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Katarina Santosa
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INVESTIGATING THE INFLUENCE OF TEACHERS’ BELIEFS IN CHOOSING THE APPROACHES OF GRAMMAR TEACHING AND LEARNING IN EYL CLASSROOMS

Katarina Santosa

ABSTRACT

The issue of grammar teaching and learning approaches perspectives has been addressed in the literature, but how teachers’ beliefs influence their ways of choosing grammar teaching and learning approaches in EYL classroom has not been well documented. Therefore, this study aims to investigate how teachers’ beliefs influence their decisions to choose grammar teaching and learning approaches in EYL classrooms. An English teacher from a private Kindergarten school and 3 English teachers from a private Elementary school in Salatiga were observed and interviewed. Three classroom observations were conducted to explore the influence of teachers’ beliefs in choosing their ways to teach grammar. The results showed that all teachers considered grammar as an abstract part of language teaching and learning. They viewed both grammar teaching methods need to be aligned with the students’ condition and need of the class. Concerning the relation to class practice, the teachers believed that their teaching is also affected by their attitude towards grammar deliveries, which are associated with internal and external factors. During the learning process, the data showed a great deal of how teachers’ beliefs influence their ways of choosing grammar teaching and learning approaches in EYL classrooms.

Key words: grammar teaching approaches, teachers’ beliefs

INTRODUCTION

The practice of grammar cannot be separated from English learning process. In EYL classrooms context, grammar might somehow have been applied at many different levels in the higher education system of Indonesia. However, the issue of
whether teachers’ beliefs influence their ways in choosing appropriate grammar teaching approaches has not been addressed significantly. As today, EYL teachers’ beliefs toward grammar delivery are still dithering between explicit, implicit, integrated, and isolated methods. Teachers’ beliefs are crucial in a classroom environment to understand and improve educational development as “teachers base instructional decisions on their own practical theories” (Borg & Burns, 2008, p.458). Their beliefs bring into practice what they teach in class. Moreover, there have been studies on beliefs towards approaches of grammar teaching and learning which resulted in showing different teachers’ preferences and backgrounds on why they lean on certain grammar instructions (Schulz 2001; Borg and Burns 2008).

Similarly, Nagaratnam & Al-Mekhlafi (2013) put it, “decisions made by teachers regarding teaching and learning play a major role in affecting the kind of teaching that takes place in their classrooms,” (p.79). They added, “The attitudes and beliefs that influence their decisions become important areas of study” (ibid, p.79). Indeed, there have been studies on beliefs toward approaches of grammar teaching and learning that resulted in showing different teachers’ preferences and backgrounds on why they lean on certain grammar instructions (Schulz 2001; Borg and Burns 2008). Nevertheless, there is still a little investigation of teachers’ beliefs with regard to grammar instructions in the context of EYL in Indonesia in terms of the shift of grammar delivery.

Besides teachers’ beliefs, several previous studies have suggested some approaches to integrating that issue, but somehow it is still debatable. Ellis (2006)
proposed that explicit grammar is a conscious learning and implicit grammar is a subconscious learning. Ellis also claimed that explicit grammar is helpful for students rather than implicit grammar. He believes that language is too complex to be described and understood in implicit grammar. In addition, he stated that a lack of explicit grammar teaching leaves the students feeling insecure because explicit grammar is a cognitive learning through explanations, observation, and conceptualization and it is a conscious learning.

Thus, this study aims at answering the question of “How do teachers’ beliefs influence their ways in choosing the approaches of grammar teaching and learning in EYL classroom in Salatiga?” By investigating grammar teaching and learning approaches in EYL classrooms in Salatiga, it is hoped that more teachers and educators will gain better insights into how grammar teaching and learning is approached. It is also expected that this study will be beneficial for EYL teachers and educators in teaching EYL to make better ideas and practices in their EYL classrooms.

LITERATURE REVIEW

The section of this study provides the relevant literature to help understand the influence of teachers’ beliefs in deciding grammar approaches and the different approaches to grammar teaching and learning. It is divided into three parts which are teachers’ beliefs, grammar teaching and learning approaches, and the implementation of grammar approaches in Indonesia.
Teachers’ Beliefs

Teachers play a great role in a learner’s language acquisition. In teaching grammar, teachers need to know their students in order to decide which the best grammar teaching approach is. There are some aspects of teaching that should be considered by teachers which are; the implementation of curriculum, teachers’ beliefs and attitudes. Moreover, when teaching, teachers will bring with them their beliefs, language styles and attitudes into the classroom. Teachers’ beliefs are powerful influencer on behavior than language styles and attitudes. Moreover, there are tensions between what teachers say and do are a reflection of their beliefs, and of the different forces which influence their thinking and behavior. Phipps and Borg (2009) believed that the relationship between teachers’ beliefs and practices can emerge from the analysis of what teachers do as the basis of eliciting and understanding their beliefs.

‘Belief’ is a personal trait but could be driven by external factors. According to Canh & Barnard (2009, p.254), “the beliefs of many teachers may be influenced by the imposition of authoritarian standards, either directly by inspectors, principals, and heads of department, or indirectly by prescribed textbooks which often constitute the entire curriculum.” Their way of thinking will shape their understanding of the interests, abilities, and needs of students. As Borg (2006, p. 275) mentioned, language teaching is a process of dynamic interactions between cognition, context, and experience. In the pedagogical process, attitudes and beliefs are formed where teachers hold strongly their beliefs in aspects of teaching, including grammar delivery.
Some approaches to grammar teaching and learning

**Isolated and Integrated grammar.** Spada and Lightbown (2008) described two approaches to grammar teaching and learning, which are isolated and integrated grammar. Isolated grammar teaching is teaching grammar separately in a lesson where the focus is on form and meaning. The grammar is delivered by giving exercises such as drill of repetition, manipulation, and grammatical transformation. In some cases, independent grammar delivery is not all separated from content as it also pays attention to content and context by using themes in the material. Another expert who supports isolated grammar is DeKeyser (2003). He believed that explicit grammar teaching in isolation is beneficial in the stages of a learner’s language acquisition. Even though theorists such as Spada and Lightbown (2008) argued that knowledge is gained more easily when learners focus on form and meaning in communicative tasks, DeKeyser claimed that isolated grammar could be processed through practice and retrieved for communication use. Contrary to isolated grammar, integrated grammar involves grammar teaching in relation to situation or context of when the language is used focusing on form, meaning, and use. Borg and Burns (2008) claimed that “grammar teaching needs to be supported and embedded in meaning-oriented activities and tasks, which give immediate opportunities for practice and use” (p.456). Thus, learners are not able to acquire grammar forms only but also use it according to the context.

**Explicit and Implicit grammar.** Burgess (2002) stated that explicit grammar which focuses on the form should be incorporated into a lesson (integrated) and the curriculum as a whole. Explicit grammar is a conscious learning and cognitive learning
through conceptualization, observation, explanation. It focuses on fluency and explicit grammar monitor output through conscious learning. In contrast, implicit grammar teaching refers to the teaching methods emphasizing acquire language learning through a situational scene. Implicit grammar teaching is also known as a suggestive method, mainly adopting the inductive thinking method, and inducing the grammar rules through the communicative use of the language. Andrew (2007) pointed that explicit grammar teaching strategy has a better effect in improving L2 grammar of learners. However, there is still no expert who addresses the certainty of explicit grammar teaching strategy. Explicit, implicit, isolated, and integrated are the approaches of grammar learning that proposed by some expert, but how about the approaches of grammar teaching and learning in Indonesia?

**Approaches to Teaching and Learning Grammar in Indonesia**

The rising issue of grammar teaching and learning in Indonesia has been pushed ahead by the growth of International and National schools. Many experts have done in this field of study, but in Indonesia, there are still a few experts investigating grammar teaching and learning approaches for EYL context. Gonzali and Harjanto (2014) stated that teachers introduce grammar to kindergarten students by explicit instruction, games, and written exercise. It was observed that most of the students have mastered the grammar form during classroom exercises. The same students showed that they master grammar in spontaneous speech. Moreover, the notion of grammar teaching and learning approaches for young learners have been proposed also in Indonesia by Damayanti (2014). She stated that in primary school, teachers teach grammar with
visual grammar which is associated with gender construction. The idea of visual grammar is learning grammar can be conceptualized with visual design/pictorial text. Therefore, there are no agreements of which promotes grammar teaching approaches most positively in Indonesia. However, in order to adequate in preparing the teachers to teach English at primary level, Zein (2016) proposed that providing student teachers with knowledge and skills on young learner pedagogy, classroom pedagogy, and theories of teaching with particular reference of how they teach English is beneficial. Zein himself, however, has not explored the issue of grammar teaching and learning in much depth.

All in all, although there are some experts that conducted their study about grammar teaching approaches and the influence of teachers’ beliefs in deciding their grammar teaching approaches, there is still a lack of studies about grammar teaching approaches in EYL classrooms in Indonesia. Furthermore, none of those studies tried to discover how grammar teaching and learning approaches in EYL classrooms in Salatiga. Therefore, I want to conduct a study about grammar teaching and approaches in EYL classrooms in Salatiga in order to discover which approaches that teachers use to teach grammar.

**THE STUDY**

The purpose of this study is to investigate how teachers’ beliefs influence their ways in choosing grammar teaching and learning approaches in EYL classrooms in a private school in Salatiga. To investigate deeply, I break down that purpose into two
aspects; Teachers’ beliefs in deciding grammar teaching approaches and the approaches that teachers use in teaching grammar. This study employs a case study methodology with a concrete example which is proposed by Patricia Duff (2008). A case study is a process of research in which detailed consideration is given to the development of a particular person, group, or situation over a period of time.

**Context of The Study**

The study was conducted in EYL classrooms in a private school in Salatiga. The students of those schools were already familiar with English since English is also used as a medium of instruction for all teaching subjects. Observations and interviews regarding how teachers’ beliefs influence their way to choose grammar teaching and learning approaches were done at TK-KB and SD Sunshine.

This study was guided by the following research question: “How do teachers’ beliefs influence their ways in choosing the approaches of grammar teaching and learning in EYL classroom in Salatiga?” The main aim of this study was to further investigate the influence of teachers’ beliefs in choosing the approaches of grammar teaching and learning. Hopefully, the results of this study could bring insightful knowledge in terms of grammar teaching methods of teaching English as a Foreign Language.

**Participants of The Study**

Class A from TK Sunshine and class B and C from SD Sunshine had been observed in order to investigate the influences of teachers’ beliefs in choosing grammar teaching and learning approaches. In addition, I also conducted interviews with a
teacher from TK Sunshine and three teachers from SD Sunshine regarding their approaches to grammar teaching and learning.

As for the demographic information of the participants, the teacher were asked about their teaching background, which includes age, gender, years of teaching, teaching hours and courses taught. All the four teachers are female and around 25-29 years old. Based on the collected data, all the four teachers have taught English for more than 2 years. The longest teaching period was 10 years and the shortest was 4 years. Most of them teach English between 8-12 hours per week and have experienced teaching grammar for Young Learner.

**Data Collection Instrument**

In collecting the data, semi-structured interview was used and done in a face-to-face meeting with each teacher individually. Interviews were conducted and recorded once for each teacher and lasted for an average of 15-30 minutes. Each teacher was asked the same questions with some potential flexibility to elicit additional answers and other information that may not be addressed by the original questions. Moreover, I also conducted four classrooms observations for each teacher and lasted around 75-90 minutes. Please see Appendix A to look my interview and observation protocols.

**Data Collection Procedure**

I interviewed four English teachers in that private school. The interview sessions were conducted to get some information about grammar teaching and learning approaches and teachers’ beliefs. For further analysis and investigation, four
classrooms observations were conducted to take a deeper look at the teaching and learning process and to find out the approaches that teachers use in grammar teaching and learning in real teaching situations.

Data Analysis Procedures

The data analysis that I used is a qualitative research because I wanted to do interpretative analysis by categorizing collected data. Moreover, the data that I got from interviews were transcribed verbatim in English. Later on, the data were classified based on the approaches proposed by some experts (i.e., Explicit and implicit grammar, integrated and isolated grammar).

FINDINGS AND DISCUSSIONS

The findings will be classified into three major themes which consist of: (a) Teachers’ Beliefs towards Teaching Grammar for Young Learners; (b) The Implementation of Teaching Grammar for Young Learners; and (c) Reasons using certain approaches. The results of interviews were displayed in Table 1.

Table 1: Teachers’ Responses toward grammar teaching and learning approaches

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Explicit</th>
<th>Implicit</th>
<th>Isolated</th>
<th>Integrated</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>✓</td>
<td>X</td>
<td>X</td>
<td>✓</td>
</tr>
<tr>
<td>B</td>
<td>X</td>
<td>✓</td>
<td>X</td>
<td>✓</td>
</tr>
<tr>
<td>C</td>
<td>✓</td>
<td>X</td>
<td>X</td>
<td>✓</td>
</tr>
<tr>
<td>D</td>
<td>X</td>
<td>✓</td>
<td>X</td>
<td>✓</td>
</tr>
<tr>
<td>Total</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>4</td>
</tr>
</tbody>
</table>
Teachers’ Beliefs toward Teaching Grammar for Young Learners

According to interview results, as shown in Table 1, the findings show that none of the teachers used isolated grammar approaches and interestingly, all teachers showed a tendency toward integrated grammar. They felt that grammar could not be separated from another lesson because we used English as a Medium of Instruction. This supports the argument of Mitchell (2000, p. 27) in Borg and Burns (2008) that “grammar teaching needs to be supported and embedded in meaning-oriented activities and tasks, which give immediate opportunities for practice and use” (p.456). This way, learners are able to not only acquire grammar forms but also use it. Moreover, based on interview data, teacher B stated that:

Excerpt 1

We do not teach grammar as a subject, but we teach it integrated and explicitly because we want to make the students more develop on fluency. We teach the students in class through areas, as long as we teach we just find that the students are regularly practiced speaking in English. It is so much fun and we just let the students to speak in English. We basically learn grammar by using the language itself. (Teacher B; Interview, November 3, 2017)

Teacher B said that integrated means learning the form, meaning, and use of the sentence. Moreover, when I observe, I have found that the teacher teaches grammar about the use of how many and how much. For example; “How many girl are there in your class?” The teacher gives the task for the students to identify whether it is correct or not. This aims to make the students would be more willing to participate in the learning process as they do not feel threatened by grammatical lessons. This supports the argument of Mitchell (2000) where grammar teaching needs to be supported by a
meaningful task that gives opportunities for practice and uses for the students. Like what teacher C said that:

**Excerpt 2**

They want to know the grammatical explanation, the grammar rules, they would enjoy the learning more because then they can actually explain why you have to use how much not how many. (Teacher C; Interview, March 5, 2018)

By giving the task to the students about how many and how much, they can be more involved in the situation or context of the language. It seems quite similar with DeKeyser (2003) argument that integrated grammar involves grammar teaching in relation to situation or context of when the language is used focusing on form, meaning, and use, for example by giving task and content-based lesson.

Furthermore, as detailed in Table 1, two teachers (A&C) stated that they would prefer to teach grammar explicitly. By teaching grammar explicitly, they felt that all students in a class could generate a more interactive and cooperative classroom atmosphere since the students were young learners. It could be more interactive and cooperative because they learned grammar through conceptualization, observation, and explanation. In a way, the source of knowledge also could come from the students as they learn and develop their language competence. As teachers A and C said:

**Excerpt 3**

I deliver grammar explicitly through contextual and conceptual learning, so they have a theme in each week. For example the holiday, what are you doing in your holiday. So they will explain it and it is contextual learning. So I design grammar contextually. (Teacher A; Interview, January 29, 2018)
Excerpt 4

Explicit grammar that I mean refers to the learner’s existing understanding of the subject with the new grammar item that will be learned. The conceptualization presents a content. For example, I want to deliver about past tense, and I give them a theme “holiday”, I will let them to explore the language itself through context. After that, I will explain that because of they tell about their last holiday or past event, they should use past tense. Something like that. (Teacher C; Interview, March 5, 2018)

Teachers A and C said that they teach grammar by giving the context; that is, they are giving a story to begin the lesson. They believed that by giving the conceptualization, it can make students more profoundly understand the grammatical items. It is also said by Ellis (2006) explicit grammar is a cognitive learning through explanations, observation, and conceptualization and it is a conscious learning.

Nevertheless, we could see from table 1, teachers B and D stated that they think that learning grammar is more effective through implicit grammar approaches. When they taught grammar implicitly, they felt that the students are more accurate in using the language itself, like what teacher D said in Excerpts 5 and 6. She believed that students would be more familiar with the communicative use of the language and interactive feedback.

Excerpt 5

For the implicit one, I do the interactive feedback. The feedback can take place in a person-to-person. I often ask the students in class rather than I speak all the time. I create a conducive learning by making the interaction between me and the student. Doing implicit approaches can make the classroom atmosphere more active. (Teacher D; Interview, March 5, 2018)

Excerpt 6

For example, when I teach the students about the countable and uncountable noun. I give them a sentence and they should identify it. For example, how many girl are there in your classroom? I ask the student to identify whether it is correct or not. So, there will be an interaction between me and the students. This aims to make the students understand the meaning of the language itself. (Teacher D; Interview, March 5, 2018)
As teacher D said in excerpts 5 and 6, she taught grammar by interactive feedback. Like what Burgess (2002) claimed that implicit grammar teaching is also known as suggestive method, mainly adopting the inductive thinking method, and inducing the grammar rules through communicative use of the language. In addition, teacher B also stated that she used the implicit approach to. According to teacher B:

**Excerpt 7**

Yes, sure. I use communicative use of the language, meaning centered, and interactive feedback. Before introducing the grammar point, I usually show this grammar in use, not just tell it. I use myself, my own life, the students’ lives, current events and so on. I think modelling is important. (Teacher B; Interview, March 5, 2018)

What teacher B said that she used communicative use of language, meaning-centered, and interactive feedback. It is aligned with the idea of implicit grammar proposed by Ling (2015) in that implicit grammar teaching is also known as a suggestive method, mainly adopting the inductive thinking method, and inducing the grammar rules through the communicative use of the language. This teaching method makes communicative teaching method as representation, emphasizing the unconsciousness, abstractness, and automaticity of grammar study.

All in all, the interview results showed that all teachers had a tendency to use integrated approach and none of them used isolated approach. Moreover, teachers A and C also used explicit approach, but teachers B and D used implicit approach. It was about the teachers’ beliefs toward teaching grammar for Young Learners, but how about their implementation in the classroom? Is it significant the same with their beliefs or not? The discussion will be further elaborated in the following sections.
The Implementation of Teaching Grammar for Young Learners

Sometimes what teachers’ beliefs and the implementation in the classroom are different. Like what I found when I observed teachers A, B, C, and D in classrooms. When I interviewed the results were varied, but the observations result showed that all teachers had a tendency to only use integrated grammar. Like what teacher B did in class:

**Excerpt 8**

Example: Asking permission
Teacher: Can I help you?
Students: Yes, Please.
Teacher: Can you open the door?
Students: Yes, Please

(Teacher B; Observation, March 5, 2018)

In the implementation in classroom, teacher B used integrated approach only, but when I interviewed she used implicit and integrated approach. Teacher B taught the students about asking permission by giving the task to the students about “Can.....” The students can more be involved in the situation or context of the language by making and answering questions. In addition, after giving the students task, the teachers let the students try analyzing the pattern by themselves. Then, the teacher reviewed it again how to asking permission using “can” and did a conversation with students. It seems quite similar to Brown, 2000, as cited in Widodo, 2006 argument that integrated grammar involves grammar teaching in relation to situation or context of when the language is used. It focuses on form, meaning, and use.

Moreover, not only teacher B that implement integrated grammar approaches in the classroom, but also teacher C. As teacher C did in her classroom:
When I interviewed teacher C, she stated that she believed teaching grammar using explicit and integrated approach, but the implementation she only used integrated approach. When I observed, teacher C explained about demonstrative pronoun by giving example in a real situation a content-based lesson. The teacher let the students answer and elaborate it by themselves. After that, the teachers asked the students to make a conversation with their friends in order to make them practice and use the language itself. It is related to Borg and Burns (2008) idea that integrated grammar was supported and embedded in meaning-oriented activities and tasks, which give immediate opportunities for practice and use.

From teachers B and C, we could find that their implementation in their classrooms were not significant with their beliefs. At first, when I interviewed teacher B stated that she would prefer to teach her students using implicit and integrated grammar, but in the real situation, she only used integrated only. In addition, teacher C also claimed that it would be better if she taught her students using explicit and integrated grammar, however when I observed, she only utilized integrated grammar.

Teaches B and C were only two samples from my observation data, but we could see that sometimes teachers’ beliefs influence their way in choosing grammar
teaching and learning approaches and sometimes the beliefs were influenced by other factors in the real situation.

**Reasons using certain approaches**

We as a teacher could not deny that some reasons could affect our beliefs in choosing certain approaches. When I conducted interviews, I asked all of my participants why their beliefs in some approaches were different with the implementation in the classroom. The result of the interview seems quite interesting because all teachers claimed that students’ condition and need of the class are the factors of their grammar teaching method. I discuss these two points further and deeper.

**Students Condition.** Firstly, the students’ ways of learning contribute to the teachers’ decisions in bringing their preference in their teaching. This is in line with the statement of Barnard and Scampton (2009, p. 69) where students’ learning background is a factor in teachers’ pedagogical decision. We might plan that we are going to teach the students through this approach, but sometimes the practices are different. As teacher A said:

**Except 10**

I think that our teaching method should depend on the condition of the students. For example, we should put attention in their educational background, I think that each student has different educational background, so we as a teacher cannot simply treat them same. We should understand which students can grab the material easily and which one cannot. (Teacher A: Interview, November 3, 2017)

Teacher A explained that we cannot treat the students in the same way because they might have a different educational background, so when we as a teacher want to teach grammar for our students, we should understand their differences condition. Not
only paying attention to their condition one by one, but we should also understand what
the need of the whole class.

Need of the Class. Secondly, the need of the class was also a factor of whether
a teacher would implement a certain grammar teaching method. Some teachers felt that
it was not in their position to say whether their preference affects their teaching in class
because even if they have a strong belief on a certain grammar delivery method, they
have not had the chance to teach it in class. Teachers need to pay attention to the needs
of the class. They should know what the whole students need and how to make a
conducive atmosphere for learning grammar. Every teacher has their own belief in
order to make grammar teaching and learning approaches more conducive. For
example, teacher C stated that the need of the class should be meaning driven because
we are teaching grammar for young learners (see Excerpt 11).

Excerpt 11

Yes, I also pay attention to the need of the class. We say that communication in young learner
the need of the class should be meaning-driven, in that the priority needs to be communication
and negotiation of the message, and the analysis of the form and grammar comes secondary to
this. This can be a challenge, especially in classrooms where declarative knowledge (e.g. This
is the present perfect, or the noun form of procedural is procedure) tends to predominate
traditional teaching approaches. (Teacher C; Interview, January 29, 2018)

According to teacher C, teachers should know the need of the class because it
can be a challenge if they do not know it, especially in classrooms where declarative
knowledge (e.g. this is the present perfect, or the noun form of procedural is procedure)
tends to predominate traditional teaching approaches.

This view strongly aligns with how teachers’ beliefs influence their ways to
choose grammar teaching and learning approaches where four teachers felt that they
would still bring their beliefs in pedagogical activities. When asked about this, teacher A also mentioned, “I am a product of traditional grammar…..but now I am dealing with young learners, so I want my students to learn grammar through integrated approach because it includes the form, meaning, and use of the grammar.” This view is in line with what Spada and Lightbown (2008) claimed that teachers’ personal experience colors their judgment in class implementation to what they perceived to be effective.

The result supports Borg and Burns’ (2008, p. 458) view that in teaching, teachers select their instructional methods based on their own ideas. Many factors were related to how teachers’ beliefs affect their teaching. Other than personal belief, most of them claimed students’ condition and the needs of the class affect their decision in using a specific teaching method. According to more than half of the respondents, although they are prone to one delivery method, they cannot merely implement it in classes where they see it is not suitable. Overall, it was seen that the teachers had a strong tendency of the use of integrated grammar where they bring their beliefs and preference in their classrooms in order to produce qualified EYL pre-service teachers.

**CONCLUSION**

This study aimed at investigating how teachers’ beliefs influence their ways to choose grammar teaching and learning approaches. The findings showed several indicators of the implementation of grammar teaching and learning approaches within the classroom activities and learning process and also the influence of teachers’ beliefs in choosing certain approaches to teach grammar.
First, the teachers viewed the integrated method as more effective because it makes it easier for EYL students to understand grammar. Based on the components proposed by Brown (2000), under the notion grammar teaching and learning approaches, the data obtained indicated that integrated grammar focuses on form, meaning, and usage. In learning English, learners learn the rules subconsciously as they are participating actively in dealing with tasks. Thus, a conclusion could be drawn that it is possible to develop the students who are young learners learn grammar critically because they learn it on form, meaning, and use in an integrated manner.

Secondly, regarding teachers’ beliefs in relation to their teaching, most of the teachers believed that their beliefs affected their teaching in class. Similar to Spada and Lightbown’s finding (2008), teachers’ background and experience in grammar teaching and learning contributed to their practice in class. However, most of them were still affected by external factors such as students’ condition and the needs of the class. Their choice of using their preferred method was on whether it was suitable for the class or not. Thus, it is seen, just as Borg (2006) stated, that the teachers’ cognitive and affective components of belief towards grammar delivery did play a part in teachers’ behavioral aspect in classroom practice, but their judgment of whether an approach is suitable depends on the students and class situation.

This study is expected to bring significant result towards how teachers’ beliefs influence their ways to choose grammar teaching and learning approaches. Furthermore, the result of this study suggests that as teachers, we must be more sensitive, because sometimes some factors could influence our beliefs and we could
not deny it. It has always been the hope that the approach of grammar teaching and learning will at least enlighten the students in understanding the form, meaning, and use of the grammar.

Nevertheless, this study still has its limitations in that it could not explore further and deeper the more noticeable classroom practices on how teachers’ beliefs influence their ways to choose grammar teaching and learning approaches due to the limited time to conduct the data collection process. However, I believed state this research can be developed on a wider scale in the future of how teachers’ beliefs influence their ways to choose grammar teaching and learning approaches.
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REFERENCES


Appendices

Appendix A

Observation Protocol

Name of course :    Name of teacher  :
Class time  :    Total number of students  :
Class length  :

<table>
<thead>
<tr>
<th>Time of Occurrence</th>
<th>Teacher’s Teaching Techniques</th>
<th>Students’ Behavior</th>
<th>Teacher’s Responses to Students’ Behavior</th>
</tr>
</thead>
<tbody>
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Interview Protocol

1. What curriculum do you use to teach English?
2. Do you teach grammar to your students?
3. Are there any advantages in teaching grammar to your students?
4. Are there any challenges in teaching grammar to your students?
5. How do you design a grammar lesson?
6. How do you teach a grammar lesson?
7. What approaches do you use to teach grammar in the class?
8. Why do you decide to approach grammar the way you do?
9. What do you think are the most effective approaches to teach and/or learn grammar?

10. Are there any beliefs that influence your approaches to teaching and/or learning grammar?

11. Would you mind if you share how you teach grammar in your class?

12. How about your experience being taught grammar in your previous study?

13. Why do you implement your experience and your teaching method in the same/different way?

Appendix B

A Sample of Observation Result

Teacher C

Level of Education : 3rd Grade  
Name of teacher : C  
Class time : 70 minutes  
Total number of students : 15

<table>
<thead>
<tr>
<th>Time of Occurrence</th>
<th>Teacher’s Teaching Techniques</th>
<th>Students’ Behavior</th>
<th>Teacher’s Responses to Students’ Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>08.30</td>
<td>Check about homework</td>
<td>Look their homework</td>
<td>Wait the students preparing their homework</td>
</tr>
</tbody>
</table>

A Sample of Interview Result

Me: Good Morning, Teacher D. How are you today?
Teacher D: I’m really good, thank you.

Me: Ok. Let’s begin our interview.

Teacher D: Ok.

Me: What class do you teach?

Teacher D: I teach grade 5 and 4.

Me: And how long is the duration of teaching in a day?

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<table>
<thead>
<tr>
<th>Time</th>
<th>Activity 1</th>
<th>Activity 2</th>
<th>Activity 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>08.35</td>
<td>Ask the students to write their answer in the pink book</td>
<td>Write the answer in the pink book</td>
<td>Check the students understanding about the homework</td>
</tr>
<tr>
<td>08.53</td>
<td>Discuss the exercise by triggering them with question about how much and how many</td>
<td>Answer the exercise</td>
<td>Monitor the students while they are answering</td>
</tr>
<tr>
<td>09.04</td>
<td>Discuss the answer, Explain about countable and uncountable noun explicitly</td>
<td>Listen and ask questions if they do not understand</td>
<td>Explain the students and elaborate about countable and uncountable noun</td>
</tr>
<tr>
<td>09.30</td>
<td>Explain about how make a conversation using how much and how many</td>
<td>Make a conversation using how many and how much</td>
<td>Monitor the students and help them if they do not know</td>
</tr>
</tbody>
</table>
Teacher D: In one day, it is about 90 minutes

Me: Ok. And how many students are there in a class?

Teacher D: Around 10 students.

Me: And what curriculum do you use to teach English?

Teacher D: we use mix curriculum. Since we use my pals as the book from Singaporean, so we use Singaporean and national curriculum.

Me: And do you teach grammar for your students?

Teacher D: Yes, of course.

Me: Are there any advantages in teaching grammar to your students?

Teacher D: yes of course, they should know how to you timeline, past simple and present simple.

Me: Are there any disadvantages/challenges in teaching grammar to your students?

Teacher D: the challenges are the students’ readiness. Sometimes when I teach grammar for the students, they sometimes not ready to learn it, so sometimes I just limit the indicator to make them easier, and also my pals have a high indicator, so I should limit the boundaries, so I make it simple. So the challenge is their readiness.

Me: Oh Ok, and how do you design a grammar lesson in class?

Teacher D: I deliver grammar explicitly through contextual and conceptual learning, so they have a theme in each week. For example the holiday, what are you doing in your holiday. So they will explain it and it is contextual learning. So I design grammar contextually.

Me: And how do you teach grammar?
Teacher D: I teach it with a lot activity and also drilling. Since they are learned about past simple, they should memorize some irregular verbs, and there is no other way, so drilling make them easier. And I also drill them to activity, so I do not push them to memorize, but I drill them. I drill them to create the best accuracy of learning grammar.

Me: And what approaches do you use to teach grammar in the class?

Teacher D: With doing activity and it focuses on accuracy.

Me: Ok. And why do you decide to approach grammar the way you do?

Teacher D: I just check it with simple exercise, but also activity. I do more activities.

Me: And what is the most effective way to teach grammar?

Teacher D: The best way is limit the grammar itself because we cannot expect much since they are elementary grade, so I should set my goals first, my boundaries.

Me: Are there any beliefs that influences your approach to teach grammar?

Teacher D: I think beside the activity, they like to learn and play, so teaching in English we learn about language so we should use it, so there is an exposure to do that. So they should know why they learn simple past, I should explain it to them. Just use it and give them exposure.

Me: The last question, have you ever heard about learner autonomy? And to what extent, the students are encourage to learner autonomy?

Teacher D: Yeah like what I said before, just give them exposure to use it, try to give them a good role model for them like a moderator. When they do not know the English, I will give explanation with English also, so they should find their way to find that they do not know. I like not to translate, but let them conclude what I have explained.
Me: Ok. That’s all of the question, thank you for your time Ms. Melanie.

Teacher D: You’re welcome.