

CHAPTER II

LITERATURE REVIEW

2.1. The Beliefs of Pre Service English Teachers in Teaching grammar

Teaching can be approached through various methods, encompassing the behaviors and activities of educators within the classroom that impact learners. To gain insight into how teachers manage these aspects of teaching, it's essential to explore the underlying beliefs and thought processes shaping their classroom conduct (Raikhapoor, 2020). According Gilakjani (2017) beliefs are defined as any proposition that begins with the phrase "I believe that.". According to Nation and Macalister (2010) and Amiryousefi (2015), teachers' actions are determined by their beliefs. It is also crucial to comprehend how teachers feel about certain aspects of language teaching and learning. Therefore the researcher conduct this research in order to know the beliefs of pre service teacher in teaching grammar since it will determine the success of their future teaching.

Many teachers' professional knowledge are rightfully regarded as beliefs. Teachers' knowledge expands along with their professional experience and forms a highly individualized beliefs system that restricts their comprehension, judgment, and action (Kagan, 1992). Beliefs develop gradually over time. Beliefs consist of both subjective and objective elements, forming the basis for teachers' decisions and actions in the classroom. (Richards & Lockhart, 1994). Hence, beliefs of pre-service teachers are crucial to be recognize to know pre service teacher preparation in teaching english grammar.

According to Phipps and Borg (2009) and Abdi and Asadi (2015), Teachers' beliefs regarding teaching and learning are shaped by their personal experiences as students and are established during their time at the university. These beliefs serve as a filter through which teachers explain new information, have a significant impact on their instructional practices, are not always apparent in what teachers do in the classroom, and have a significant impact on what and how they decide to teach.

There has been many definition regarding to the beliefs of pre service teacher. The writer conclude that beliefs of pre-service teacher are crucial components in teaching english grammar since this beliefs could determine pre-service teachers' teaching practice. The existence of the beliefs pre service teacher also cannot be separated from the factors that may influence it. As previously mentioned, several factors such as schooling, teacher education, and classroom experience. According to many studies, these factors can affect the beliefs of pre-service teacher in teaching english grammar.

2.1.1. Factors of Pre-Service Teachers' Beliefs

Borg's (2003) summarized three major factors that constitute pre-service teachers' beliefs about grammar are schooling, teacher education, and classroom experience. These factors significantly influence how pre-service teachers perceive and approach grammar instruction.

a) Schooling

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). Pre-service Teachers provide both positive and negative perceptions of teaching, and from these they classify good and bad instructions. For instance, in the study of pre-service English First Language (EFL) teachers, n Mattheoudakis's (2007) study, it was found that most beliefs about language teaching and learning, especially concerning vocabulary, grammar, and pronunciation instruction, were rooted in teachers' own language learning experiences as learners. Nevertheless, teachers' beliefs are influenced by various factors and sources that interact with one another during the teaching and learning processes. Likewise Merisi and Pilay (2020) in their study of understanding pre-service English teachers' preparedness to teach grammar stated that the participants attribute their lack of readiness to their prior and current grammar learning experiences. Most of the participants were believe that they were not ready to teach grammar since in their prior experience, grammar were not taught well. Hence, schooling become one of crucial factors of

pre service teachers' beliefs.

b) Teacher Education

Busch (2010) noted that a significant factor in preservice teachers' beliefs about how grammar should be taught is the teacher education program. Studies have shown that the type of teacher education of pre-service teachers get also affects how grammar should be taught. Busch (2010) and Zmen (2012) discovered that teacher education programs have an impact on pre-service teachers' perceptions of grammar instruction. Busch (2010) asserts that teacher education programs exert influence over the manner in which pre-service teachers perceive the instruction of grammar. These programs afford pre-service teachers the chance to acquire knowledge regarding diverse approaches and strategies that facilitate effective grammar teaching. Through engaging in coursework, practical experiences, and discussions, pre-service teachers cultivate an understanding of grammar's significance in language acquisition and gain insights into various instructional techniques. Each education program has an impact on pre-service teachers' perceptions of grammar instruction. These programs assist pre-service teachers in developing a more profound comprehension of grammar concepts and the pedagogical strategies employed in grammar instruction. They additionally offer pre-service teachers opportunities for self-reflection regarding their personal beliefs and attitudes towards grammar instruction, while also considering the best practices within the field. The findings of both studies suggest that teacher education programs possess the capacity to shape pre-service teachers' perceptions of grammar instruction. By furnishing knowledge, exposure to effective instructional strategies, and opportunities for reflection, these programs contribute to the development of pre-service teachers' beliefs and approaches to teaching grammar.

c) Classroom Experience

Classroom experience is the term used to describe the real-world knowledge that teachers acquire when instructing in a classroom. It includes all of the possibilities, obstacles, and interactions that educators face as they carry out their lesson plans and engage with students. Borg (2003) indicates that teachers' beliefs

regarding different aspects of teaching, including grammar instruction, can be influenced by their classroom experience. By directly experiencing teaching, teachers have the opportunity to evaluate the effectiveness of their methods for teaching grammar, adapt their strategies based on how students respond, and refine their beliefs regarding the role and significance of grammar in language learning. Classroom experiences for teachers encompass a variety of factors, such as planning lessons, managing the classroom, engaging students, conducting assessments, and receiving feedback. These experiences create chances for teachers to observe the consequences of their instructional choices, critically analyze their teaching practices, and make necessary modifications to enhance their grammar instruction.

2.2. Teaching English Grammar

Many studies offer various definitions of grammar. Mart Cagri (2013) revealed that that learning grammar is instrumental in enabling students to skillfully combine words to form sentences. Proficiency in grammar is crucial for crafting well-developed sentences in writing. Without a comprehensive understanding of how language operates, learners cannot effectively enhance their language abilities. Grammar plays a pivotal role in the development of language skills.

In foreign language acquisition an accurate comprehension of the language's structural elements is a crucial component of teaching grammar. Teaching grammar in context will assist students in learning the language's structure, which will make it easier for them to understand it. Mart Cagri (2013) stated that teaching grammar shows how language work. Grammar instruction that is accurate shows students how to use the language correctly. Without grammar, we could only convey meaning with individual words or sounds, pictures, and body expressions. Grammar is the thread that weaves the fabric. It will be difficult to learn a language without grammar. Without knowledge of grammar, language learners cannot use the language properly.

Previous study of Merisi and Pillay (2020) in understanding what shapes English education pre-service teachers' perceptions of preparedness to teach

grammar pointed out two crucial knowledge types effective teaching of grammar, these are the pedagogical knowledge and grammatical content knowledge. The study conducted in South Africa, most of the students were ill-prepared to teach grammar upon graduation since their pedagogical knowledge and grammatical content knowledge were not good, their prior negative experiences of learning grammar cause the lack of their preparedness. Hence, the researcher will focus to the beliefs of pre-service teachers' in pedagogical knowledge and grammatical content knowledge.

2.2.1. Pedagogical Knowledge in Teaching Grammar

According to Berry (2015), Pedagogical Content Knowledge (PCK) has been adapted, adopted, and taken up in a diversity of ways in science education since the concept was introduced in the mid-1980s. Pedagogical knowledge is knowledge about how to teach a particular topic within distinct situation. It insisted that teaching requires more than just subject-matter expertise. Teachers also need to be knowledgeable in pedagogical subject. Additionally, pedagogical content knowledge as the interpretations and transformations of subject-matter knowledge by teachers in the context of supporting student learning. Thus, The National Law of Teachers and Lecturers (2005) stated that pedagogical competence is characterized as the aptitude to effectively oversee the process of teaching and learning. It encompasses a teacher's capability to skillfully devise, arrange, and deliver instruction in a manner that fosters active student participation, comprehension, and accomplishment. Possessing pedagogical competence empowers teachers to establish stimulating and efficacious learning environments, facilitate students' progress and attainment, and contribute to the holistic development of their students.

Merisi and Pilay (2020) in their study stated that in teaching English grammar pre service teacher should have pedagogical knowledge and grammatical knowledge. Exclusively possessing grammatical knowledge without acquiring pedagogical knowledge would not suffice to become a competent teacher. This is in line with the statement of Myhill, Jones, and Watson (2013) express concerns

about the inadequacies in teachers' grammatical content knowledge. They argue that researchers and language teachers should prioritize the development of "pedagogical content knowledge" as it holds greater significance in language teaching compared to grammatical content knowledge. It becomes obvious that pedagogical knowledge has important role in English teaching.

Numerous studies have been conducted to investigate the effectiveness of pedagogical grammar instruction from the perspective of the factors that affect it, including the students' and teachers' perception of grammar teaching, students' perspectives on English grammar concepts, students' attitudes, students' perspectives on the value of grammar, students' perceptions of grammatical awareness, and other factors. For instance a study conducted by Yusof, Nurayanan and Arif (2019) The purpose of the study was to find out whether teachers believed grammar should be taught explicitly or implicitly. Result of the study revealed that the participant's pedagogical belief is fluid and fluctuate based on the students' English proficiency levels and the learning environment in the classroom. The respondent's own experiences with studying grammar during school years and the pressure to complete the required English syllabus in a relatively short amount of time also continually affect this fluidity in the beliefs, though.

The researcher intends to investigate the pedagogical knowledge of pre-service teachers regarding their beliefs on teaching grammar, recognizing that pedagogical expertise or the ability to effectively teach is a vital aspect of becoming competent teachers in the future.

2.2.2. Grammatical Content Knowledge in Teaching Grammar

Grammatical content knowledge plays a crucial role in shaping beliefs of pre service teacher, as it influences how teachers perceive the importance and effectiveness of different instructional approaches, strategies, and materials in teaching grammar (Merisi and Pilay, 2020). Denham and Lobeck, as cited in Dikici (2012), further emphasize the significance of grammar competency for teachers. They argue that if a teacher lacks proficiency in grammar, their students' grammar skills may deteriorate, and they may encounter significant language problems.

These viewpoints suggest that explicit knowledge of grammar is directly linked to effectiveness in English language teaching, particularly in relation to grammar instruction. It is essential for teachers to acquire a strong foundation in grammar to ensure that they can teach the subject appropriately and guide their students effectively. Without this knowledge, both the teacher and the learners may experience negative consequences. They assert that pre-service teachers should prioritize developing their grammatical content knowledge to enhance their teaching abilities and facilitate their students' language learning process.

Myhill (2013) stated that Teachers' understanding of when and how to teach grammar to acknowledge the needs of language learners. This entails a practical comprehension of the interplay between grammatical structures and how meaning is crafted within texts. Therefore, it becomes evident that for the effective application of pedagogical content knowledge, a teacher must possess a solid foundation of grammatical content knowledge.

The process of acquiring grammar knowledge differs between foreign language students and native speakers. Native speakers naturally internalize the grammar of their language, whereas foreign language students actively strive to master the specific linguistic features that govern grammar. Consequently, foreign language students are required to study and learn the grammar of the English language (Yusof et al., 2019). However, a portion of these students harbors a dislike for grammar instruction and the term "grammar" itself, as it is often perceived as monotonous and inadequately taught with enthusiasm in the classroom. Furthermore, when foreign language students attempt to construct grammatically correct sentences, they may feel confused due to differences in sentence structure compared to their native language. In addition, the teaching of English grammar in schools presents new challenges (Kosar, 2022). The sequential teaching of rules necessitates extensive memorization of terms and rule definitions, ultimately resulting in language knowledge becoming the most uninteresting lesson in school, due to the detailed manner in which it is taught (Fuangkarn & Rimkeeratikul, 2020).

In addition to uninteresting associated with learning grammar, Harper and

Rennie (2009) have highlighted the issue of English teachers lacking adequate knowledge of grammar. This goes beyond the uninteresting nature of grammar itself and focuses on the teachers' own lack of mastery in grammar, which subsequently affects their students' understanding of grammar. This statement aligns with the findings of Merisi and Pillay (2020), who found that the participants acknowledged deficiencies in their teachers' competence to teach certain sections of grammar. The teachers tended to avoid specific aspects of grammar and instead opted to teach only "the easiest ones."

As pre service English teachers, it is essential to possess a thorough understanding of grammatical knowledge. Nevertheless, the researcher aims to explore the beliefs held by pre service English teachers regarding grammatical knowledge in order to gain insight into their beliefs on teaching grammar

2.3. Previous Study

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). This could shape pre service teacher perception in teaching in the future. In conducting the research, the researcher has analyzed several relevant previous studies to support and prove the originality of this research.

The first relevant study conducted by Merisi and Pillay (2020) titled "Understanding what shapes English education pre-service teachers' perceptions of preparedness to teach grammar" aimed to explore the perceptions of English Education pre-service teachers regarding their preparedness to teach grammar and the factors influencing these perceptions. This study utilized a qualitative approach, employing a case study design and purposive sampling. Data was gathered through open-ended questionnaires and semi-structured interviews at a School of Education in South Africa. The findings revealed that pre-service teachers of English felt unprepared to teach grammar upon graduation, attributing their lack of readiness to their negative experiences in learning grammar during their school years and the focus of their teacher education programs on pedagogical knowledge rather than

content knowledge. The study suggests that in order to better equip future pre-service teachers with sufficient grammar knowledge before graduation, both the content knowledge of grammar and the pedagogical knowledge of grammar should be integrated throughout the teacher education programs.

The second relevant study conducted by Merisi & Pillay (2020) titled "Exploring pre-service teachers' beliefs about teaching and learning grammar: Implications for teacher education" emphasizes the importance of recognizing pre-service teachers' beliefs as they can shape their future teaching practices. The researchers employed a qualitative approach grounded in metacognitive and attribution theories to examine the beliefs of English Education pre-service teachers concerning learning and teaching grammar and the implications of these beliefs for teacher education. The findings revealed that the pedagogical practices experienced by the participants in their schools significantly influenced their beliefs. It became evident that the developers of teacher education programs cannot assume the competence of pre-service teachers and should take into account their backgrounds and levels of university preparedness.

The third relevant study conducted by Bell (2016) titled "Teacher knowledge and beliefs about grammar: a case study of an English primary school" is a case study that examines the development of teacher attitudes, beliefs, and content knowledge in a primary school in the North-West of England. The study focuses on the new spelling, punctuation, and grammar (SPaG) elements of the National Curriculum, particularly grammatical terms and concepts. Data was collected over a period of 10 months from June 2014 to March 2015, which included surveys, interviews, and comments made during post-observation discussions and SPaG Continuing Professional Development (CPD) sessions. The findings indicate that while there is still much work to be done in enhancing teachers' knowledge base, their attitudes are largely supportive of teaching grammar terms and concepts to children.

The fourth relevant study conducted by Gilakjani & Sabouri (2017) titled "Teachers' Beliefs in English Language Teaching and Learning: A Review of the

Literature" aims to investigate the importance of teacher training in relation to teachers' beliefs, with a focus on understanding the significance of these beliefs in shaping teacher education. According to the researchers, teachers' beliefs have a substantial impact on their classroom practices, making it essential for teachers to recognize this connection when preparing and implementing a new curriculum. The study explores the definition and nature of teachers' beliefs, identifies the sources of these beliefs, and reviews previous studies conducted on this subject. The literature review indicates that exploring teachers' beliefs helps them evolve their teaching and learning approaches over time, ultimately leading to improved outcomes for language learners. Teachers' beliefs influence their classroom achievements, attitudes, and their students' beliefs as well.

The fifth relevant study conducted by Alhaysony (2017) titled "EFL Teachers' and Learners' Perceptions of Grammatical Difficulties" investigates the perspective of Saudi university students and EFL university teachers regarding grammatical complexity in English. The study aims to identify which aspects of English grammar pose more or less challenge to the learners and teachers. Additionally, it seeks to uncover the reasons and factors contributing to such difficulties. The research employed questionnaires and semi-structured interviews as the data collection instruments, involving 103 students and 85 university teachers in the questionnaire phase, and 20 teachers and 25 students in the interview phase. All participants were from Aljouf University, including both males and females. The results revealed that certain English grammar features were perceived as more difficult, while others were considered less challenging. A comparison was made between the difficulty order identified by EFL learners and the one perceived by teachers, showing some similarities and differences in the rank order of the features for the two groups. The findings of the study can be valuable for syllabus designers, material developers, teachers, and EFL learners.

This study raised the theme of the beliefs in teaching english grammar of pre service teacher at university in Cirebon. To summarize, some previous study show that teaching grammar has important role for english pre service teacher. The

beliefs of pre-service teacher may affect the way they teach grammar in the future. The pedagogical knowledge and grammar content knowledge are two important elements of pre service teacher beliefs in teaching grammar. The previous study takes the place in Africa and Libya however the researcher will conduct the research in Indonesia.