

A Descriptive Analysis of English Teachers' Beliefs about Grammar Teaching

(A Descriptive Study at SMPN 8 Bengkulu in Academic Year 2019/2020)

THESIS

Submitted as a Partial Requirements for the Degree of *Sarjana* (S.Pd)

In Study Program of English Education



By

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MOTTO

Sesungguhnya bersama kesukaran itu ada kemudahan.
Karena itu bila kau telah selesai
(mengerjakan yang lain) dan kepada Tuhanm, berharaplah
(QS AL Insyirah : 6-8)

“Those who walk with Allah reach their destination”

DEDICATION

This thesis are dedicated to:

My beloved parents (Denni and Yuli Hartini)

My Sisters (Yumi Hariani and Widya Aprinelti)

My Brother (Dedek Rahmat Syahputra)

My Younger Sister (Ghea Syahputri) for the great motivation along my study

And also for my closed-friends Pheri khayangan and Minions

Love u all



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I hereby sincerely state that the thesis entitled “A Descriptive Analysis of English Teachers’ Beliefs about Grammar Teaching (A Descriptive Study at SMPN 8 Bengkulu in Academic Year 2019/2020” is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography. If later proven that my thesis has discrepancies, I am willing to take the academic sections in the form of repealing my thesis and academic degree.

Bengkulu, 2020

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Finally this research is expected to be able to provide useful knowledge and information to the readers. Moreover, the researcher is pleased to accept more suggestion and contribution from the reader for the improvement of the research.

Bengkulu, 2020
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ABSTRACT

Junita Delliayanti, 2020. A Descriptive Analysis of English Teachers; Beliefs about Grammar Teaching (A Descriptive Study at **SMPN 8 Bengkulu in Academic Year 2019/2020**)

Thesis. English Education Study Program, Department Islamic Education and Tadris Faculty, The State Islamic Institute of Bengkulu.

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Teacher beliefs are about how teachers conceptualize their work in classroom. Based on the theories, teacher beliefs is an important element in improving the quality of educational practice. Therefore, the purposes of this study are to describe the teachers' beliefs and to investigate how the teachers' practice of teaching grammar in classroom. The research method used is descriptive qualitative. The subjects of this study were two English teachers who were experienced in teaching English at SMPN 08 Kota Bengkulu. The instruments used are interview, field notes, and documents. The technique of data analyses used the Mile and Huberman model. Based on the result of the study the data show that teachers' beliefs that grammar is important because it affects on how students make the correct sentence. There are six factors that support the beliefs, lesson plan, teaching method, teaching procedure, sources of teaching materials, the teachers and students roles. However, in teaching practices not those factors are applied because the teachers had to a lot of time to manage the classroom.

Keywords: Beliefs, Teacher's Belief, and teaching grammar

ABSTRAK

Junita Delliayanti. 2020. Menganalisis keyakinan guru bahasa inggris tentang pengajaran Grammar. (Studi kasus di **SMPN 8 Bengkulu pada Tahun Akademik 2019/2020**

Program Studi Pendidikan Bahasa Inggris, Departemen Pendidikan Islam dan Fakultas Tadris, Institut Agama Islam Negeri Bengkulu.

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Kepercayaan guru adalah bagaimana guru mengkonsep cara mereka mengajar grammar di kelas. Berdasarkan teori, kepercayaan guru adalah faktor penting dalam praktek meningkatkan kualitas pendidikan. Oleh karena itu tujuan dari penelitian ini adalah untuk mendeskripsikan kepercayaan guru terhadap pengajaran grammar dan untuk melihat praktek guru dalam mengajar grammar di dalam kelas. Metode penelitian ini menggunakan metode deskriptif kualitatif. Subjek penelitian ini adalah dua orang guru bahasa inggris yang telah memiliki pengalaman dalam mengajar bahasa Inggris di SMPN 8 Bengkulu. Metode Pengumpulan data yang digunakan dalam penelitian ini adalah wawancara, catatan lapangan, dan dokumentasi. Teknik analisis data yang digunakan adalah model Miles & Humberner. Berdasarkan hasil penelitian data menunjukkan bahwa guru percaya pengajaran grammar itu penting karena itu akan mempengaruhi pemahaman siswa dalam membuat kalimat yang benar. Ada enam faktor yang mendukung kepercayaan guru, yaitu rencana pelaksanaan pembelajaran, metode pembelaran, langkah-langkah pembelajaran, sumber materi pembelajaran, peran guru dan siswa. Namun, dalam praktek mengajar tidak semua faktor dapat diaplikasikan karena mereka masih harus menghabiskan waktu dalam mengelola manajemen kelasnya.

Kata kunci: kepeceayaan, Keyakinan Guru, dan Pengajaran Grammar

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CHAPTER 1

INTRODUCTION

A. Background of the study

Belief was a thought that is assumed to be true by the people and it will guide them to do something. Borg defines belief as a proposition that consciously or unconsciously has been held which is evaluative, and imbued with the emotional commitment that serves as a guide for people's thinking and behavior.¹ It means that when people have beliefs consciously or not they will do or decide something according to what they think.

The quality of education depends on the good teachers. Teachers are very influential in language teaching cause the way teachers act in class is determined by what they believe. According to Gilakjani & Sabouri, some researches indicated the superb effect of teacher education on changing instructors' beliefs. Consequently, it will have deeper expertise in the specific changes for English language teaching, it is miles important for teachers to have deeper expertise in their beliefs.² Therefore, teachers need to form a belief that can improve learning systems. It will have an impact on the teacher's treatment in teaching.

Teachers' beliefs seem to play a main role in the teaching and learning process. It was supported by Zaenul Wafa, in his research about "Teachers beliefs and classroom practices of English teaching" the

¹Borg, M. (2001). *Key concepts in elt teachers' belief*. *Elt journal*. Oxford university press, 55(2), 186-188

²Gilakjani, P., & Sabouri, N. (2007). *English language teaching*. *Canadian center of science and education*, 10(4), 78-86

results of the study showed that most teacher beliefs were consistent with teaching in the class, namely beliefs about learning objectives, syllabus, instructional material, classroom techniques, teachers' roles, students' roles, and assessment but he also found there was discrepancy namely teachers' beliefs about classroom procedures.³

All teachers have their own beliefs and theories in teaching. Borg said that teachers' beliefs are derived from a teacher's prior experiences, school practices, and a teacher's individual.⁴ While, Xu explained teachers' beliefs depend on how they teach themselves based on their social, cultural, and educational background, their own experiences, their teaching abilities and their students.⁵ Therefore, it is important to know whether teacher and student beliefs are compatible with each other in the learning process. The study of teachers' beliefs forms part of the process of understanding how teachers conceptualize their work which in turn is needed to understanding teachers' practices and their decisions in the classroom. Each teacher has a different belief in the teaching and learning process, although they had the same goals. It is referred to as a teacher's teaching belief and considered with the curriculum.

Basically, teachers' beliefs are one important element for understanding and improving the educational process. The study of teachers' beliefs is part of the process of understanding how teachers

³Wafa, Z. (2018). *Teachers' beliefs and classroom practices of English teaching (A case study at MTS N Jekerto)* Universitas Muhammadiyah Surakarta. Suharsimi, A. Prosedur penelitian, Yogyakarta: PT. Reineka Cipta

⁴Pajares, M. Frank. (2015). *Teachers' beliefs in educational research: Cleaning up a Messy Construct*. *American educational research association*, 62(3), P. 307=332

⁵ Xu, L. (2012). *The role of teacher's beliefs in the language teaching-learning process*. *Academi publisher manufactured in finland*, 2(7), 1398-1402

conceptualize their work. This is used to understand how teachers approach their work; like the ideas or perceptions, they have about teaching at school. It is important to understand teachers' beliefs and principles in carrying out their strategies in teaching.

English is one of the subjects taught in middle school. The latest government policy states that English is one of the subjects starting at the junior high level. There are four Basic English skills: listening, speaking, reading, and writing. On the other hand, students must also understand the aspects of language. Aspects of language are grammar, vocabulary, and pronunciation. Williams said Grammar is the formal look at the structure of a language and describes how words match collectively in meaningful constructions.⁶ It means grammar is a description of the structure of a language and how language units such as words and phrases are formed into sentences.

According to Williams Grammar practice is a significant part of the language arts curriculum at all levels of public education due to overall performance expectancies are high, prospective instructors face numerous challenges earlier than they input the classroom. They have to understand English grammar extraordinarily well.⁷ By introducing the grammar, it is going to have a positive impact on students in systematic language production. They might make errors but they will dare to revise the incorrect grammar. Then, according to Zullyetti in the 2013 curriculum

⁶James, D. Williams. (2005). *The teacher's grammar book (edisi kedua)*. New jersey london. Lawrenceerlbaum associates, press., Publishers.

⁷ James D. Williams. Ibid. P. 17

grammar is considered an important aspect of language learning.⁸ That means grammar learning needs to be taught for students. Grammar is still one of the important aspects of learning English. Students' understanding of grammar is usually reflected by the teacher's beliefs. Therefore, teachers must prepare how they will teach English especially teaching grammar to students who may have just become familiar with foreign languages.

The researcher did observation at SMP N 8 Bengkulu. The observation was conducted with two English teachers. Based on observation the researcher found that English teachers only taught brief on teaching grammar in the classroom. Generally, this often happens in Indonesian education. Therefore, the researcher wants to see how the teacher's beliefs in teaching grammar, especially in SMP N 8 Bengkulu.

On the other hand, Thornbury explained there are three approaches to teaching grammar. In general, they are teaching grammar from rules (deductive approach), teaching grammar from examples (inductive approach), and teaching grammar through text.⁹ It can be seen that teaching grammar is a teacher's way to make the students understand the rules of grammar. It means, there are certain rules in teaching grammar that the teacher must apply to students in the class.

Given the importance of the teachers' beliefs on grammar teaching, this study will describes the teachers' beliefs on grammar teaching at SMP N 8 Bengkulu. As mentioned, Junior high school is the first level

⁸ Zullyetti F. (2013). *Pendidikan sekolah Kurikulum 2013*. Yogyakarta: PT. Reineka Cipta.

⁹ Thornbury, S. (1999). *How to teach grammar*. bluestone press, Charlbury, oxfordshire. P. 29-69.

that offers English as a compulsory subject. Hence, it can be the beginning for the students to learn English skills and aspects. This research will be carried out in SMP 8 Bengkulu based on observations made by researchers. The school has a good accreditation. Which it can be said that the quality of the teacher is also good in teaching, so the researcher wants to find more information there

B. Identification of the problem

Based on the background above there is a phenomenon that occurs in the field, the English teachers only teach briefly about teaching grammar so the students are finding difficulties to form correct language. Cause of that, the researcher wants to fully understand what English teachers do in teaching grammar by understanding what they believe.

C. Limitation of the Study

This study was conducted at SMP N 8 Bengkulu. It is located at Jl. Lingkar Barat Bengkulu city. This study only focuses on analyzing teacher beliefs about teaching grammar in the classroom on deductive and inductive approaches. Also, this study was examined two English teachers at SMPN 8 Bengkulu.

D. Problem Statements

Based on the background of the study, this study formulates research questions as follows:

- a. How are English teachers' beliefs about grammar teaching at SMP N 8 Bengkulu?
- b. How do English teachers practice on grammar teaching at SMP N 8 Bengkulu?

E. Objectives of the Study

This study aims to describe English teachers' beliefs and classroom practices on grammar teaching in SMP N 8, focusing on:

1. Describing the English teachers' beliefs on grammar teaching at SMP N 8 Bengkulu.
2. To analysis how the English teachers practices on grammar teaching at SMP N 8 Bengkulu.

F. Significance of the Study

The researcher hopes that this research on teachers' beliefs in teaching grammar has benefits. The benefits of this study will be distinguished into three benefits:

- 1. For the researcher herself**, this research will result in empirical data which gives the researcher a deeper understanding of teachers' beliefs in teaching grammar.

2. For the teachers, the finding will hopefully contribute to them with useful insight for their future teaching practices, especially in understanding what the learners need through English teachers' beliefs about teaching grammar.

3. For further researchers who want to research these related areas, this research provides additional information to the existing studies about teachers' beliefs in teaching grammar.

G. The definition of key terms

To avoid misunderstanding and misinterpretation on research, there are several key terms can be defined as follow:

1. A belief is a mental state which has as its content a proposition that is accepted as true by the individual holding it, although the individual may recognize that alternative beliefs may be held by others.
2. Teachers' belief is defined as the attitudes and values about teaching students and the education process that those teachers bring to classrooms. They are the thoughts held by the teacher about the teaching and learning process, which influence his/her classroom practices. In this study, teachers' belief is the teachers' idea or concept about teaching and learning the process-intensive English learning program.
3. Teaching grammar is the process of describing the structure of phrases and sentences by considering. It is an order in a language or grammar is

a description of the structure of a language and how language units such as words and phrases are formed into sentences.

CHAPTER II

REVIEW OF RELATED THEORIES

A. Teachers' Belief

1. Teacher's beliefs

Given the crucial position teachers' beliefs play in teaching, the people may ask what the term belief means. Pajares defined belief as an individual judgment that can only be established from a lot of understanding of what human being say, aim, and do.¹⁰ In line with Pajares, Larenas defined belief as "interpretation of experience and as mental and affective constructions of experience are integrated into schemata. Any simple proportions inferred from what a person says or do, capable of being preceded by the phrase, 'I believe that.'¹¹ Borg defined belief as a mental state which has as its content a proposition that is accepted as true by the individual holding it, although the individual may recognize that alternative beliefs may be held by others.

The overall definition about belief implies that belief is something considered true according to someone. Furthermore, Borg defined teachers' beliefs as teacher's pedagogic belief, or those beliefs of relevance to an individual's teaching. Later on she defined teacher's belief as "what the teachers think, know, and believe."¹² Kuborzka defined teachers' beliefs are thought to have a profound influence on

¹⁰Pajares, M., F. Ibid. p 307

¹¹Pajares, M., F. ibid. P. 319

¹²Borg. ibid. P. 88

their classroom practices. An understanding of this relationship is important for the improvement of teachers' professional preparation and the successful implementation of new curricula.¹³ To sum up, teachers' beliefs in teaching-learning context are what teachers hold to be true in teaching learning process and they influence any of decisions made by the teachers in real classroom practices. Beliefs are propositions individuals consider to be true and which are often tacit, have a strong evaluative and affective component, provide a basis for action, and resistant to change. It means, teachers' beliefs in teaching-learning context are what teachers hold to be true in teaching learning process and they influence any of decisions made by the teachers in real classroom practices.

Based on explanation above, It could be concluded that belief in teaching and learning activity should be owned by the teacher, and belief that are held by the teacher must have the purpose to achieve learning goals. Therefore the teacher should aware their belief as educator and they should understand what teachers will do in classroom activity. Beliefs are important aware because it is a form of teacher's professional development. If the teachers have good belief and good classroom practices in the classroom, it can influence toward student achievement

¹³ Kuborзка, Irena. (2011). Links between teacher's beliefs and practices and research on reading. reading in a foreign language. *United Kingdom*, 23(1), 102-128

2. The Important of Teacher's Beliefs

Breen conveys the importance of study on teachers' beliefs namely: (1) to identify the guiding principles that teachers reflect exclusively in the classroom practice, (2) the teachers' beliefs is going to assist the teachers to see how the teachers understand teachers' pedagogical knowledge and (3) to depict the teachers' perspectives and how the beliefs demonstrated in the practices.¹⁴ The important of teachers' beliefs are affirmed by some initial theorist of teachers' beliefs. Chu as cited in Nien claims that no doubt that teachers' beliefs played an important role in the whole teaching process and decision making in the classroom.¹⁵ Richards & Lockhart stated it is necessary for instructors to examine personal beliefs and thoughts about teaching, which can assist them to understand how to manage teaching tasks and reflect personal beliefs clearly.¹⁶ Therefore the teacher's belief is very important to know how the teacher's thinks and perceptions about managing the class well, which is very influential in education.

Breen also outlined four main reasons why studying teachers' beliefs are important: 1) Identifying the guiding principles that teachers articulate in relation to their classroom work can complement observational studies by enabling research to go beyond description towards an understanding and explanation of teacher actions. 2)

¹⁴ Breen, M. at all. (2012) *Making sense of language teaching: teachers' principles and classroom practices*. Applied Linguistics press. P. 457

¹⁵ Chu, Yu-wei. (2010). *Teachers' Beliefs in Teaching English for Kids at a Kindergarten: A Case Study of Students from the Department of Applied English*. P. 101

¹⁶ Richard, Jack C. & Lockhart, C. Ibid. P. 45

Teachers' beliefs provide a source of experientially based professional 'know how' that may serve as a focus both for initial teacher education and to promote reflective practices in ongoing teacher development. 3) Any educational innovation has to be accommodated within a teacher's own frameworks of teaching principles. Increased awareness of such frameworks in specific contexts can inform curriculum policy and planning in relation to any innovation. 4) Conversely, beliefs may result in the emergence of new teaching principles which produce grounded alternatives to the 'accepted wisdom' passed on by methodologists who may be far removed from actual classrooms.¹⁷

3. The Role of Teachers' Beliefs

Teacher's beliefs play an important role in teaching-learning process in which any of decisions made by the teacher is influence by their beliefs. Kuborzka stated that "teachers' beliefs influence their goals, procedures, materials, classroom interaction patterns, their roles, their students, and the schools they work in."¹⁸ Therefore, revealing teachers' beliefs in teaching is necessary since they contribute in affecting teacher's instructional decisions.

According to Johnson as cited in Farrell, educational research on teachers' beliefs share three basic assumptions: (1) Teachers' beliefs influence perception and judgment. (2) Teachers' beliefs play a role in how information on teaching is translated into classroom practices. (3)

¹⁷ Breen, M. at all. Ibid. P. 371-372

¹⁸ Kuborzka, Irena. Ibid. P.139

Understanding teachers' beliefs is essential to improving teaching practices and teacher education programs.¹⁹ Furthermore, beliefs are affected by personal experiences and information and also affect a broader dimension called cognition. Therefore, the term belief gives an effect to a broader dimension than cognition which is directly related to teachers' beliefs.

4. Aspects of Teachers' Beliefs

Richards & Lockhart provide guidelines for the investigation of teachers' beliefs about teaching and learning, namely: beliefs about English, beliefs about teaching, beliefs about program and curriculum, beliefs about language teaching as profession.

a. Beliefs about English

Teachers' beliefs about English may sometimes represent stereotypical impressions; these beliefs do express realities which may influence classroom practices. Teachers' beliefs about English often influence attitude in teaching too. These beliefs can be clarified by considering questions like these: (1). why do you think English is an important language? (2). do you think English is more difficult to learn than other languages? (3). what do you think the most difficult aspects of learning English are (e.g., grammar, vocabulary, pronunciation)? (4). which dialect of English do you think should be taught (e.g., British, American, other)? (5). do you

¹⁹ Thomas S.C. (2013). Farrell. Conceptions of grammar teaching. A case study of teacher's beliefs and classroom practice. Department of Applied Linguistics, 44(2), 163-176

think it is important to speak English with native-like pronunciation? (6). how does English sound to you compared to other languages you know? (7). what attitudes do you think your learners associate with English? (8) Do you think English has any qualities that make it different from other languages?

b. Beliefs about Learning

Teachers' beliefs about learning may be based on their training, their teaching experience, or may go back to their own experience as language learners. These beliefs represent answers to questions such as these: (1) How do you define learning? (2) What are the best ways to learn a language? (3) What kinds of exposure to language best facilitate language learning? (4) What kinds of students do best in your classes? (5) What kinds of learning styles and strategies do you encourage in learners? (6) What kinds of learning styles and strategies do you discourage in learners? (7) What roles are students expected to assume in your classroom?

c. Beliefs about Teaching

Teachers' beliefs about teaching reflect everything they do in the classroom. The actual practices of teachers are often reflected by their beliefs. Interviews with the teachers about their teaching yielded quite different answers to the following questions: (1). how do you see your role in the classroom? (2). how would this be apparent to a visitor? (3). what teaching methods do you try to implement in your classroom? (4). what teaching resources do

you make use of? (5). how would you define effective teaching?
(6). what is your approach to classroom management? (7). what are the qualities of a good teacher?

d. Beliefs about Program and Curriculum

The beliefs of program and curriculum used by the school are very important. Any languages teaching program reflects culture institution as well as a collective decision and beliefs of individual teacher. The use of program and curriculum will influence the beliefs of teachers. Central questions concerning teachers' beliefs about the programs they work in hence include:
(1). what do you think are the most important elements in an effective language teaching program? (2). what do you think the role of textbooks and teaching materials in a language program should be? (3). how useful do you think instructional objectives are in teaching? (4). how do you decide what you will teach? (5). to what extent is your teaching based on your students' needs? (6). what is your attitude toward assessment in a language program? (7). what changes would you like to see in your program?

e. Beliefs about Language Teaching as a Profession

Professionalism of teacher is concerned with the language teaching and language teaching organization. The professionalism of teachers about their work depends on their working conditions, their personal goals and attitude, and the career prospects available in their community. A good belief on language teaching will profit

for the professionalism of teacher. Teachers' beliefs about professionalism can be explored through questions such as the following: (1). how would you characterize English teaching (or the language you teach) as a profession? (2). what changes do you think are necessary in the language teaching profession? (3). what kind of training do you think language teachers need? (4). what kinds of professional development activities best support teaching? (5). what kind of support for professional development is available at a school you are familiar with? (6). what is the most rewarding aspect of teaching for you? (7). do you think language teachers should be evaluated throughout their careers? If so, what form should this evaluation take? ²⁰

5. Sources of Teachers Beliefs

Every teachers have a different source of belief depend on what are beliefs held as a guide for teaching. Richard and Lockhart state that sources of belief are come from various sources:

a. Their own experiences as language learners

The teachers taught based on the experiences of being student; every teacher had been a student. Teacher's belief in teaching is often an experience when they were taught as being a student.

²⁰ Richard, Jack C. & Lockhart, C. Ibid. P. 32-41

b. Their experience of what works best

The teachers taught based on activity they think are effective by a teacher; every teacher has to find some obstacles in teaching and learning process. It is important to become teachers' experience and they should know how to cover it. In finding the best strategy, a teacher should find that some strategies work well and some do not.

c. Established practices

The teacher taught based on activities that are commonly done by an English teacher; every school has teaching style and practice may be preferred. The particular practice of their teaching style might have been approved by all of teachers to be applied in that school.

d. Personality factors

Teachers have action alone in course of instruction; some teachers have a personal preference for particular teaching rule, action, and arrangement. They choose it because it is suitable with their personality and they enjoy doing it.

e. Educationally based or research based principles

The teachers teach based on the result of study the principle of learning or method obtained; teachers may get their understanding of learning participle in psychology, second language acquisition or education and they try to apply it in the classroom.

f. Principle derived from an approach method

The teachers taught based on principle and structured approach; teachers may choose approach or method that is believed effectively and consistently to be used by the teachers in the classroom. For instance, the teachers believe in communication language teaching. The teachers make communicative use of language the focus of very class the teacher.²¹

Borg have summarized that the nature of language teachers belief and its relationship to what teachers do. They are stated as follow: 1.) Teachers cognition can be powerfully influenced by their own experience as learners; 2.) These cognition influence what and how teachers learn during teachers education; 3.) They act as a filter through which teachers interpret new information and experience; 4.) They may out weight the effect of teachers education in influencing what teachers do in the classroom; 5.) They can be deep-rooted and resistant long-term influence on teachers instructional practices. 6.) They are, at the same time not always reflected in what teachers do in the classroom; 7.) They interact rationally with experience (i.e. Belief influence practices but practices can also lead to change in beliefs).²² Based on various sources of teacher's belief above, it can be understood that every teachers have own source of belief that is held and it can determine their classroom practice. It is expected to achieve the goal of the

²¹ Richard, Jack C. & Lockhart, C. Ibid. P. 32

²² Borg, Simon. Ibid. P. 77

study. However, belief may be resistant to change; it depends on change or challenge that they face in the education environment.

B. Teaching Grammar

1. English teaching

In language teaching, there are some components that can support the teaching. Fauziati uses some terms to call the components of language teaching such as learning process, instructional design, or teaching methodology that can cover eight components namely: (1) learning objective (2) syllabus (3) instructional material (4) classroom procedure (5) classroom technique (6) teachers' roles and (7) students' roles.²³ There are:

a. Learning objective

In teaching and learning, learning objective has an essential part of the teaching. The teaching which does not clear learning objective will not run effective as result of the existence of learning objective; the learning can be measured, controlled to achieve what the teachers expect to the students after they have done the teaching and learning. There are some definitions mentioned by the theorists. Reiser & Dick cited in Fauziati, stated that learning objective is explicit descriptions on what the students are going to do as a result of the instruction they have acquired. Learning objective is general statements of desired instructional outcomes that usually can be broken down into a variety of much more

²³ Fauziati, E. (2015). *Teaching English as a foreign language: Principle and practice*. Surakarta: Era pustaka utama. P. 69

specific behavior. Heinich in Fauziati offers a format of learning objective that is well-known as ABCD (Audience, Behavior, Condition, and Degree).²⁴

b. Syllabus

Syllabus is documents that illustrate the core element that will be used in planning a language course and demonstrate the basis for its instructional focus and content. The syllabus is a framework containing activity possibly conducted, and it could be a treat to pedagogy when it is assumed as absolute rules to determine what is to be learned rather than the points of reference from which bearings can be taken. There are lots of syllabus type namely grammatical syllabus, lexical syllabus, functional syllabus, topical syllabus, competence based syllabus, skilled syllabus, task based syllabus and text-based syllabus, and integrated syllabus.²⁵

c. Instructional material

Instructional material is one of determining aids that help teachers in doing teaching. Fauziati explained that: Instructional material is any systematic description of techniques and exercises to be used in the classroom teaching; it provides the content of the lesson, the balance of skills taught, and the language practice of the student.²⁶ For the teacher it provides primarily to supplement the teachers' instruction and for the student it gives the major source of the content that they have to learn The teachers can select a variety

²⁴ Fauziati, E. Ibid. P. 70

²⁶ Fauziati, E. Ibid. P. 196

of materials such as a text book, workbooks, worksheet or non printed material

d. Classroom procedure

Classroom Procedure is a sequence of teaching conducted in the classroom. Richard defines There are some classroom procedures in English teaching and learning as follow:

Presentation Practice Production (PPP) is a classroom procedure that tends to give exercise in its implementation. The procedure has been one of outstanding. The sequence of the procedure is Presentation; in the session the teachers will open the class by suggesting the students to pay attention on the material that the teachers are going to present, the students need to make note or summary about what the teachers explain. Then, Practice; the teachers will ask for the students to start working a couple of exercises to answer related to the material, the principle of this session is the more students do the exercises, the better students will understand the material. The last sequence is Production; the students are expected to demonstrate their understanding about the material by producing the new examples in the end of the teaching and learning activity.²⁷

e. Classroom Technique

Technique is a certain trick, strategy or contrivance used to gain an immediate goal. In another word, it can be understood as a

²⁷ Richard, Jack C. *Teaching English as a foreign language*. Cambridge University Press. P. 104

technique is the planned implementation of the methods to use in the classroom. In language teaching development, there are various kinds of techniques. Classify some techniques based on the approach the teachers use in the classroom

f. Teachers role

Teachers have their own perspectives about their roles in classroom, some say teacher is a great orator who can influence the learners to do what he or she suggests. And other ones say that a teacher is someone who can motivate and as a facilitator in the classroom, help and guide the students to achieve the learning goal.

g. Students role

Baile cited in Mujahidin, categorizes students' roles into three roles namely: (1) Active participant, learner must be an active participant, it has meaning that they are supposed to contribute to the classroom discussion by not only answering direct question posed by the teacher but answers question posed by their peers, (2) Motivated participant, the learner should have high motivation to take part to achieve good result. They must encourage involving in the class, and (3) Coordinator, the learner role here is to take given information or instructions and coordinate that task for himself or group members and begin task. The learner must be a task monitor by checking himself/herself interm of task on task study time, noise level and quality work. He or she should be responsible for

gathering material needed for assignment and also put back material when finished

2. The Definitions of Grammar

Etymologically, the word grammar 'is derived from Greek words Grammatik technic meaning art of letters'. In linguistics, grammar is the set of structural rules that govern the composition of sentences, phrases, and words in any natural language. The term refers also to the study of such rules and this field includes morphology, syntax, and phonology, often complemented by phonetics, semantics, and pragmatics. Halliday & Matthiessen defined grammar (as phenomenon) is part of languages; it is the system of wordings. But how it is conceptualized will depend on the grammaticism, the theories of grammar. In their view, language is a resource – a resource for making meanings.²⁸ So, grammar is a resource for creating meaning by means of wording. As Thornbury stated that Grammar is partly the study of what forms (or structures) are possible in a language. Traditionally, grammar has been concerned almost exclusively with analysis at the level of the sentence.²⁹ Thus a grammar is a description of the rules that govern how a language's sentences are formed. Grammar attempts to explain why sentences are acceptable.

3. The Practice of Teaching Grammar

²⁸Halliday & Matthiessen. (2016)*Introductional to functional grammar: fourth edition*. an Hachette UK company. P. 90

²⁹Thornbury, S.*How to teach grammar*.Bluestone press, Charlbury, oxfordshire.P. 1

Thornbury advises that grammar teaching can be viewed from two perspectives, namely: deductive approach and inductive approach.

a. Deductive approach

In deductive approach learners are given the ready grammar rules, the examples of how structure is formed, and what type of context the rules can be used. Then, the learner will be asking to apply it to other examples. A deductive approach is derived from the notion that deductive reasoning works from the general to the specific. In this case, rules, principles, concepts, or theories are presented first, and then their applications are treated. In conclusion, when we use deduction, we reason from general to specific principles.

There are some advantages and disadvantages of deductive approach, as follows:

1) The advantages of deductive approach:

- (a) Time-saving because the material is delivered to the point
- (b) Can be explained in more simple and clear way
- (c) Direct practice and examples are given immediately
- (d) Intelligence and maturity of many adult learners' in particular and acknowledges the role of cognitive processes in language acquisition are more respected

2) Disadvantages of deductive approach:

- (a) Beginning with a grammar presentation specially to young learners
- (b) Learners may not understand the concepts of grammar which given

b. Inductive approach

In inductive approach the learners are asked to learn the use of structure through practice of language in context, and then they will realize the rules of grammar itself from the practical examples. This approach involves learners' participating actively in their own instruction. In addition, the approach encourages a learner to develop her/his own mental set of strategies for dealing with tasks. In other words, this approach attempts to highlight grammatical rules implicitly in which the learners are encouraged to conclude the rules given by the teacher.

There are some advantages and disadvantages of inductive approach, as follows:

- 1) Advantages of inductive approach:
 - (a) Learners are trained to be familiar with the rule discovery
 - (b) The learners are more active in the learning process
 - (c) Involves learners' pattern-recognition and problem-solving
 - (d) Learners get an opportunity for extra language practice.
- 2) Disadvantages of inductive approach:
 - (a) Time consuming

- (b) The concepts given implicitly and may lead the learners to have the wrong concepts of the rule taught
- (c) Encourages the teacher to design data or materials taught carefully and systematically.³⁰

4. Review of Related Finding

In supporting the truth of this research, the researcher reviews some related findings which discussed the some problems. The first finding is reviewed from a thesis written by Nayyer entitle "Correlation between Teachers' Belief about Teaching Grammar and Practices" there was a need of such kind of study in Pakistani context in order to make teachers realize the importance of knowing one's teaching belief before moving to changing them. The research is a mixture of qualitative and qualitative research. Finding of hisresearch showed that there is a deep woven correlation between teachers' beliefs about teaching English grammar and their practices. It is recommended that teachers should know their existing teaching belief because it is the need of the hour to improve our educational standard by making positive changes in the teaching grammar.³¹

Second, Surabiya research about "investigated the teachers' beliefs and classroom practices of teaching grammar" at Basic English Course, Pare Kediri, Eas Java, Indonesia. The data was collected through interview, observation, and questionnaire. The respondents of

³⁰ Thornbury, S. Ibid.P. 29-69.

³¹ Hasan, N. (2017). *Correlation between teachers' belief about teaching grammar and practices*.Universita Negeri Malang.

this research consisted of 12 teachers who taught BTC and CTC students at Basic English Course. The result of this study showed that the priority of teaching grammar at Basic English Course placed the highest level of importance. It was supported by the interview result that all teachers have been agreed that the students should master and apply the correct English grammar in all aspects of English. For the classroom practices, all the teachers taught seriously, because they believe that grammar is use full for all aspects of English.³²

Third, Ezzi (2012) explored the English teachers' belief about grammar learning and classroom practices. Questionnaire and classroom observation were to collect the data. The subject of this study was 80 teachers who taught English. There were 30 teachers of primary schools, and 45 teachers of secondary schools in the three main districts governorate of Hodeida, a sea port, in Yemen. The study found that teachers did possess a set of complex beliefs about learning and teaching grammar that were likely to be derived from their prior experience of teaching English. These beliefs were correlated with the suggested strategies used to teach grammar as the correlation was significant at the 0.05 level. The observations have shown that beliefs are not actually reflected in the classroom practices. Eventually, implications of this study identified for effective teaching of grammar.³³

³²Surabiya, R (2015). *Teachers' beliefs and Classroom (A case study at Basic Eenglish Course Pare Kediri)Universitas Muhammadiyah Surakarta.*

³³ Ezzi, N. (2012) *Yameni teachers' beliefs of grammar teaching and classroom practice. Universitas Muhammadiyahk Surakarta.*

The similarities of this research with the previous studies above are on teachers' beliefs about grammar and practice in the classroom. Research from Zurabiya uses a qualitative design to investigate teachers' beliefs about grammar learning and classroom practices which means the same as used in this study. 12 English teachers course was taken as a sample of his research, while this study will took 2 English teachers in junior high school as a sample. Different from Nayyar and Ezzi researches, their studies focused on correlation and explore the English teachers beliefs about grammar and practice by using quantitative design and mix method. While this research will be focused on analysis teachers' beliefs about grammar teaching and it will use descriptive qualitative design. The three studies above used interviews, observation, and questionnaire as instruments, while in this study will use interviews, observation, and documentation.

CHAPTER III

RESEARCH METHODOLOGY

B. Research Design

The researcher used descriptive qualitative method. According to Arikunto descriptive method is focuses on describing situations and conditions to be explained in the research report.³⁴ Then, Creswell state qualitative research is a means for exploring, and understanding the meaning individuals or groups ascribe to a social or human problem.³⁵ So descriptive qualitative is measurable, actual and very accurate research methods because the results were described in great detail. Then, the results are presented in the form of research reports based on the fact.

Besides, the researcher was design of descriptive method which is a method of research that attempts to describe and interpret the objects by reality and fact. It means that descriptive qualitative method is a kind of research that focuses on the description and no numerical data. Which, this method used to find out what teacher's beliefs about grammar teaching in the classroom.

C. Subject of the Research

In order to take a sample for this study, the researcher used purposive sampling. The researcher handpicks the cases to include in the

³⁴Suharsimi, A.(2010). *Prosedur penelitian*, Yogyakarta: PT. Reineka Cipta. P.3

³⁵ Creswell, Jhon w. (2008) *Research design: Quantitative, qualitative, and mixed methods approaches*. Sage Publications. P. 22

sample on the basis of their judgment of their typicality. In this way, they build up a sample that is satisfactory to their specific needs.³⁶

The participants of this study were two English teachers at SMP N 8 Bengkulu. They are NH and DA English teachers. The two teachers have completed their undergraduate program in English education in University of Gadjah Mada and University of Bengkulu. They have experience in teaching English at Junior High school. Both of them have been teaching for about fifteen years. They also have experience in internship and seminar of teaching learning process. So, it is related to Yamin that Experience is a good teacher. This is recognized in the institution education, criteria for an experienced teacher he has taught for approximately 10 years. So, now for prospective principals may apply to become a school principal if they have taught at least 5 years³⁷.

D. Technique of Collecting Data

1. Interview

Creswell stated that qualitative interview occurs when researchers ask one or more participants with open-ended questions and record their answers.³⁸ The teachers who participated in this research will interview in a semi-structured way. It is an interview with a guide containing a primarily open-ended question that can be modified for each interview.

³⁶Louis Cohen, Lawrence Manion, and Keith Morrison, *Research Methods in Education* (5th Ed), (London: RoutledgeFalmer, 2005), p. 103.

³⁷Martinis Yamin, *Paradigma Pendidikan Konstruktivistik*, (Jakarta: Gaung Persada Press, 2008), 72-73.

³⁸Creswell, Jhon w. Ibid. P. 225

It means that, before the interview will start, the researcher had prepared the interview guide. The researcher was developed an interview guide question so that it helped researcher to explore the topic and objectives. During the interview, the researcher used Indonesia language to avoid misunderstanding and reinforcing the information.

In this study, the researcher was prepared twenty one questions by using Richard & Lockhart theory about teachers' beliefs and how they applied it. The interviews was recorded and transcribed. Then, the interviews conducted before observation to get the teacher's beliefs about grammar teaching.

2. Observation & Checklist

The observation used by this study was participant observation. Sugiyono stated that Non-participant observation is where the researcher is only an independent observer.³⁹ It means that researcher does not interact with teachers and students when teaching practice. The researcher as a passive participant because the researcher just comes to the class and observes the activity between teachers and students using observation checklist without interrupting the original condition and situation at the research location.

The observation was recorded and transcribed it into field note. In addition, the researcher observed in different classes, to see how teachers practice on grammar teaching and what teachers are consistent with their beliefs. This study was two class meetings with two English

³⁹Sugiyono. (2011). *Metode penelitian kuantitatif, kualitatif dan R&D*. Bandung: Alfabeta.
P. 14-15

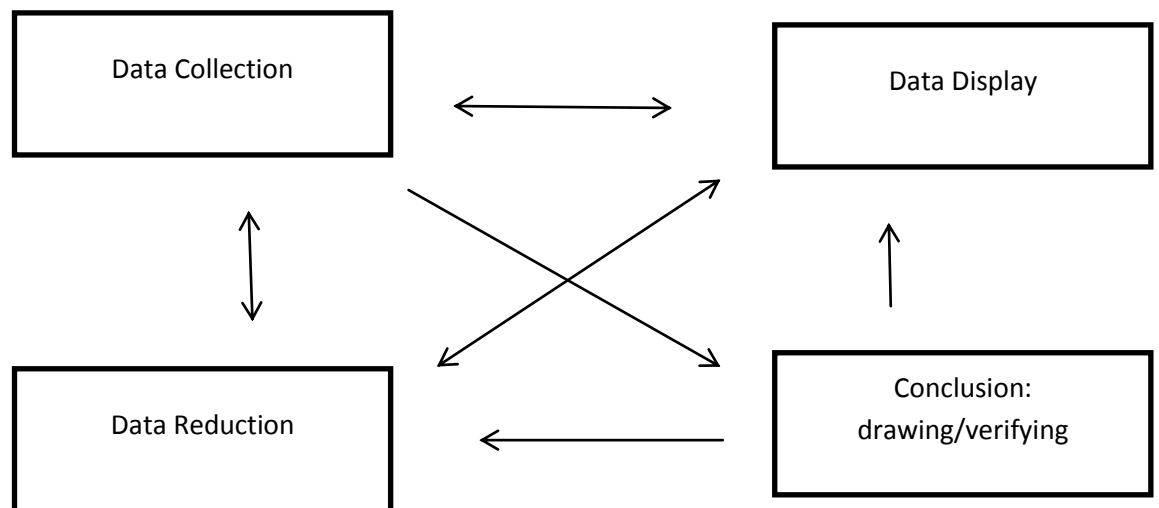
teachers at SMP N 8 Bengkulu to investigate teachers' beliefs and their practices in the classroom.

3. Documents

The document was written into the texts that served as a record or a piece of evidence of an event or fact. The document in this research used to analyze the lesson, transcript of the interview, and field notes.

E. Analysis of the data

The data gained from the result of the interview, classroom observation, and documentation was analyzed through the model of data analysis Miles & Huberman. The components above can be explained as the following picture.⁴⁰



1. Data Collection

⁴⁰Metthew B. Miles & A. Michael Huberman. Qualitative data analysis: A sourcebook Third Edition. USA: Sage Publishing, P. 174

In this step, there are some data take from classroom observation, interview, and documentation. In this step, the researcher was observed, interviewed for the teachers and taking documentation dealing with the teachers' beliefs and their application in teaching grammar at SMP N 8 Bengkulu.

2. Data Reduction

The data obtained by researcher in the field through interviews, observation and documentation was reduced by summarizing, selecting, and focusing data on things that are consistent with the research objectives. At this stage, researcher do data reduction by sorting, categorizing, and making abstractions from it.

3. Data Display

The presentation of data is done after the data has been reduced or summarized. Data obtained from observations, interviews and documentation will be analyzed, and then presented in the form of CW (Interview Notes), CL (Field Notes) and CD (Documentation Notes). Data that has been presented in the form of interview notes, field notes and documentation notes are coded data to organize the data so that researchers can analyze quickly and easily. The researcher makes a preliminary list of codes that comply with interview, observation and documentation guidelines. Each code that has been coded is analyzed in the form of reflection and presented in the form of text.

4. Verification and Conclusion

The final step in the analysis of qualitative data is the interactive model concluding verification. Based on the data that has been reduced and presented, researcher made conclusions that were supported by strong evidence at the data collection stage. The conclusion is the answer to the formulation of the problem and the question that has been raised by the researcher from the beginning.

F. Data Trustworthiness

In this study, the researcher used data triangulation. Triangulation of data to check the truth of information got from the research. It is a multimode approach to collect data to get a higher level of truth of research phenomenon as well as a better understanding of phenomena itself.⁴¹ In this kind of research, it is important for the researcher to combine some methods to measure phenomenon in different perspectives for a higher level of accuracy to reduce bias in the result of the research.

The researcher used two kinds of triangulation of data, namely: Triangulation of method and triangulation of data sources. In this research, researcher used field notes, interviews, observation, and documentation to get the truth of information. The researcher was also used informants to check the truth of information both teachers. Then, Triangulation of data sources, the researcher used some data sources about English teaching materials, namely: Syllabus, blueprint, classroom observation, interview,

⁴¹ Mudjia Rahardjo. *Triangulai dalam penelitian kualitatif*. Retrieved on February 14, 2020. [https://uin-malang.ac.id/r/101001/triangulaso dalam penelitian kualitatif](https://uin-malang.ac.id/r/101001/triangulaso%20dalam%20penelitian%20kualitatif).

and also field notes. The different sources above will answer the research phenomena from different points of view.

CHAPTER IV

DATA PRESENTATION

A. Data Display

This section is presented based on the research questions stated in the first chapter of this paper, they are: (1) Teachers beliefs in teaching grammar, (2) The implementation of teachers' beliefs in teaching grammar at SMPN 8 Bengkulu in Academic Year (2019/2020). In data collection methods, the researcher used the results of interviews, observations, and documentation. The researcher conducted an interview by 2 English teachers who were experienced in teaching. Furthermore, the researcher has seen how the teacher practices in teaching. The researcher observes VIIIA and VIIIDclasses which according to the teacher's schedule. In addition, researcher has collected documentation data obtained from the teacher.

1. Data from Interview

In the interview data, researcher had interviewed two English teachers about their belief in teaching English. They are teacher NH been teaching for seventeen years. While, the teacher DA has been teaching for twenty years. The interview with the teacherswas held on April 17, 2020 alternately. The data collected is displayed in the table below: (see in appendix 1 on page 77)

Table 1.
Data display (the data of interview).

NO	Aspects	Indicator	Data
1.	Beliefs about English	a. The teacher's belief in English expresses reality which can influence practice and attitude in the classroom.	1,2,3,4
2.	Beliefs about learning	b. Teachers' beliefs about learning based on their training, their teaching experience, or may go back to their own experience as language learners.	5,6,7,8
3.	Beliefs about Teaching	c. Teachers' beliefs about teaching reflect everything they do in the classroom. The actual practices of teachers are often reflected by their beliefs.	9,10,11,12,13,14,15
4.	Beliefs about the program and curriculum	d. Any languages teaching program reflects culture institution as well as a collective decision and beliefs of individual teacher.	16,17,18,19
5.	Beliefs about language teaching as profession	e. The professionalism of teachers about their work depends on their working conditions, their personal goals and attitude, and the career prospects available in their community.	20,21

2. Data from Observation

On the class observation data, the researcher had observed VIIIA class with teacher NH on March 28, 2020. Furthermore, the researcher has made observations in VIIID class. The data collected displayed in the table below: (see in appendix 2 on page 84)

Table 2
Data display (The data of observation)

No	Variable	Sub variable	Beliefs	Data
1.	Teachers beliefs about the program	Lesson plan	The teachers was repaired lesson plan in the beginning of the semester	22

	and curriculum	Syllabus	The teacher determines the material based on the syllabus that has been set by the school.	
		Teaching Method	Inquiry Based Learning (IBL)	23
2.	Teachers beliefs about English	Instructional material	a. Text book b. Worksheet c. Printed material and etc.	24
3.	Teachers beliefs about teaching	Classroom procedure	a. Observation a. Asking questions b. Experiences c. Associating d. Communicating	25
		Teaching Approach	a. Teaching grammar from rules b. Teaching grammar from examples	26
4.	Teachers beliefs about learner	Teachers' roles	a. Teacher's role as facilitator b. The teacher's role as a motivator c. The teacher's role as partners	27
		Students' roles	a. Students become active while studying in class b. Students are eager to learn especially, about grammar	28
	Teachers beliefs about language teaching as profession	Teachers evaluative	a. School Facilitate	29
			b. The teacher participates in teacher training and existing seminars	30

3. Data from Documentation

In the documentation data, the researcher used lesson plans and syllabus that have been made by the teacher. It is written into text that serves as a record or proof of an event or fact. (see in appendix 3 on page90)

Table 3
Data display (The Data Documentation)

Components of teachers' lesson plan	Data
1. Implementation of each Component	31
a. Core competencies	
b. Basic competencies	
c. Achievement indicators	
d. Learning objectives	
e. Teaching method	
f. Procedure	
g. Media	
h. teaching resources	
i. Assessment instruments	

B. Data Summary

The researcher had mentioned all the data from each instrument namely observation, interview and documentation in the form of table above. Then, to make it simpler, the researcher displayed the data summary of all the 31 data findings. All those instruments the researcher had collected in the table form, as shown below:

Table 4.
Data summary of all the data collected.

NO	Indicator	Data
The Interview		
1.	The teacher's belief in English expresses reality which can influence practice and attitude in the classroom.	1,2,3,4
2.	Teachers' beliefs about learning based on their training, their teaching experience, or may go back to their own experience as language learners.	5,6,7,8
3.	Teachers' beliefs about teaching reflect everything they do in the classroom. The actual practices of teachers are often reflected by their beliefs.	9,10,11,12,13,14,15
4.	Any languages teaching program reflects culture institution as well as a collective decision and beliefs of individual teacher.	17,18,19
5.	The professionalism of teachers about their work depends on their working conditions, their personal goals and attitude, and the career prospects available in their community	20,21
The Observation		
6.	Lesson plan&syllabus	22
7.	Teaching Method	23
8.	Instructional material	24
9.	Teaching Procedure	25
10.	Teaching Approach	26
11.	Teachers' role	27
12.	Students' role	28
13.	Teachers evaluative	28,30
The Documentation		
14	Teachers' Lesson Plan	31

C. Data Interpretation

The researcher had displayed the data summary in the form of table above. In the following data below, the researcher showed the interpretation of each data that was gotten from those observation, interview and documentation that displayed in the table form of the data display above.

1. Teachers beliefs in teaching grammar

This section will display the result of open-ended interview related to the first research question, teachers' beliefs in teaching grammar. There are six beliefs investigated: (1) grammar is important, (2) lesson plan, (3) teaching method, (4) Teaching resources, (5) classroom procedure, and (6) Teachers' and learners' roles. From the open-ended interview transcript, the findings of the teachers' beliefs in teaching grammar are:

a. Beliefs in the important of teaching grammar

Based on the results of the interview, the two English teachers at SMPN8 believe that grammar is very important. Although in curriculum 2013 the teaching of grammar was not focused. They have their way own beliefs to teach grammar because grammar wills influences students' writing and speaking, especially on national examinations. It can be seen from the two teachers' answers below:

“Grammar itu sangat penting, itu akan sebagai pondasi untuk kita bisa mengembangkan bahasa, setidaknya siswa harus tahu dasar tentang tata bahasa itu. [Grammar is very important, it will be the foundation for us to develop

language, and at least students must know the basic grammar].” (Data 1,TNH)

“Walaupun kurikulum 2013 tidak memfokuskan tentang pengajaran tata bahasa, namun grammar itu tetap penting karena sebagai pondasi seperti saya bilang tadi. Yang mana tujuannya agar siswa dapat membuat kalimat dan mengucapkan dengan baik dan benar. [Although the 2013 curriculum does not focus on teaching grammar, grammar is still important because it is the foundation as I said earlier. This is the goal so that students can make sentences and pronounce them properly and correctly].” (Data 2, TNH)

According to the NP teacher, students must know the basic formula about grammar. Grammar is the foundation for students to make correct sentences in English. She still teaches grammar in class even though not in detail.

While, the DA teacher said grammar needs to be taught because grammar does not only affect students' writing and speaking. But will also affect the student's final goal. The interview can be seen in below:

“Menurut saya grammar penting karena awal dari belajar bahasa inggris itu dari struktur. [I think grammar is important because the beginning of learning English is from the structure].” (Data 1, TDA)

“Tujuan mengajar tata bahasa adalah siswa paham untuk membuat struktur kalimat yang benar, walaupun sekarang siswa dituntut untuk berani dalam speaking namun menurut saya grammar juga berperan penting. Seperti kita ketahui ya bahasa inggris sala satu mata pelajaran yang akan di ujian nasionalkan. [The purpose of teaching grammar is that students understand to make the correct sentence structure, although now students are required to be brave in speaking but in my opinion grammar also plays an important role. As we know, English is one of the subjects that will be tested, (national exam)].” (Data 2,TDA)

In conclusion, NP and DA teachers believe that grammar is important for junior high school students. Grammar as a foundation for making correct sentences and it will also affect student test scores later. So they keep teaching grammar to students based on the structure in the syllabus.

b. Beliefs about Lesson Plan

Teachers' beliefs about learning reflect all things they do in classroom practice. Lesson plan is a guide for them, including on teaching grammar to students. Based on the results of the interviews the two teachers said that the lesson plan is important for a teacher. They always make lesson plans before teaching in class. Besides that, the two teachers made it according to the curriculum which at SMPN 8 Bengkulu had implemented the curriculum 2013.

“Ya, rencana pembelajarn itu sebaiknya dirancang minimal satu pertemuan.saya biasanya telah mempersiapkan rencana pembelajaran untuk setiap minggu yaitu 2 kali pertemuan. saya merancang rencana pembelajaran sesuai dengan ketentuan kurikulum dari sekolah. di smp 8 ini rencana pembelajaran guru biasanya di cek oleh pengawas dari diknas pendidikan. oleh karena itu guru harus merancang rencana pembelajaran pada setiap materi. [Yes, the learning plan should be designed at least for one meeting. I usually have prepared a lesson plan for every week which is 2 meetings. I designed the learning plan in accordance with the curriculum requirements of the school. In SMP 8, the teacher's learning plan is usually checked by the supervisor from the

education ministry. Therefore the teacher must design a learning plan on each material]” (TNH, Data 18)

The teacher NH made a lesson plan based on the curriculum 2013. The researcher found that there were five steps in the learning process there are observation, asking questions, gathering information, associating and communicating. The teacher NH said that normally the Ministry of Education conducts an examination about teachers' lesson plan. Therefore, the teacher NH made a learning plan for two meetings in one week. It can be seen in appendix 3.

Teacher DA always makes lesson plans before teaching in class. Based on the results of interviews according to teacher DA the lesson plan is very important for teachers because it is as a teacher's guide in teaching. Teacher DA also used curriculum 2013 in her lesson plan. The result of the interview can be seen in below. It can be seen in the appendix 4.

“Lesson plan sangat penting untuk seorang guru, oleh karena itu saya buat sebelum mengajar sebagai panduan proses mengajar di kelas. [Lesson plan is very important for a teacher, therefore I made before teaching as a guide to the teaching process in class]” (TDA, Data 18)

To sum up, the result of this belief about lesson plan, the two English teachers believe that lesson plans are important for teachers as direction for teaching in class. They have used the curriculum 2013 to design a lesson plan which consists of observing, questioning, associating, experiencing,

and,communicating. In addition, teacher NP stated the Education Ministry will check the lesson plans of teachers in SMPN 8 Bengkulu. Therefore they always make lesson plans at every meeting in the class.

c. Beliefs about Teaching Method

On the results of the interview, the two teachers have different opinions about methods in teaching grammar. The NP teacher stated that she used various methods for teaching, depending on the material at the time. If the material is about grammar, she will use the lecture method. While, the DA teacher said she applied the appropriate method in the lesson plan is the inquiry based learning (IBL) method.

“Saya menggunakan metode pembelajaran yang bervariasi, tergantung pada materi saat itu.sala satunya saya menggunakan metode ceramah yang mana, kita harus menggambarkan materi itu. kemudian kadang-kadang saya membuat kelompok agar siswa bisa berdiskusi dalam mengerjakan latihan. setelah itu mereka presentasikan hasilnya di depan kelas dan membahas bersama jika mereka menemukan kesulitan dalam memahami materi tersebut. [I use various methods, depending on the material at the time. the other one I use Ceramah method, we must describe the material. Sometimes I make groups so students can discuss in doing the exercises. After that they present the results in front of the class and discuss together if they find difficulties in understanding the material].” (TNH, Data 11)

To sum up,teacher NP often change methods when teaching in the class. She has a method that varies in each material one of them is lecture method. That method explains students are more active than teachers where students are required to develop the material.

On the other hand, teacher DA used teaching method according to the lesson plan. In the inquiry based method (IBL) there are five stages observe, questioning, associating, experiencing, and communicating.

“Biasanya saya menggunakan metode sesuai yang ada di rpp.contohnya saya akan mengajarkan tentang narrative, tentu saja saya akan memberikan penjelasan tentang grammar dulu. setelah itu, saya merangsang pemikiran siswa agar menebak materi yang akan disampaikan . selanjutnya baru saya kasih contoh mudah tentang rumus simple present kepada siswa.[Usually I used the method according to lesson plan. for example I will teach about narrative text, of course I will give an explanation of grammar first. After that, I stimulate students' thinking to guess the material that will be conveyed. Then, I will give an easy example of the simple present formula to students].” (TDA, Data 11)

From the interview above, it can be concluded that the two teachers have different opinions about the learning method. NH teachers use a variety of learning methods based on the material and DA teachers use the method of inquiry based learning (IBL). It means that both English teachers always use strategies when teaching, they also believe that learning methods are important and will influence the learning process.

d. Beliefs about Classroom Procedure

This session of the chapter elaborated the detail activities that the teacher did in the class. The two teachers used the steps of teaching according to the curriculum2013. In the curriculum there were three processes they had to do, namely introduction, contents,

and closing. They also used a different approach when teaching grammar.

Based on the interview, Teacher NP stated that she used some procedures in her teaching. The first procedure is greeting, checking attendance, and then explaining materials, discussing examples, and then asking the students to make the correct sentence based on grammar rules. This result can be seen in the result of interview below:

“Saya menerapkan langkah-langkah mengajar sesuai pada kurikulum. ada kegiatan awal, kegiatan inti dan kegiatan akhir lebih jelasnya lihat di lesson plan yang saya buat. pertama salam, cek kehadiran siswa dan menjelaskan materi. kemudian saya perintahkan siswa untuk berdiskusi mengenai materi itu dan diakhir pelajaran mereka harus mengumpulkan tugas itu dan membahas bersama. [I apply the steps of teaching according to the curriculum. there are initial activities, core activities and final activities more commonly see in the lesson plan that I made. first greetings, check student attendance and explain material. then I ask students to discuss the material and at the end of the lesson they must collect the assignment and discuss together].” (TNH, Data 17)

“Saat mengajar tata bahasa, saya selalu memberikan penjelasan dengan contoh contoh sederhana terlebih dahulu kepada siswa. kemudian saya perintahkan mereka mencatat dan membuat kalimat sendiri Sehingga mereka akan paham dan ingat dengan rumus atau pola kalimat itu. saya lupa nama pendekatan itu, nanti saya cek ya. [When teaching grammar, I always give students explanations with simple examples first. then I instruct them to write down and make their own sentences so that they will understand and remember the formula or sentence pattern. I forgot the name of the approach, I'll check it later].” (TNH, Data 9)

NP teacher used the curriculum 2013 as teaching steps in the classroom. She also has confidence in the Teaching grammar from

examples approach to teaching grammar; she argues that when using that approach, most students understand the material.

Likewise with the DA teacher, she implemented the steps of learning in the 2013 curriculum. She said there were 3 stages, namely pre teaching, content, closing. First the teacher gives greetings, and checks student attendance. Then, the DA teacher gives motivation to students; she argues that it needs to be done so students are excited. After that explain the material well and at the end of the lesson, she will give a posttest, review and make conclusions from the material.

“Sebelum mengajar saya akan melakukan preteaching lalu memberikan motivasi dan memulai inti dari pelajaran. di akhir pembelajaran saya memberikan posttest, mengulas dan membuat kesimpulan dari materi. [Before teaching I will do pre-teaching then motivate and start the core of the lesson. at the end of the lesson I give a post test, review and make conclusions from the material].” (TDA, Data 17)

“Pertama saya akan merangsang perhatian siswa sebelum masuk ke teori atau disebut brain storming. cara saya memusatkan perhatian siswa dengan cara memberikan penjelasan yang mudah. contohnya pengajaran grammar, saya kaitkan dengan benda-benda yang disekeliling kelas atau aktivitas sehari-hari siswa. Setelah itu saya berikan contoh-contoh yang lebih spesifik dengan aturan grammar yang benar. [First I will stimulate the attention of students before going into theory or called brain storming. my way of focusing students' attention by giving easy explanations. for example grammar teaching, I associate with objects around the classroom or students' daily activities. After that I give more specific examples with the correct grammar rules].” (TDA, Data 9)

The approach used by DA teachers is teaching grammar from roles. She develops material from the beginning of learning and

then gives specific examples to students. In conclusion, both teachers have their respective beliefs in teaching. The teacher also believes in the rules given by the curriculum and applies them in the classroom.

e. Beliefs about Source of Teaching Materials

In the results of the interviews, NP and DA teachers used books and worksheet from schools. They instructed students to download English books through the internet. In the books both teachers assume that sometimes the books have some general explanation so make students find difficult to understand about the material. Therefore they need to modify the material taken from the internet. The interview can be seen in below:

“Saya menggunakan buku sekolah elektronik (BSE). siswa bisa mengunduh buku itu melalui internet. sekolah juga menyiapkan worksheet yang sesuai pada mata pelajaran. kadang-kadang saya membuat materi yang diambil dari internet tapi tidak melenceng dari lesson plan terutama pada materi tata bahasa, itu memerlukan contoh-contoh yang sederhana agar siswa lebih mudah memahami.. [I used an electronic school book (BSE). students can download the book via the internet. The school also prepares worksheets that are suitable for the subject matter. Sometimes I make material taken from the internet but it doesn't deviate from the lesson plan especially on grammar material, it requires simple examples so that students can more easily understand.]” (TNP, Data 10)

“Di sekolah smp8 ini setiap mata pelajaran telah disediakan buku dari sekolah, termasuk bahasa inggris. tetapi kadang-kadang siswa menemukan kesulitan untuk mengerjakan latihan pada buku tersebut karena materi yang terlalu umum dan lebih banyak membahas tentang speaking. Sehingga saya memerlukan sumber belajar yang lain contohnya worksheet atau mengambil materi dari internet untuk mempermudah pemahaman

siswa. terutamamengajarkan tata bahas. [In SMPN 8, every subject has been provided with books from the school, including English. but sometimes students find it difficult to do the exercises in the book because the material is too general and talks more about speaking. So I need other learning resources such as worksheets or taking material from the internet to facilitate student understanding. Especially,about grammar teaching].”(TDA, Data 10)

In conclusion, the two English teachers about teaching materials are seeing how students' abilities in understanding the material. If the material is difficult for students to understand, the teacher will modify the material based their own. They believe that the students will easily understand. They also said that the material changed did not come out of the context of the syllabus or lesson plan.

f. Beliefs about Teachers' and learners' roles

Belief 1: Teachers' Roles in grammar class. The role of the teacher is important because how the teacher determines their role in the teaching process; it will affect teachers practice in the classroom. NP teacher determine their role as facilitators and motivators. She clearly stated in the results of the interview below:

“peran guru sangat penting untuk siswa. menurut saya guru itu sebagai pemimpin atau pemandu dalam proses belajar mengajar di dalam kelas. guru harus memikirkan bagaimana siswa dapat mengerti dengan materi-materi dari silabus sekolah. kedua, guru juga sebagai motivasi, ketika siswa memiliki keluhan atau kesulitan dalam belajar bahasa inggris, guru akan memberikan nasehat agar siswa bersemangat. oleh karena itu, peran guru sangat diperluka. [The role of the teacher is very important for students. in my opinion the teacher as a leader or guide in the teaching and learning process in the classroom. the teacher must think about how students can understand the material from

the school syllabus. Second, the teacher is also a motivation, when students have complaints or difficulties in learning English, the teacher will give advice so that students are excited. Therefore, the teacher's role is very necessary].”(TNP, Data 8)

“Ya, saya selalu memberikan motivasi kepada siswa sebelum memulai pelajaran, kadang- kadang juga diakhir pelajaran. [Yes, I always give motivation to students before starting the lesson, sometimes also at the end of the lesson].” (TNH, Data 14)

It can be concluded, the teacher NP believes that the role of the teacher in the class is important. The teacher is responsible for the teaching process in the class to completion. She said there are two most common roles of teachers namely; as a leader and as a motivation. She always applies her role well in the classroom.

On the other hand, the teacher DA also agreed with the importance of the teacher's role in the classroom. She argues that the teacher is a guide for students to teach the material. The interview can be seen in below.

“Peran guru itu adalah sebagai motivator dan membimbing siswa untuk memahami materi. [The roles of the teacher in the classroom are motivator and guide to students to understand the material].”(DA, Data 8)

“Memberikan motivasi sangat penting.itu merupakan sala satu peran guru saat mengajar, saya selalu memberikan motivasi di awal dan di akhir pembelajaran. Tujuannya agar siswa bersemangat dalam belajar dan siswa suka terhadap pelajaran bahasa inggris. [Providing motivation is very important. it is one of the roles of the teacher when teaching, I always provide motivation at the beginning and at the end of learning. The goal is that students are enthusiastic in learning and students like English lessons].” (DA, Data 14)

To sum up, both teachers believe the teacher's role is very important. They always apply it in the teaching and learning process.

Belief 2: Learner's Roles in grammar class. Teacher NP believes that the students are object and partners to the teachers. The result can be seen through the following proof

"peran siswa adalah sebagai objek yang mana mereka harus lebih aktif di kelas. kami sebagai guru memancing keaktifan siswa dan mereka terlibat dalam materi. kadang-kadang saya perlakukan siswa sebagai teman agar mereka tidak terlalu takut dalam belajar bahasa inggris. [The role of students is as an object where they need to be more active in the classroom. We as teachers provoke student activity and they are involved in the material. Sometimes I treat students as friends so that they are not too afraid in learning English]."(TNH, Data 8)

Besides, teacher DA believes that the students are a main actor or object to the teachers. The proof of this belief is that she stated in her interview below.

"Siswa sepenuhnya sebagai aktornya atau objek dalam pembelajaran. Ya saya rasa begitu, yang menjadi objek utama adalah siswa." [The students are the actor or the object in teaching learning process. Yes, I think so, the students are the main object].(TDA, Data 8)

To sum up, Based on the result of learners' roles above, teacher NP believes that the students are facilitator, leader and partners to the teachers; the students are required to be active in the classroom. While teacher DA said, the students are the actor and object of the teaching learning process.

Table 5 Representation of Teachers' Beliefs in Teaching Grammar

Beliefs	TNP	TDA
1. Beliefs in the important of teaching grammar	Grammar is the foundation for us to develop language.	Beginning of learning English is from the structure of grammar.
2. Lesson plan	Make a lesson plan based on the syllabus and prepare it before teaching in the classroom.	Make a lesson plan based on the syllabus and prepare it before teaching in the classroom.
3.a Teaching method	Lecture method	Inquiry based learning (IBL)
3.b Teaching approach	Teaching from examples.	Teaching grammar from rules.
4. Classroom procedure	greetings, teaching material, closing	Preteaching, context, closing
5. Source of Teaching Materials	Book, worksheet, internet.	Book, worksheet, internet.
6.a Teachers' roles	The role of teacher is as Facilitator, leader, and motivator.	The role of teacher is as a facilitator, motivator, and partner.
6.a Learners' roles	Students are the actor and object of teaching process. The students are required to be active.	The students are Object and partner for the teachers

2. The implementation of teachers' beliefs in teaching grammar

This section discusses the practice of teachers' beliefs in teaching grammar. This section is divided into five parts, lesson plans, teaching methodology, classroom procedure, instructional materials practice, and teachers' and students' roles. Researcher had observed two classes with two English teachers who teach in eighth grade. Teacher NH has a schedule in VIIIA class and teacher DA teaches in VIIID class. The researcher has conducted one class observations for each teacher. The field notes can be seen in the appendix 2.

1. Lesson Plan

In this stage, the teachers prepare their lesson plans in teaching grammar to students' writing classes. Lesson plan start from syllabus and then broken down into lesson plan. The syllabus used by teachers is developed by the curriculum 2013.

At SMPN 8 the lesson plan is very attentive because the Education Ministry always checks on the lesson plan created by the teacher. Therefore teachers must prepare their lesson plans well. Include teachers NH and DA. They have implemented the rules of the school by making lesson plans before teaching. NH teachers make lesson plans on each material. She made one lesson plan for two meetings. As well as the DA teacher, he made one lesson plan for two meetings. Each teacher makes a lesson plan based on the syllabus from the school. They sometimes develop English

material according to students' abilities; however do not deviate from the syllabus.

In the teacher NH's lesson plan consists of core competencies, basic competencies, achievement indicators, learning objectives, learning materials, topics, learning steps, media and teaching resources, and assessment instruments. The lesson plan that the researchers observed was eighth grade. The material to be conveyed by the NH teacher is about recount text. In the recount text there are some grammatical elements that the teacher must teach, namely: 1) Simple past tense, past continuous tenses 2).Conjunctions: when, while, after, before, etc. 3).Singular and plural. 4). pronunciation, spelling and writing.Based on the observations of the teacher NH class,she has delivered the learning material in the classroom and has used the book's learning resources from the school. While the method used by the teacher is the lecture method, it means the teacher is not consistent with the lesson plan. On the other hand, the media that the teacher uses is nothing;she does not use power points and LCD projectors. Then about the teaching material, the teacher does not use video. She just gives an illustration about the text. It shows that there is a mismatch between the practice and the teacher's belief in the lesson plan.

On the other hand, the teacher DA' lesson plan consists of core competencies, basic competencies, achievement indicators,

learning objectives, learning materials, topics, procedure, media and teaching resources, and assessment instruments. The lesson plan that the researcher observed was eighth grade. The material to be conveyed by the teacher DA is about descriptive text. In the descriptive text there are some grammatical elements that the teacher have to teach, namely: 1). singular and plural nouns.2).Mentioning the nature of people, objects, animal etc. 3).Describe people, objects or animals. 4). pronunciation, spelling and writing. From classroom observation, Teacher NH has delivered the learning material in the classroom and has used the book's learning resources from the school. Then, the method used by the teacher is inquiry based learning (IBL) contained in the 2013 curriculum, which means the teacher is consistent with the lesson plan. Besides, the media that the teacher uses is images and, he does not use power points and LCD projectors, as well as teaching materials, the teacher does not use video. She just gave an explanation. It shows that there is a mismatch between the practice and the teacher's belief in the lesson plan.

(Data 22,23)

Table 6 Lesson Plan Beliefs and Practice Checklist

Components of teachers' lesson plan	TNH Practice		TDA Practice	
	Consistent	Inconsistent	Consistent	Inconsistent
2. The teachers had prepare lesson plan before teaching	✓	-	✓	-
3. Implementation of each component				

a. Core competencies	✓	-	✓	-
a. Basic competencies	✓	-	✓	-
b. Achievement indicators	✓	-	✓	-
c. Learning objectives	✓	-	✓	-
d. Teaching method	-	✓	-	✓
e. Procedure	✓	-	✓	-
f. Media	-	✓	-	✓
g. teaching resources	✓	-	✓	-
h. Assessment instruments	-	✓	-	✓

2. Teaching Methodology

From the result, teacher DA stated that she believes that she uses the methodology which is in line with the curriculum. Teaching methodology has a close relationship with classroom procedure, in which, classroom procedure is the reflection of the methodology. Based on her statement, the teacher uses the Inquiry Based Learning. In other side, teacher NH used the Presentation, Practice, and Produce classroom procedure. In practice, teacher DA used the Presentation, Practice, and Produce (PPP) step which is not a representation of Inquiry Based Learning. The curriculum 2013 used by the school is not matched with the mentioned methodology by the teacher. Therefore, there is a discrepancy about teacher's methodology, in which, the procedure mentioned is not in line with the methodology used by the teacher.

In other side, the NH teacher stated that he used the lecture method to teach grammar. However, during training he also uses presentation, training, and production (PPP). NH teachers provide previews of grammar, directly assigned the students to continue the exercise and checked the work of students together. The mentioned steps are more like the PPP procedure with preview and then imitating. The steps in Inquiry based learning of school based curriculum is exploration, elaboration, and confirmation.

In conclusion, the stated method in teaching writing of teacher NH and teacher DA are not congruent with the practice. Not all teachers' beliefs are fully represented in classroom practices. For example, a lesson plan carefully designed by the teacher to be applied in classroom, sometimes, does not run as it is planned, they cannot be fully done because of some problems, like the students' behavior or limited time, and so on. The representations of this result of teachers DA and NH in bellow.

(Data 23)

Table 7 Teaching Method and Practice Checklist

Beliefs about Teaching method	TNH Practice		TDA Practice	
	Consistent	Inconsistent	Consistent	Inconsistent
1. The teacher used inquiry based learning (IBL)	-	✓	-	✓
2. Specific indicator of IBL method				

a. Exploration	-	✓	-	✓
b. Elaboration	-	✓	✓	-
c. Communication	✓	-	-	-

3. Classroom Procedure Practice

This part of practice presents the practices which include classroom procedure. In the beginning, the teacher always said salaam, asked students' condition, and checked students' attendance by calling their names one by one. If the lesson is the first lesson, the teacher always asked the students whether they had prayed and led the students to pray if they have not.

After the researcher made observations in class VIIIA, the teacher NP was consistent with her practice; she had implemented teaching procedure that can be seen in appendices. Teacher NP started her lesson by saying salaam to the students and then asked the students to pray, if it is in the first session. After that, the teacher checked the attendance by calling students' names one by one. Before started teaching, the teacher told about the topic first and told the students about what the students had to do in the materials. The material is about recount text. The teacher starts explaining the material related to the past incident.

The teacher explained the material by showing the picture in the book. She started to explain the material by tell the examples of

the genre and the simple past role of the text. Next, the teacher explained about the generic structure of the text provided by example. After that, she explained about the language features of the text. After all, she provided her explanation with examples provided with pictures and, at the end, the teacher asked the students to make notes about what she had explained. This took around half of her lesson period, then, another half was used for practice. After finishing the explanation and directing the students to write, the teacher asked the students to directly make the text, During the writing process the teacher went around the class and checked students' works, not only that, she also helped the students who needed help, especially about vocabularies and grammar. Until, the time is up; students have not completed their assignments, so assignments will be collected next week. The teacher closes the class with greetings and advises to students.

(Data 25,26)

Table 8 Beliefs about Classroom Procedure and Practice of TNP

Beliefs about Classroom Procedure	TNP	
	Consistent	Inconsistent
a. Opening	✓	-
b. whilst teaching (Presentation, Practice, Produce)	✓	-
c. Closing	✓	-

In VIID class, when the DA teacher enters the class, students give greetings to the teacher. Then the DA teacher greets students and instructs students to pray before learning. After that the DA teacher starts checking the attendance of students by saying names one by one. Then the teacher writes the material in front of the class. The material at that time was descriptive text. The teacher begins to explain by showing pictures of objects that are familiar to students. She stimulates the student's mind to describe the shape of the object. Then the DA teacher explains the grammar about present tense related to descriptive text, such as explaining singular and plural objects, vocabulary, grammar, etc. at a later stage students take notes and write about describing their classrooms. Students work individually to finish. After that the students' work is collected and the DA teacher asks some students to read their work in front of the class. At the end of the lesson, the teacher reviews a little of the material and says "good bye and see u". Students also answered "see u mam".

(Data 25,26)

Table 8 Beliefs about Classroom Procedure and Practice of TNP

Beliefs about Classroom Procedure	TNP	
	Consistent	Inconsistent
a. Opening	✓	-
d. whilst teaching (Presentation, Practice, Produce)	✓	-
e. Closing	✓	-

4. Instructional materials Practice

Both teachers use students' books and worksheets and the internet in grammar teaching. When explaining grammar, the teacher takes material easily from the internet. While, the books and worksheets the teacher uses as student exercises. The teachers have applied the teaching resources well. It means the teachers are consistent with their beliefs and practices in the classroom.

(Data 24)

Table 9 Beliefs about Instructional materials Practice

Instructional materials Practice	TNH		TDA	
	Consistent	Inconsistent	Consistent	Inconsistent
1. Books	✓	-	✓	-
2. Worksheet	✓	-	✓	-
3. Taken from Internet	✓	-	✓	-

5. Teachers' and learners' roles in the Classroom

In the results of the interview, NH and DA teachers believe that the teacher's role as a leader and motivator. In observation, teacher NH and DA guides the class from beginning to the end and also they provide the materials and media based on students need. They directed students to understand the material and do some exercises on grammar. In the practice of making recount text, students must make sentences using past tense first. After that, they are allowed to make a complete text. In the teaching and learning process, the

teacher always gives motivation to students if they find difficulties in grammar patterns. The NH teacher helps students about the form of verbs and vocabulary. It can be concluded that NH and DA teachers have performed their roles as a leader, facilitator, and motivator.

In addition, both teachers believe that the role of students is as the main object and partner. In the observations the researcher saw that both teachers had treated students as objects and partners. The proof is the teacher makes the classroom atmosphere relaxed but still focused on the material.

(Data 27,28)

Table 11 Beliefs about Teachers' and Students' Roles Practice

Teachers' Roles	TNH		TDA	
	Consistent	Inconsistent	Consistent	Inconsistent
a. Leader	✓	-	✓	-
b. Motivator	✓	-	✓	-
c. Partner	✓	-	✓	-
Learners' roles				
a. Main object	✓	-	✓	-
b. Partner	✓	-	✓	-

D. Discussions

This section discusses research findings that have been conducted by researcher based on the results of interviews and observations. It is accompanied by an explanation from the point of view of theoretical understanding. The researcher uses the theory from Richard & Lockhart about teachers' beliefs. From the description of the results in the previous section, it can be concluded that the way teachers teach students is based on what they believe. In this study, there are six factors that influence the way teachers teach. But, the researcher also found that the teacher's practice was not in accordance with teachers beliefs.

1. Grammar is Important

The English teachers have beliefs in teaching grammar, it can be seen that the first point concerns the beliefs of two teachers about the importance of teaching grammar. As mentioned in chapter 2, Richard emphasises that teachers' beliefs are a part of the process of understanding how teachers conceptualized their work. Surabiya said there are number of sources that influence beliefs of the teacher as like; first, personal experiences and understanding.⁴² It has showed by the two English teachers in SMPN 8, Teacher NH has become teacher for 17 years and she belief that grammar is important as a fondation in learning english'. One teacher has become teacher for 20 years and her beliefs that the importance of grammar is an important as the first step to learning English. Teacher NH believes that teaching grammar is a

⁴² Surabiya, R. (2015). Teachers' Beliefs and Clasroom Practices in Teaching Grammar: A Case Study at Basic English at Bark English-Course-BEC-Pare-Kediri.

foundation for developing language, she said grammar must be taught to students, at least they understand the basics of grammar.

Meanwhile, teacher DA believes that grammar is important. She stated that grammar is the first step to learning English. It is about how students making correct sentences. From the findings above, both teachers believe grammar is important as a foundation and the first step to learning English. It is related with the theory, according to Richard & Lockhart Teachers' beliefs about English may sometimes represent stereotypical impressions; these beliefs do express realities which may influence classroom practices.⁴³ Therefore, the teacher's confidence in teaching grammar will influence the way to conceptualize teaching in the classroom.

2. Lesson plan

A good teacher is a good planner. It is about how the way teachers can determine a success of teaching learning process. The lesson plan is one of the factors in the belief of English teachers in teaching grammar, which to make a lesson plan base on syllabus. Brown suggests the important elements of a lesson plan such as goals, objectives, materials and equipment, procedures, evaluation, and extra-class work.⁴⁴ Teachers' lesson plan, which was given to the researcher, was actually a different thing with class application. The planning was not represented in classroom activity. In their lesson

⁴³Richards,& PlattL 1992. Longman Dictionary of Language Teaching & Applied Linguistics Longman Pg. 78

⁴⁴Brown, H. Douglas. (2007). Language Assessment: Principles and Practices. New York: Pearson Education.

plan, they stated that used the Curriculum 2013 which has some steps, they are observing, questioning, associating, experiencing, and communicating. Teacher DA said the lesson plan as a guide in teaching English. Both teachers implement lesson plans based on the 2013 curriculum. In SMPN 8 lesson plans are very noticed, the proof is that the Ministry of Education always requests the results of lesson plans that have been made by the teacher. Therefore, they always make lesson plans at every class meeting. The statement above can be concluded that both teachers have confidence in teaching grammar based on the applicable curriculum. Fauziati provide guide lines for the investigation of teachers' beliefs about teaching and learning, which one of them is belief about the program and curriculum.⁴⁵

On the other hand, Teacher NH's lesson plan, which was given to the researcher, it is actually a different thing with class application. The planning was not represented in classroom activity. In her lesson plan, she stated that she used the Curriculum 2013 which has some steps, they are observing, questioning, associating, experiencing, and communicating. Those five steps were found in Teacher NH's lesson plan. Therefore, in lesson plan, Teacher NH used Curriculum 2013. Moreover in application, teacher NH used the PPP (Presentation, Practice, and Produce). So, the lesson plan and practice is difference.

There are some parts which were written in Teacher NH's lesson plan, core competencies, basic competencies, achievement indicators,

⁴⁵Uddin, Efekhar. (2014). Teachers' Pedagogical Beliefs and its Reflection on the Practice in Teaching Writing in EFL Tertiary Context in Bangladesh. *Journal of Education and Practice*. (5), 29.

learning objectives, learning materials, topics, learning steps, media and teaching resources, and assessment instruments. From all parts stated in her lesson plan, the things which are congruent are the objective of learning, teaching resource, and teachers' and students' roles. On the other hand, the unmatched parts are media, procedure of teaching, and the assessment. What Teacher NH has planned was not fully represented in her classroom activities. Likewise, teacher DA does not use methods and procedures in the lesson plan and does not use the media. Besides, she also gives a value that is not in accordance with the rubric assessment in the lesson plan.

3. Teaching Method

In 2013 Curriculum, inquiry-based learning is used as the basis of the School-Based Curriculum. In the second discovery the teacher uses the method when teaching in class. NH teacher argues, she uses varied methods related to the material. While, the DA teacher believes focused the inquiry based learning method based on the curriculum. However, on observations that can be seen in Appendix 2, they do not practice teaching methods in curriculum. In the observations of NH and DA teachers, they are used the presentation, practice, and produce (PPP) methods. It means that the lesson plan and practice is difference. While, in the curriculum 2013 consists of observing, questioning, associating, experiencing, and communicating. Uddin state the most of the teachers' method is not

like with the practice in class.⁴⁶ In teaching grammar the two teachers have adopted the approach suggested by Thunbury in his book, there are two approaches in teaching grammar. There are teaching grammar from rules and teaching grammar from examples. Teaching grammar from rules (TGFR), it explains material from general to specific whereas teaching grammar from examples (TGFR) explains material from specific to general. In the observation, NH teacher used the approach from general to specific and DA teachers used the approach from specific to general. That means both teachers have confidence in the grammar teaching approach.

4. Teaching Procedure

The teachers states to use the procedure in the 2013 curriculum. The learning steps applied by the teacher are pre teaching, context, and closing. It means they are consistent with the procedures in the curriculum. The teachers have a mismatch of their methods of teaching grammar based on the applicable curriculum. However, in the approach and procedure, the two teachers are consistent with the curriculum. This point discusses curriculum issues which in Richards and Lockhart's theory in Fauziati provide guidelines for investigating teacher beliefs about teaching.

The result shows that Teacher NH used Curriculum 2013 and Teacher DA still used School Based Curriculum. But, in practice teacher NH did not apply the procedures in Curriculum 2013. Teacher

NH stated that she applied the lecture methods and used Teaching grammar from examples (TGFE). While, Teacher DA stated that she used the IBL method and apply Teaching grammar from rules (TGFR) Approach. In practice, teacher NH used the Presentation, Practice, and Produce (PPP) step which is not a representation based curriculum. Therefore, there is a discrepancy between the stated beliefs and the practice. The following result is in line with Abadi and Marztan's work which was stated in their work that teacher tend to put less attention for supporting students in their preparation for teaching than they actually do it in the classroom.⁴⁷

5. Instructional materials Practice

Teaching resources are tools that support teaching and learning in the classroom. it is useful for the teacher in presenting the material. therefore every school must provide teaching resources such as books or worksheets. Teaching resources available at SMP 8 are books and worksheets. But both teachers say, sometimes they change the material that is easier for students to understand. Therefore the school has provided computers and internet networks so that teachers have facilities to develop the material. Besides, the teacher is also active in attending seminars and training on the curriculum. It is one to support the teacher's process of teaching. at this point lies in Richard&Lockhart's theory of beliefs about teaching and beliefs about teachers profession.

⁴⁷A badi, Mahdi Kiami Sheikh & Amir Marzban.(2012). Teachers' beliefs and Teaching English Writing to Children and Adolescent Learners in Iran.Journal of Academic and Applied Studies.Volume 2, No. 6.

6. Teachers' and Students Roles

Teaching is not just a simply transferring knowledge since it is intended at the behavioral transformation. Therefore, teachers have to make sure that their students learn something beneficial that, at the end, will be useful for their future. Teachers are expected to recognize their important roles to students' development in learning, mainly in writing. When the teacher was asked about the role of teacher in writing classes, Teacher NH mentioned that a teacher plays as a facilitator and also motivator. As a facilitator, the teacher does the transfer of knowledge and as a motivator. It is difficult for some of the students to write in English. Besides, they sometimes have no idea of the words used to write their messages. This is the situation where teachers can help them by provoking them to get the ideas and then persuading them to work on their writings. On the other hand, teacher DA answered the role of a teacher is a leader and partner to the students. A partner means someone who can understand their feeling and help them to boost them in better writing in role of grammar.

In the teaching and learning process, the teacher always gives motivation to students if they find difficulties in grammar patterns. The NH teacher helps students about the form of verbs and vocabulary. It can be concluded that NH and DA teachers have performed their roles as a leader, facilitator, and motivator. In addition, both teachers believe that the role of students is as the main object and partner. In the observation the researcher saw that both teachers had treated students

as objects and partners. The proof is the teacher makes the classroom atmosphere relaxed but still focused on the material. Kimble and Garnezy in Brown stated that learning is an everlasting process of the change in behavioral tendency and a result of protected practice. Therefore, learning in a class is not merely about writing and doing tasks but building good behavior and protecting students in learning in school.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter contains conclusion and suggestion derived from the result of the research.

1. Conclusion

This research is a descriptive analysis of English teachers' beliefs about teaching grammar. The purpose of this study is to describe what teachers believe about how do English teachers' practice on grammar teaching. The researcher have conducted the research by using three instruments; interview, observation and documentation. Based on observations and interviews with the two teachers, the researcher concluded that each teacher had their respective beliefs in the teaching concept. It is about how teacher belief is consistent with practice.

In the interview results, the researcher found six factors that formed the teacher's confidence in teaching grammar, namely the importance of grammar, lesson plans, teaching methods, teaching procedures, the sources of material, and teachers & students roles. However, not all factors are implemented by the teacher. After the researcher observed the two English teachers at SMPN 8, both teachers were consistent with their belief practices, namely: teaching objectives, teaching approaches, teaching resources, and the teachers and students roles. And there are also differences found in the practice of beliefs, namely teaching plans, class procedures, teaching methodology and media.

2. Suggestions

The findings of this study suggest further investigation to explore issues related to the field of beliefs and practices of teachers in teaching grammar. For this reason, the researcher hopes to be useful for:

1. For Teachers

Since beliefs become the reason why teachers make a decision in classroom practice, it is important for the teachers to make a well preparation, therefore, teachers can minimize the mismatch between beliefs and practice. On the other side, there are many factors that can influence the practice of teachers in classroom; even the teacher has made a preparation. Hence, the must be skillful to have another plan if the first plan cannot be implemented because teaching the same materials in different classes may result different outcome and response.

2. For Future Researchers

This study can be used as an additional reference for future researchers in the same field. The future researchers can do the research in different level of school or college and see how writing class in rule of grammar differs from one class to another, one school or another. The future researchers may do the research in different field like speaking, or reading. Furthermore, there are still many areas of teachers' beliefs in teaching and its practice that can be explored like comparing between teachers who have different experience or comparing teachers with different level of students.

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