

CHAPTER I

INTRODUCTION

1.1. Background of the Study

There has been a great concern of current study related to the grammatical content knowledge of pre-service teachers on English language teaching (Alderson and Horak, 2011; Harper and Rennie 2009). This is widely believed that teaching grammar not only teaching instruction of a set of language rules but also teacher is needed to improve language awareness and understanding of language. According to Cagri (2013) stated that the objective of grammar instruction is not simply to impart knowledge of grammar rules, but rather to facilitate the application of these rules in language proficiency. In addition, teaching grammar for both primary and secondary students requires teachers and instructions' understanding that language is a social practices and a system. The way teacher teaches more practical, the more learning get the goal of learning. However, not all the teachers have awareness of language teaching grammar due to a lack of understanding and a lack of training.

Merisi and Pillay (2020) assert that in order for pre-service teachers to graduate from teacher education programs with confidence, it is essential to bridge the knowledge gap between their existing understanding and the knowledge they are expected to impart in their future teaching roles. To effectively apply pedagogical knowledge, it is crucial for teachers to have grammatical content knowledge. In fact some countries do not have adequate grammatical content knowledge and pedagogical knowledge in teaching grammar. In the United States and the United Kingdom, the curriculum has been called for as a result of the reduction in English language teachers' subject knowledge of grammar (Adger, Snow, and Christian 2002; Harper and Rennie 2009). The majority of teacher education programs in America, according to Kolln and Hancock (2005), do not place a strong emphasis on grammatical content knowledge while the factors influencing pre-service teachers' grasp of grammatical content knowledge are currently the focus of research in Britain, whereas Loudon et al. (2005) discovered that teachers in Australia lack confidence in their ability to teach grammar. Denham

and Lobeck, cited in Dikici (2012) that if a teacher lacks competence in grammar, it will negatively impact the students' grammar skills, leading to significant language difficulties for them. The research given show that explicit grammatical knowledge, especially with regard to features of grammar, is closely related to the success of English language education.

The failure to acquire the content knowledge of grammar will affect negatively the teacher and the learners being taught. Cagri (2013) stated Acquiring grammar skills enables students to use language more effectively by helping them structure their words and messages coherently and imparting meaning to their communication. Gaining a deeper understanding of grammar will enhance students' ability to generate stronger sentences both in spoken and written communication. Proficient learners in grammar have a greater capacity to construct coherent and comprehensible sentences. Ineffective grammar will not produce meaningful messages. This emphasizes the need for pre service teachers to be proficient in grammar in order to teach grammar properly and explicitly to students.

In this research the researcher also will investigate the beliefs of pre-service teacher in teaching english grammar. Beliefs will significantly influence the development of dynamic teaching approaches and lead to substantial improvements in the language skills of learners (Gilakjani and Sabouri, 2017). According to Merisi and Pillay (2020) They argued that it is crucial to recognize and acknowledge the beliefs of pre-service teachers since their beliefs could shape how they teach in the future. Since one of the main objectives of teacher education programs is to modify and form pre-service teachers' beliefs, Naruemon (2013) noted that it is crucial to conduct research on these beliefs. The need to increase teachers' language competence is one of the issues brought up by numerous studies of school teaching.

1.2. Rational Research

Beliefs are crucial to comprehending how teachers shape their practices, a crucial aspect in understanding their instructional methods and choices within the classroom setting(Gilakjani and Sabouri, 2017). Previous research on teacher

cognition identified three key elements that pre-service teachers beliefs about teaching or learning grammar. According to Borg (1999), these elements can be categorized into three categories: schooling, teacher preparation, and classroom experience. Studies have shown that pre-service teachers' own schooling and language learning experience play a significant role in the development of their beliefs, particularly with regard to the acquisition of grammar (Busch, 2010; Fleming et al., 2011). In addition Merisi and Pilay (2020) revealed that pedagogical knowledge and grammatical content knowledge also are two important elements.

This study analyzed the beliefs' of pre-service teacher toward English grammar. Many studies of school teaching emphasize issues with language (and grammar) teaching, particularly the need to improve teachers' knowledge of languages (Cajkler & Hislam, 2006; Ramsay, 2004). The United States, Australia, and the United Kingdom, for instance, it has been proposed that greater time be allotted to learning grammar in teacher education programs (Harper & Rennie, 2009). The Department of Basic Education in South Africa (1997) acknowledged that According to a member of the teacher union, English instruction is often subpar, and African learners face difficulties due to being taught by teachers who may not possess adequate communication and language proficiency in English. (Kruger, Landsberg, & Swart, 2013; Mafisa & Van der Walt, 2002; Reed, 2014).

Thus, knowing pre-service teachers' beliefs of teaching English grammar play an important role. Pre-service English teachers are the target for this research. This is due to the fact that pre-service teachers' education and preparation must be taken into account in order for them to become qualified professionals in their future teaching. According to Demir (2015), pre-service teacher education needs special consideration because it is the first step towards professionalization, and the core of pre-service training for continued quality development.

1.3. Urgency of the Research

The research gaps stand out in addition to the numerous studies of the beliefs in teaching grammar. First, researcher found many people assumed that grammar

is difficult. According to Cagri (2013:124) found that grammar instruction is one of the most difficult issues of language teaching. Hence the researcher interests to research the beliefs of pre-service teacher in teaching grammar since grammar is crucial for English pre-service teacher and their beliefs could shape how they teach in the future. The researcher consider how pre-service teachers' experiences and their personal beliefs of teaching grammar may affect the way they teach grammar. The researcher will conduct the study in Indonesia especially in one of the university in Cirebon.

Second, the pre-service teachers should have the pedagogical knowledge, or knowing how to teach and the content knowledge of grammar. The effective teaching of grammar depends on two categories of knowledge (pedagogic grammar knowledge and content grammar knowledge), and one cannot be a competent teacher of grammar if they lack either of these knowledge types or both. Acknowledging the significance of pedagogical knowledge and grammatical content knowledge strengthen the researcher to conduct the research to be able know the participants beliefs of teaching grammar and their balance between pedagogical knowledge and grammatical content knowledge.

1.4. Research Question

The title of this study is "Pre-Service English Teachers' Beliefs toward the Teaching English Grammar." Based on the background of the study above, the writer formulated one research question, the questions is:

How are pre-service English teachers' beliefs toward the teaching english grammar?

1.5. Research Objective

This study aims to find out Pre-service English teachers' beliefs toward the teaching english grammar and the influenced that shape such beliefs.