So, when we ask them to apply it for example asking them to make a sentence, they know what kinds of rules that they have to use (Participant H).

For junior high school it is effective because here the teachers explained the rules for example what is simple past tense, what are the rules of simple past tense. So, they can understand about the rules (Participant F).

The finding is in line with the statement from Ali, Joshi & Haresh (2018) who defined deductive method is a method whose rules are delivered in the beginning, then followed by examples. Therefore, students understand the rules more clearly before they do the exercise.

One other participant also believed that deductive method is effective because it facilitates students in making English sentence. Where the teachers give the rules in the beginning and then followed by examples.

However, there are 2 out of 8 participants who believed that deductive method is not effective because it makes students bored during the lesson. To make it clearer, below is the interview transcript:

Based on my opinion, this method is not effective, because the students will be bored in following the lesson. It is also because the teachers give too much explanation.

It is not effective because the students will be bored and even they will be sleepy. In here, the students are more passive they only listen what the teachers said so, I thought it is not effective. (YUN).

The data above are in line with the statement from Pramusita (2016) who stated that deductive method “may create monotonous teaching and learning process as students only pay attention and listen to the teacher’s explanation without discovering grammar rules by themselves” (p. 9).
b) Advantages

In this method pre-service teachers also believed that deductive method also has some advantages. There were two advantages of deductive method that researcher has found. There were 5 out 8 of participants who elaborated the first advantage of deductive method. They stated that deductive method can enhance students’ comprehension about the rules of grammar because students have got the explanation of the rules from the teachers in the beginning so, the students can understand rules maximally. This idea is shown below:

The advantage of deductive is students will understand more toward the structure of sentence because they were given the rules in the beginning and also its examples so, they can look the example of sentences and then they can make their own sentences. (Participant C).

Its advantage is students know the rules in the beginning for example they know the rules of simple past tense is S+V+object like that (Participant H).

This advantage is similar to the previous study from Ali, Joshi & Haresh (2018) who investigate Omani EFL students’ preference of grammar teaching method. The result that 48 out of 65 students preferred deductive method because when they are taught grammar deductively they are easier to grasp the rules because the explanation of rules and examples are given in the beginning.

Second advantage of deductive method is facilitating students in doing the exercise. One participant stated that deductive method facilitates students in doing the exercise because they get the explanation of the rules in the beginning. This advantage is similar to the previous study from Ali, Joshi & Haresh (2018). In their study, they found that students preferred deductive method because their teacher have explained the rules before they did the exercise.
c) Disadvantages

The second thing that we are going to discuss is about the pre-service teachers’ beliefs about disadvantages of deductive method. They believed that one of the disadvantages of deductive method is students are not active in applying and finding the rules. To prove this, below is the interview transcript:

I thought that it decreases the students creativity. They will be more passive in the teaching and learning process because they only listen the teacher’s explanation like that. Techers only talk too much(JUL).

So, we should not give students explanation of the rules but we do not traine them to think critically so, I thought that disadvantage of this method is decreasing students critical thinking(DEB).

Maybe, they were lazy to find the rules because teachers have only told the rules(KET).

Disadvantage of this method is decreasing students’ motivation to find the rules. They only follow the teachers because they thought that the rules have explained first(SAB).

This disadvantage is similar to the statement from Sopin (2015). He stated that students do not participate in the teaching and learning process because the role of teachers is too dominant in delivering the material.

One other participant believed that students are bored during the lesson is one disadvantage of deductive method. It was because deductive method does not increase the students’ critical thinking. She also believed that in deductive method teachers have explained the rules in the beginning and also the examples so, the students do not think critically to find the rules.
**Inductive method**

**a) Effectiveness**

For inductive method, the researcher found that there are 6 out of 8 participants who believed that inductive method is effective for teaching grammar. Two participant A and D believed that inductive method is effective because students are active in learning grammar. This perception is elaborated more through the interview transcript below:

Yes, it is effective if we looked at students activation they were so active when we ask them to identify the rules because in here we ask them to think. At that time, I ask them to come forward and they were so anthusias.

It is effective because they raise some questions and their spirit in learning were also high.

This finding is in line with the theory from Widodo (2006, as cited in Hmedan&Nafi 2016,p.5) who believed that in inductive method “the learners are more active in the learning process, rather than being simply passive recipients.In this activity, they will be motivated”. The finding also shows that pre-service teachers believed that inductive method can be effective because the students were active in finding the rules.

Then, one participant also believed that inductive method is effective because students are encourgaed to find the rules not only accepting them from the teachers. One other participants also believed that inductive method is effective for teaching grammar because it is easier for students to remember the rules, As participant(YUL) explained:
Yes, it is effective. When we gave the examples which are close to their daily life for example we ask them to sing. It means that they learn visual grammar and it attracts students and automatically they can be more easily to remember the rules than we only explained the rules with the previous method(YUL).

The data above is in line with the statement from Ali, Joshi & Hareesh (2018) who stated that when the students identify the rules by themselves, “they will not forget them easily” (p.13).

One other participant also believed that inductive method is effective but it depends on the situation in a class. As participant(SEP) said:

It is effective but, if the students are noisy, this method is not effective.

However, there are 2 out of 8 participants who believed that inductive method is not effective because not all of the students can analyze the rules by themselves especially for students who have low intelligence. To make it clear, below is the interview excerpt:

I thought that it is not effective enough because not all the students know the rules and what grammar that they have to choose, because not all of the students have high intelligence who can analyze that rules by themselves(NOV)

Based on my experience, this method is not effective because their English skill are low(JUL)

Based on the data above, pre-service teachers believed that the students find it hard to find the rules because there is no explanation of the rules from the teachers in the beginning. For students who have low intelligence, it might be difficult for them to do it as they may still need a guidance from their teacher in understanding the rules. This finding is in line with the theory statement from Shaffer (1989, as cited in
Berendse 2012) who argued that inductive method is not appropriate for students who has low capability. They will find some difficulties in learning grammar.

b) Advantages

Next, we are going to discuss about pre-service teachers’ beliefs about some advantages and disadvantages of inductive method. Firstly, the researcher will discuss some advantages of inductive method. From the finding, there were three advantages of inductive method. Pre-service teachers believed that the first advantage of inductive method is that inductive method enhances the creativity of students in finding the rules. As 3 out of 8 participants presented below:

The advantage of this method is students do not directly rely to teacher like asking so, it is same with the previous method they can think critically in finding the rules(YUN)

Enhancing the creativity of students where they identify grammar rules by themselves. We also trained them to think(NOV)

This method enhanced students’ critical thinking with the examples that teachers given. They are also encouraged to think critically and I thought that this is appropriate for k13 curriculum(DEB)

Then, pre-service teachers believed that one of the advantages of inductive method is creating an interesting activity during the lesson. One participant stated that in inductive method students are not bored in learning English because teachers gave examples first rather than giving the rules first like a previous method.

Last advantage, pre-service teachers believed that inductive method enhances students’ role in teaching and learning grammar. Two participants state that in inductive method students are active in learning grammar because they are active in finding the rules.
Those advantages above is similar to the statement from Sopin (2015). He mentioned some advantages of inductive method are “active and interesting lesson-students are actively involved in the lesson, students discover the rules by themselves, and stimulates students’ cognitive development”(p.5). From the explanation above, we can assume that students may be trained to be independent students. In this case, they are trained to get and interpret the rules by themselves. It may create a good atmosphere in a grammar class.

c) Disadvantages

Lastly, we will discuss pre-service teachers’ beliefs about some disadvantages of inductive method. The researcher found that pre-service teachers believed that there were two disadvantages of inductive method. First disadvantage is confusing students who have low English competency in identifying the rules. Two (2) out of (8) participants stated that students find difficulty in finding the rules because their English skill is low so they are confused in finding the rules. This perception is explained more through in the excerpt below:

For students who have low capabiloty they are not be able to find the rules quickly even they are confused because they do not know the rules. It is not same with the previous method(YUN).

For students who are not smart enough and their English skill is low they must be confused and they give up because in this method is appropriate if students are active and smart(NOV).

Second weakness of inductive method is inability of students in finding the rules. Two (2) out of (8) participants mentioned that students failed in finding the right rules because they may get wrong concept of the rules. To make it clearer, below is the interview transcript:
Students can get the wrong concept of the grammar rules because they identified rules first let alone they are still in junior high school level, their knowledge about something is still low. It is not like senior high school students or college students who has more background knowledge (SAB).

If I look the previous explanation, students may get wrong concept from their own thinking because they guess the rules so, there is a possibility their concept is concept is wrong (YUL).

These disadvantages were also in line with statement from Sopin (2015). He mentioned that in inductive method “students may reach false conclusion on grammar rules” (p. 5). In addition to this, students may not be able to find and interpret the rules because there is no teacher’s explanation about the rules in the beginning.

**Pre-service junior high school teachers preference toward grammar methods**

Based on the finding, the researcher found that most of pre-service teachers preferred inductive method. There were 5 out of 8 participants who preferred inductive method. They preferred inductive because it improves the students critical thinking in finding the rules. Then, inductive method facilitates students to remember rules and in inductive method students participated during the lesson. Two participants explained more detailed information through the excerpts below:

Based on my opinion, it is inductive method because we do not need to explain the rules. Like k13 curriculum, students learn by themselves and they can show which sentence which uses simple past tense for example if its simple present tense. Do we have to use s or not or do we have to use verb 2 or verb 1 like that. In here, students can think critically like I have said (Participant A)

If I have to choose, I choose inductive method because in here we give them context and when I gave them context, it must be related with their daily life so, they are familiar with that context and spontaneously they can remember the rules easily even they can apply it whether in a exercise or in their daily life (Participant C)

This finding also is in line with the result of the study from Pramusita (2016). She investigated senior high school 1 teachers’ attitudes toward grammar and its
approaches and the result was English teachers in senior high school 1 Salatiga preferred inductive method because it encourages students to learn, think and also interpret the rules by themselves.

One participant choose explicit method because it facilitates them in teaching grammar. He stated that he enjoyed using this method when he did his teaching parcticum. This finding shows that teachers may not find some difficulty in teaching grammar. They are more comfortable in teaching grammar. As, Rahman and Rahsyid’s study which showed that teachers can feel confidence using explicit method.

The other one participant preferred implicit method because it can create a learning grammar more naturally. Last participant gave a suggestion for teachers. She said that when teachers want to teach grammar they should consider with the students’ level and students capability.
CONCLUSION

The purpose is this study is to investigate pre-service junior high school teachers’ beliefs toward grammar and its methods, and the result of this study shows that most of pre-service teachers agree that grammar is an important aspect in language learning. Then, the finding also shows that there were kinds of pre-service teachers’ beliefs toward grammar methods (explicit, implicit, deductive and inductive). The researcher found that there were some strategies that pre-service teachers usually used in teaching grammar using that methods.

In explicit method, most of pre-service teachers use strategy by explaining grammar rules clearly and they used kinds of activities to make students understand about the rules. For implicit method, pre-service teachers did not explain the rules but they gave some examples and activities to understand the rules. In deductive method student teachers started with the explanation of the rules and then they gave the examples of the rules. Then, in inductive method most of participants start with examples of grammar rule and then they explained them.

For the effectiveness, pre-service teachers believed that deductive and inductive are most effective method in teaching grammar. They believed that deductive method is effective because students have got a clear explanation about the rules in the beginning, so they understand about the rules and also they do the task more easily. Then, students enjoyed in learning grammar and facilitating students in making English sentence.
After that, they believed that inductive method is effective because students are active in learning grammar. Then, students are encouraged to find the rules not only accepting them from the teachers. After that, students are not bored because when they learned grammar they did not only pay attention to their teachers but they are asked to find the rules by themselves.

Besides the effectiveness of grammar methods, the researcher also found that pre-service teachers believed that there were some advantages and disadvantages of each method. Firstly, explicit method makes students understand more about the rules, and the weakness of explicit method is students are bored during the lesson. Secondly, implicit method can create an enjoyable learning and activities, and the weakness is students find some difficulties in finding the rules.

Thirdly, deductive method can enhance students’ comprehension about the rules of grammar and facilitating students in doing exercise, and the weakness is creating monotonous learning activity. Lastly is inductive method. There were 3 advantages of inductive method. Firstly, enhancing the creativity of students in finding the rules, creating an interesting activity during the lesson and enhancing students’ role in teaching and learning grammar. For the weakness of inductive method, the researcher found there were two disadvantages of inductive method. Firstly, confusing students who have low English competency in identifying the rules. Secondly, inability of students in finding the rules.

Last part is about pre-service teachers preference toward grammar method. The result of data shows that most of pre-service teachers prefered inductive method. It
was because inductive method improves the students’ critical thinking in finding the rules and it facilitates students to remember the rules.

In making this research, the writer hopes that this study can be beneficial for English education students where they will be a teacher in their future. When they teach grammar they can use explicit, implicit, deductive and inductive method because its methods have advantages and disadvantages, but they have to associate with the students’ level and students skills.

However, there was a limitation of this study. This study only probed the role of grammar for junior high school so, it means that it can not be associated with the role of grammar in other level such as the role of grammar for elementary school, senior high school and also for university level. This study also only investigated the methods which are explicit, implicit, deductive and inductive only for teaching grammar so, it also can not be associated with teaching vocabulary, speaking and also writing.
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REFERENCES


APPENDIX

Interview Questions

1. What do you think about the role of grammar in teaching grammar for junior high school?

2. What kinds of strategies that you usually used in teaching grammar using explicit, implicit, deductive and inductive method?

3. What do you think about the effectiveness of four grammar methods?

4. What do you think about the advantages and disadvantages of grammar methods?