

English Language Teachers' Teaching Beliefs and Classroom Practice of Teaching Grammar

Keyakinan Guru Bahasa Inggris dan Praktik Pembelajaran Tata Bahasa di Kelas

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Abstract: Grammar is an important component of language. There are many issues in relation to teaching and learning of it. Teachers can adopt different techniques in teaching grammar which students are unaware of. This research is intended to find out the teachers' beliefs in teaching grammar and how those beliefs were applied in class. In this study, the teachers' teaching process in the classroom were videotaped and observed. The research instrument of qualitative is being applied. It was a non-participant observation. Recording of classroom activities had been done with caution as it might affect the classroom's teaching and learning process. Based on the result of the research, some distinction has been found between the teachers' stated beliefs and actual classroom practice. Most of the divergences were error correction and the integration skills. Teacher's stress level and knowledge were other significant factors. The contribution of this research towards teaching is that it showed the importance of teachers' professional development, especially during the first few years of the teachers' teaching endeavor. Furthermore, professional development would make teachers become more aware of their teaching beliefs so that they are able to find ways to apply their beliefs in their teaching context. It is important to make them realize the importance of synchronizing beliefs and actions. Suggestions for further research of teachers' beliefs in teaching grammar, hopefully, there would be research about teachers beliefs in various other contexts such as in the public schools, secondary, or tertiary level.

Keywords: *English language, teachers' belief, teaching grammar*

Abstrak: Tata bahasa merupakan komponen yang penting dalam pembelajaran bahasa. Saat ini terdapat banyak problem yang berkaitan dengan pembelajaran tata bahasa. Guru dapat menggunakan berbagai macam teknik dalam pengajaran tata bahasa terhadap siswa. Penelitian ini bertujuan untuk mengetahui apa yang diyakini guru dalam mengajarkan tata bahasa dan bagaimana keyakinan itu diterapkan di dalam kelas. Penelitian ini adalah penelitian kualitatif dan non-partisipan observasi dimana proses pembelajaran di dalam kelas direkam dan diamati. Rekaman kegiatan di dalam kelas juga harus dilakukan dengan sangat hati-hati karena dapat memengaruhi proses belajar mengajar di kelas. Hasil dari penelitian ini adalah adanya perbedaan antara apa yang diyakini guru dengan praktik di kelas, sebagai contoh: pembetulan kesalahan dan integrasi kemampuan. Tujuan penelitian ini untuk

menunjukkan betapa pentingnya pengembangan profesionalitas guru. Pengembangan profesionalitas guru dapat membuat guru menjadi lebih sadar dalam menerapkan keyakinan mereka dalam konteks pengajaran di kelas. Hal ini membuat mereka menyadari pentingnya sinkronisasi antara keyakinan dan tindakan.

Kata kunci: bahasa Inggris, keyakinan guru Bahasa Inggris, pengajaran tata bahasa

INTRODUCTION

Beliefs is the process in understanding how teachers shape the work related to teaching methods in the classroom. The topic of teachers' belief has a deep impact to the classroom principles and also to the improvement of English language teaching. Teacher's beliefs may affect to their attitudes, what they accomplish in class, and also their classroom practices. Beliefs is very essential in many aspects of teaching; they helps individuals in making sense of the world. Also, they influent how new information is accepted. How they act in class is determined by what they believe. Teachers' beliefs is more important than the teachers' knowledge in planning lessons. The behavior of the students can be identified from the teachers' beliefs. In addition, beliefs play a key role in teachers' professional development and teachers' classroom practices. Teachers put their decisions about their classroom teaching based on their beliefs in language teaching and learning (Haste and Burke, 1977). Beliefs are defined as evaluations and judgements based on teachers' point of view in teaching and learning.

As English becomes the world's lingua franca, the need for English language learning increases

and as a result English courses are growing rapidly specifically in Indonesia. Every course is trying to give the best offer for English teaching and learning to their clients. In order to do so, it is important that teachers are able to give the students the best language learning experience.

English First (EF) is one of the English courses in Surabaya, that is quite recognized in Surabaya. EF has had forty years of English teaching experience and it was established in 1965 in Sweden. EF has developed its own teaching methodology. It focuses on building students' confidence and communicative ability. EF uses the communicative approach, the lexical approach, task based learning, TPR and the Presentation, Practice and Production (PPP) technique. It's interesting to find out the beliefs of the teachers in EF as they have all started from different backgrounds. This study focuses on teachers' belief took place in one of the EF schools. It was done specifically in EF Kayun Surabaya school with its very own teachers as participants. The school has five Native English Speakers (NESTs) and five Non-Native English Speakers (NNESTs). The participants were three NNESTs and three NESTs who has had more than two years experience. They

teach students together hand in hand. Each level consists of twenty four face to face meetings with the teacher, therefore NESTs teach twelve classes and NNESTs teach the other twelve classes.

Teachers' teaching behaviour is somewhat affected by their beliefs in language learning and teaching. Teachers have their own sets of beliefs that affects the way they deliver materials and manage the class. As pointed out by Richards (2003), teachers' beliefs as the "attitudes, theories, information, values, assumptions, and expectations about teaching and learning that teachers build up overtime and bring with them to the classroom". Those beliefs come from teachers' experience as language learners, experience from teaching, teachers' own personality, expectations from school, parents, government, local community and education based or research based principles. To support this statement, Farrell (2004) suggests that whatever teachers do and say in the class is somewhat governed by their belief. Thus, the teachers' belief systems and their application in classroom activities are important to know as it affects the way students learn in English. In teaching English, grammar becomes a substantial matter in the teaching and learning of English.

One of the previous studies on teachers' beliefs and actual classroom practice is by Chavez (2006), he found that there were divergence between the teachers' beliefs and their actual classroom practice. The teachers believed in Audio Lingual Method (ALM) and Communicative Language Teaching

(CLT) but in reality, they used Grammar Translation Method (GTM). This study aims at analyzing how teachers view and teach grammar in their class and to see whether the teachers beliefs in teaching grammar are congruent with or divergent from their actual classroom practice. Therefore, teachers can provide opportunities for students to learn more effectively. Another researcher has investigated about teachers' beliefs. Peacock (2001) examined teachers' beliefs and classroom practices. The result revealed there is a relationship between teachers' beliefs and classroom practices in the form of resources and time..

Due to the need in improving the significance of teacher beliefs, this research is intended to examine English language teachers' beliefs (NNESTs and NESTs) and classroom practice of teaching grammar.

The History of Teaching Grammar

The Grammar Translation Method (GTM) is one of the ways in teaching grammar. Courses using this method followed by a grammar syllabus and a lesson plan which begin with an explicit explanation of the rule. For exercises, the teacher usually translates in and out of the learners' first language. On the other hand, the Direct Method (DM) is a natural method where learners learn the grammar the way they learn their first language. According to Thornbury (1999: 21), Direct Method is audiolingualism which stayed to the Direct Method belief but was more explicitly rejecting grammar teaching. Another method of teaching grammar is CLT (Communicative Language

Teaching). CLT is divided into two types: Deep-End CLT and Shallow End CLT. Shallow End CLT is the main component of the syllabus and it does not reject the grammar teaching.

Non Native Speaker Versus Native Speaker

Medgyes (1994) presented a common difference between Non-Native English Speakers (NNESTs) and Native English Speakers (NESTs) based on his study on the subject matter. The following table below describes the difference in the teaching behavior of non NESTs and NESTs

Table 1.
Perceived differences in teaching behaviour between NESTs and non-NESTs

NESTs	non-NESTs
Own use of English	
Speak better English	Speak poorer English
Use real language	Use “bookish” language
Use English more confidently	Use English less confidently
Adopt a more flexible approach	Adopt a more guided approach
Are more innovative	Are more cautious
Are less emphatetic	Are more emphatetic
Attend to perceived needs	Attend to real needs
Have far-fetched expectations	Have realistic expecttaions
Are more casual	Are more strict
Are less committed	Are more committed
Attitude to teaching the language	
Are less insightfull	Are more insightfull
Focus on fluency, meaning, language in use, oral skills, colloquial registers	Focus on accuracy, form, grammar rukes, printed word, formal registers
Teach items in context	Teach items in isolation
Prefer free activities	Prefer controlled activities
Favour group/pair work	Favour frontal work
Use a variety of materials	Use a single text book
Tolerate errors	Correct/punish for errors
Set fewers tests	Set more tests
Use no/less L1	Use more L1
Resort to no/less transaction	Resort to more translation
Assign less homework	Assign more homework
Attitude to teaching culture	
Supply more cultural information	Supply less cultural information

The Concept of Beliefs

Numerous factors are part of a belief system, as it also complexly

affects one’s behavior in nuneorus ways. To have a better understanding of beliefs, Murphy

(2000) provided a definition of beliefs as follows:

“Teachers’ beliefs represent a complex and inter-related system of personal and professional knowledge that serves as implicit theories and cognitive maps for experiencing and responding to reality. Beliefs rely on cognitive and affective components and are often tacitly held.”

Also, Borg’s (2006) states that a belief is a proposition which may be consciously or unconsciously held, is evaluative in that it is accepted as true by the individual, and is therefore imbued with emotive commitment; further, it serves as a guide to thought and behavior.”

Research Design

This study is a qualitative study of English teachers’ beliefs in teaching grammar. The type of qualitative study used was short term observation where the participants were observed in their natural setting on a specified category of group behaviors and also recorded. The recording helped the researcher to study and present the findings. The study had six participants who talked about their beliefs on teaching English grammar and how their classes were operated based on their beliefs.

The data were collected through pre-observation interviews which includes structure interviews asking about teachers’ personal background information and methods of teaching followed by a semi structure interview asking about teachers’ personal views on

the teaching of English grammar. Then, actual classroom observations were followed by a post-observation unstructured interview, asking about divergence between the beliefs that they had mentioned earlier in the pre-observation interview with their actual classroom practice. The data were then analyzed to show the findings of the study.

This research was designed to find out the beliefs of English teachers, both NESTs and NNESTs, in teaching grammar and how those beliefs are applied in the classroom. The levels that are taught by both NESTs and NNESTs are level four to level ten. Below level four, classes are taught by full NNESTs and above then fully taught by NESTs. Thus, the observations were done whilst the teachers were teaching the students in the range of the levels mentioned above. It is because of this teaching situation that they need to observe both NNESTs and NESTs become important. The researcher observed two lessons from each teacher. A structure and semi-structured interview before the observation was done and another unstructured interview post-observation. The data is then collected and analyzed. The main instrument of this research was the researcher herself. Other instruments such as structured, semi structured and unstructured interviews and class observations were also used to help with the reserach.

As the main instrument of this research, the researcher herself interviewed the participants and observed the classes using a passive participant observation where she did not participate in the teaching

and learning, but merely there to observe and videotape the classroom's teaching and learning process.

Observation were done to get the teachers' beliefs in practice. To understand how the beliefs correspond to the beliefs mentioned in the interview. These observations were videotaped by the researcher. The type of observation used was a non-participant observation where the researcher was present in the classroom but with passive participation.

Data collection was obtained after permission has been given by EF Surabaya central and teachers have agreed to be observed. The interview was done before the observation to find out about the teachers' beliefs in teaching grammar, and followed by an observation to understand how the beliefs were applied in the classroom. Observations were videotaped twice only. The data were divided into techniques in teaching grammar talked about during the interview using the structured and semi structured interview and the reasons why the teachers believed in what they say they believe. Post observation, the result from the pre-observation interview was then compared to the actual techniques done within the classroom setting. The unstructured interview was then done to ask for the divergence between the beliefs and classroom activities. The video was shown to the participant in order to cross examine the result of the data. The data that show convergence were then put together, separate from those that are not coherent to the techniques

mentioned during the interview. The post-observation unstructured interview then helped the researchers to know why such divergence happened.

The class observations were recorded with a digital camera. Class observation were done to see whether the beliefs mentioned in the interview were applied in the actual classroom activities. Using the videos there was also subject triangulation where the researcher collaborated with the participant to cross examine results of the research using the video. Two co-analysts who are also teachers, one at EF another at a different school both holding master degrees in education, also verified whether the data were reliable and to avoid subjectivity. These co-analysts watched the video as well.

Findings

The findings presents the beliefs of the teachers based on the semi-structured interviews. It also presents the actual teaching practice inside the classroom based on classroom observations. Furthermore it also puts forward how the teachers' beliefs correlates with their classroom practise. Three NNESTs and three NESTs in **EF English First Klampis, Surabaya** were interviewed in order to find out about their beliefs in teaching grammar. The teachers presented here are divided into NNESTs first followed by NESTs although presented in random order with no correlation to order of time. The division simply is to generate ease in analyzing.

Following are the results of the interviews done.

1. **L** is a thirty three year old female NNEST who has been an English teacher for eleven years. Her last six years has been spent teaching at various school of **EF** Surabaya. She has had no experience living

in an English speaking country. She has a degree in English Education, majoring at Linguistics from Widya Mandala University, Surabaya. Following is a table of **L**'s beliefs about teaching Grammar

Table 2
L's Beliefs in Teaching English Grammar

No.	Teaching Aspects	Teacher's Beliefs	Reasons
1.	Use of L1 in class	No	It is good for their listening skills.
2.	Use of L1 in explaining language points	No	Students will be lazy to think using the language learned.
3.	Drilling	Yes	1. So, there will not be too many errors when doing the language production. 2. Pronunciation is important to drill to avoid miscommunications and heavy Javanese accent.
4.	Use of communicative activities, functional language tasks and roleplays	Yes	Through context students will know when and how to use the language.
5.	Integration of various skills	Yes	To avoid boredom.
6.	Use different methods of teaching	Yes	To accomodate the students' needs ex: TBL can not be used in all levels.
7.	Context for presenting and practicing language points is important	Yes	Students will know when and how to use the language through the context.
8.	Grammar is important	Yes	It is a part of language.
9.	Grammar for accuracy	Yes	1. Grammar is taught for fluency and understanding. 2. Error free English is difficult to attain.

10.	Accuracy over accuracy	No	Accuracy is not needed to communicate, as long as the message is understood.
11.	Fluency over accuracy	Yes	1. Teachers should produce mostly accurate sentences. 2. As for students, as long as the grammar is not too messy, it is acceptable.
12.	Error corrections	Yes	1. Correct production of language on the first try is difficult, that is why error correction is very important after a speaking activity. 2. Always done at the end of every speaking activity.
13.	Teaching style	Communicative, a lot of drilling and language production	Comprehension and production is the most important in language learning.

A semi-structured interview with Laura was done. Through the result of the interview, **L** realizes the importance of teaching grammar in her class because grammar is part of the language. In teaching grammar in class, the most important thing is comprehension and production. In order to achieve this she believes strongly in always providing a context for her students in order for them to be able to understand the usage of the grammar in real life. **L** focuses her lessons on language production, pronunciation and intonation, although she does not think accuracy is important. Error free English is difficult to attain even for high level students. In order to anticipate fossilized errors formed by these inaccuracies, she feels the importance of giving feedback after every speaking activities. According to her, grammar is basically taught for fluency and understanding,

accuracy is not the key in communication. The key is to be able to get your message across.

L does not have a certain preference over any methods, but she strongly agrees that methods used should be according to the needs of the students, communicative and integrate the four skills of language.

2. **D** is thirty seven year old male NNEST who has been an English teacher for approximately eleven years. He has been teaching at various **EF** schools around Surabaya for nearly eight years. He has never spent anytime living in an English speaking country, yet he has a degree in English Education from the Surabaya State University (UNESA). Following is a table showing **D**'s beliefs in teaching grammar.

Table 3
D's Beliefs in Teaching English Grammar

No.	Teaching Aspects	Teacher's Beliefs	Reasons
1.	Use of L1 in class	No	Students need to be able to learn English as it is spoken in daily life.
2.	Use of L1 in explaining language points	No	Students need to be able to learn English as it is spoken in daily life.
3.	Drilling	Yes	Students need to be confident with the language before moving on to the next stage (freer students production).
4.	Use of communicative activities, functional language tasks and roleplays	Yes	It will be easier for the students to figure out when and how to use the language.
5.	Integration of various skills	Yes	The four skills are inseperable in daily life.
6.	Use different methods of teaaching	Yes	Different classes have different characters and the teachers have to be able to put themselves in the student's shoes.
7.	Context for presenting and practicing language points is important	Yes	So, students will know when and how to use the specific language points.
8.	Grammar is important	Yes	English has different formation of language compared to Indonesian.
9.	Grammar for occuracy	Yes	1. Accuracy is better than fluency. 2. Students can learn to be fluent later on once they know the patterns of the language.
10.	Accuracy over accuracy	Yes	1. Accuracy is better than fluency. 2. Students can learn to be fluent later on once they know the patterns of the language.
11.	Fluency over accuracy	No	Students can keep making the same mistakes over and over again.

12.	Error corrections	Yes	1. It is done everytime towards the end of class. 2. Only for the language point being taught.
13.	Teaching style	PPP, communicative, a lot of drilling, and language production.	It is important for the students to know when and how to use the language point being taught.

In teaching grammar in class, **D** feels that the most important thing in language learning is to understand when to use the language. Therefore, it is very important to provide context presenting new grammar points to the students and forms of grammar should be elicited from the students instead of just given away to them. He feels discovery of grammar rules by the students will help them remember the rules better. He uses the Presentation Practice Production (PPP) method in his classroom and it should be very communicative, where the students spend more time practicing the language than the teacher explaining. He believes that Teacher Talking Time (TTT) should be put to a bare minimum, as it is the students who should be talking not the teacher. Since both communicating and grammar is an important part of his classroom, he strongly agrees that accuracy is more important than fluency because he believes they can learn to be fluent later on. Accuracy is important so that students do not build on fossilized errors. In order to avoid fossilized

errors, he considers drilling and error correction as a very important part of grammar teaching before moving on to the next stage. Error correction is always done either on the spot or toward the end of the class. As for **D's** methods of teaching, he uses different methods of teaching that he feels suitable for his students. He believes in teaching English through functional language tasks and roleplays, as well as integrating the four skills. This is so because he feels that those factors are inseparable in daily life.

3. **N** is a twenty year old female teacher who has been teaching at **EF** for approximately six years. She has degree in English Education from Airlangga University majoring in Linguistics. Most of **N's** current teaching practice she learned from methodology books, teacher training at **EF** and also from colleagues who often share their knowledge to other teachers inside the teachers's room. Below are **N's** beliefs in teaching grammar

Table 4
N's Beliefs in Teaching English Grammar

No.	Teaching Aspects	Teacher's Beliefs	Reasons
1.	Use of L1 in class	No	Not an EF policy
2.	Use of L1 in explaining language points	Yes	Only for very low levels such as level 0 and level 1.
3.	Drilling	Yes	So the students will be able to use the language accordingly.
4.	Use of communicative activities, functional language tasks and roleplays	No for roleplays	Roleplays do not cover one language point so it is difficult to monitor.
5.	Integration of various skills	Yes	Students will use the skills in daily life.
6.	Use different methods of teaching	Yes	To avoid boredom and better understanding.
7.	Context for presenting and practicing language points is important	Yes	So the students know when and how to use the language.
8.	Grammar is important	Yes	1. Students are then able to speak English correctly. 2. Miscommunication can be avoided.
9.	Grammar for accuracy	Yes	To avoid miscommunication.
10.	Accuracy over accuracy	Yes	To avoid miscommunication.
11.	Fluency over accuracy	No	May result in miscommunication.
12.	Error corrections	Yes	Done after a speaking activity.
13.	Teaching style	A lot of controlled practice, pairwork speaking and class mingles.	1. It is important that students can use the language that has been taught. 2. Grammar is the most important so controlled practice is very important in order to achieve accuracy.

Based on the interviews done, in teaching grammar, **N** admits in using a lot of very controlled

practice for her students, because she feels that the most important thing in language learning is

producing the language and that they can use the language that they have been taught, although it does not have to be one hundred percent accurate. A lot of pairwork speaking and activities like class mingle is done in order to achieve this. She mentioned that grammar is of the most important compared to pronunciation or other language skills such as listening, reading, communicative skills, and writing. This is so because through students' language production and grammar she can understand their level of English and how she should approach her teaching. It is through their errors that she can accommodate their needs. Hence, the importance of error corrections. She admitted to do a lot of error corrections, it is usually done after they do the speaking practice and she writes down what they had said on the board and they correct it together as a class.

In teaching, **N** believes in teaching her students using various methods of teaching so that it suits the specific group of students that she is teaching. She feels that this way, the students will be more

interested with what she has to say and will not be bored. **N** also feels the importance of integrating the four skills of language in teaching, however, she admits that through out all of the four skills, she teaches speaking skills the most. This is so because she feels that it is more important for the students to be able to speak using the target language. For that reason, she realizes the importance of drilling her students using the language point being taught.

4. **J** is an NEST from America who has had an extensive teaching English as a second and foreign language experience. He has been teaching for almost fifteen years, yet all his bachelor's degree in Music Education, he also has a CELTA with a B pass. He learned his current teaching practice from methodology books, current research, formal education, teacher training and his personal teaching experience. Following is a table showing **J**'s beliefs in teaching English grammar and a short explanation about it based on the interview.

Table 5
J's Beliefs in Teaching English Grammar

No.	Teaching Aspects	Teacher's Beliefs	Reasons
1.	Use of L1 in class	No	1. Students need simulation of the real words as much as possible. 2. Students need survival skills.
2.	Use of L1 in explaining language points	No	In the real world, no one will make concessions for them.
3.	Drilling	Yes	1. It creates a safe environment. 2. Builds confidence. 3. Gives immediate feedback.

			4. Helps students correct their own error. 5. Practice pronunciation.
4.	Use of communicative activities, functional language tasks and role plays	Yes	1. Practice makes perfect. 2. It prepares them for the real world.
5.	Integration of various skills	Yes	There is more than just one skill in language learning.
6.	Use different methods of teaching	Yes	Teachers have to know the students' interest and teach a broad range.
7.	Context for presenting and practicing language points is important	Yes	It gives the students a function of when and how to use it in everyday life.
8.	Grammar is important	Yes	1. Grammar is not integral, it is merely a stepping stone. 2. English is more lexically approached.
9.	Grammar for accuracy	No	1. Grammar does not suggest accuracy. 2. Accuracy is when someone has complete control of the language.
10.	Accuracy over fluency	No	Accurate speakers might hesitate when speaking in order to get it right, and listeners lose patience.
11.	Fluency over accuracy	No	Fluent speakers are easier to listen to and listeners make concessions.
12.	Error corrections	Yes	1. Students will not know they are making a mistake unless teachers let them know. 2. It is an immediate know.
13.	Teaching style	A mix of different methodologies but not so much PPP.	Students learn in different ways so a mix of methodologies is always important.

Although J admits that grammar is not an integral part of a language classroom, he still believes that grammar is a stepping stone to being able to communicate well. In teaching English grammar, he strongly believes in constantly

drilling his students to practice both language patterns and pronunciation because it builds confidence and gives immediate feedback on what they can or cannot do. He also thinks that students should be taught through functional

language task and roleplay because it is a simulation of the real world, students needs this because that is the reason why they are learning the language, to survive in the real world later on. As a result, he focuses his class on developing speaking skills and grammar. He teaches reading, listening and writing skills five times per level, whereas he teaches speaking skills every meeting. **J** admits that he is very much concerned with the students' needs and he teaches a broad range so that he can accommodate all types of learners in his classroom. The primary thing about grammar is students have to know how to use it. In teaching grammar **J** claims to using a variety of methods such as Task Based Learning (TBL), lexical approach, test teach test, Communicative Language Teaching (CLT) and guided discovery, but not so much

Presentation Practice Prodection (PPP).

5. **C** is a native speaker of English who has been teaching at **EF** for almost three years. She has a CELTA and was a lecturer for a design school before she came to work at **EF**. Working at **EF** was her first experience in teaching English as a foreign language and she admits that she learned her current teaching practice from methodology books available at **EF**, from her CELTA training and also from colleagues who exchanges ideas in the teachers' room from time to time. She is fourty five years of age and loves teaching English to children and young adults. Below is a table showing **C**'s beliefs in teaching grammar and an explanation about it based on the interview.

Table 6
C's Beliefs in Teaching English Grammar

No.	Teaching Aspects	Teacher's Beliefs	Reasons
1.	Use of L1 in class	No	The way it was taught in CELTA was that we do not need to use L1.
2.	Use of L1 in explaining language points	No	The way it was taught in CELTA was that we do not need to use L1.
3.	Drilling	Yes	1. Repetition is helpful so that language can sink in. 2. To practice intonation and sound.
4.	Use of communicative activities, functional language tasks and roleplays	Yes	Teaching a language not to merely pass a test but to use in daily life in functional situations.
5.	Integration of various skills	Yes	It is a need students will encounter in life so they need to have receptive and productive skills

6.	Use different methods of teaching	Yes	To accommodate different age groups and personal interests, in order to teach grammar in a way that students are receptive to.
7.	Context for presenting and practicing language points is important	Yes	1. If not it is just an empty rule. 2. So students can cope with the linguistics situation.
8.	Grammar is important	Yes	It is still a very important part of the foreign language classroom, especially in EF and Indonesian context.
9.	Grammar for accuracy	No	Grammatical impaired sentences may cause miscommunications.
10.	Accuracy over accuracy	Yes	Social situations does not demand accuracy.
11.	Fluency over accuracy	No	Social situations do not demand accuracy.
12.	Error corrections	Yes	
13.	Teaching style	PPP, a lot of communicative, activities and contextual.	It is safer if students know what is expected of them before continuing with further communicative activities.

In teaching grammar, **C** likes to explain the rules first before going into any activities, this is so because she does not want the students to spend time on an activity that they are getting wrong. She does not want to waste too much time and it makes the teacher's job a lot easier. She also explained that in language presentation, even though self discovery is useful for the students in order to remember the grammar better, she does not use this method unless it is for higher levels. The most important thing is to have a context and create a situation in presenting and practicing the language, otherwise the rules of the grammar that was just given will just be an empty rule and students

can not deal with the linguistic situations they will encounter in the real world. Although **C** feels that grammar is an important part of a language classroom and drilling her students to use correct language patterns, she feels that fluency is more important than accuracy. In order to boost students' fluency, she drills her students on pronunciation and intonation.

Based on the interview done, **C** stated that out of the four language skills, she teaches speaking skills the most because students do not get a lot of practice else where, so she should make use of the time that they have in **EF** as much as possible. She believes that most students are shy to speak English, so she has to get them comfortable in

using the language by doing sufficient practice. According to the answers given, she seems to favor and use the communicative language teaching to teach English, although she admits to using different methods depending on the students' needs. This is so that different age groups and each individual students who have different learning style, interests and abilities will learn better. She also strongly agrees on the integration of different language skills because in life students will encounter those needs and they need both receptive and productive skills. She also feels that students should not be taught through

different genres because it will just confuse them.

6. **B** is a twenty nine year old male NEST who comes from America. He has been working at **EF** for almost three years now. **B** has a degree in engineering but he also has an International Diploma in English Language Teaching. He learned his current teaching practice from formal education, colleagues and also personal teaching experience. Following are **B's** beliefs about teaching grammar and in teaching English in general.

Table 7
B's Beliefs in Teaching English Grammar

No.	Teaching Aspects	Teacher's Beliefs	Reasons
1.	Use of L1 in class	No	It will become a crutch
2.	Use of L1 in explaining language points	No	It will become crutch
3.	Drilling	Yes	In order for the language to be ingrained
4.	Use of communicative activities, functional language tasks and roleplays	Yes	Not exclusively, it depends on the class' needs.
5.	Integration of various skills	Yes	The more angle of attack, the more ingrained it will be.
6.	Use different methods of teaching	Yes	Different levels and different people learn differently
7.	Context for presenting and practicing language points is important	Yes	Not always, so the language can be toyed around a bit, but you should use a context
8.	Grammar is important	Yes	It is not absolutely necessary but the students expect it.

9.	Grammar for accuracy	Yes	It helps learners to communicate
10.	Accuracy over accuracy	No	It is more important to communicate rather than wait for communication to happen whilst focusing on accuracy
11.	Fluency over accuracy	Yes	It is more important to communicate rather than wait for communication to happen whilst focusing on accuracy
12.	Error corrections	Yes	Only after drilling, not during communicative activities.
13.	Teaching style	PPP, playful.	It is better if students know the grammar first before they do any further production with the language.

According to **B**, grammar is like a skeleton, it is something that is used to attach other things to and patterns of language is just a small part of language learning. Despite this fact, he still thinks that teaching grammar is important because it is what the students expect and they seem to enjoy learning grammar. In teaching grammar, he likes to follow the deductive approach where students know the rules first and what they are learning before moving further to other activities. It is easier for him and the students because then can self correct once they know the rules and it is easier for the teacher to correct error as well. He strongly beliefs in the importance of integrating various skills in teaching, because as he had mentioned before, grammar is just a tool to help other language skills to work together. The two skills that he focuses on the most is speaking and writing. He likes to focus on writing because that is where he can asses their language skills and correct their mistakes so they are able to

improve. In speaking, **B** does not like to correct error too much because it might impede their communication flow, he corrects error only when drilling language patterns with the students.

B admits to using different methods of teaching according to the level and ability of the class, because he feels that different people learn differently. He prefers to use the PPP method when teaching because it is easier for both the teacher and the students. He feels that the students expects to be taught the rules of grammar before moving on to any practice or production.

Based on the findings above, it can be concluded that each teacher has their own beliefs in teaching learning process. Their beliefs might be affected by learning experiences, training courses, teaching practices and also professional development. Mostly, teachers at EF use their beliefs for teaching and learning activities in class. This results showed between

NNESTs and NESTs have their own beliefs towards English language teaching and learning. It reflects to what they understand about English language teaching automatically relates to what they believe in it.

Conclusion

In this study, the researcher focused on some important issues related to the teachers' stated beliefs and actual classroom practice. Teachers' beliefs are connected to some factors which interact with each other in teaching learning processes. What the teachers believe may affect what they do and say in class. It affects also teaching methods, attitudes and teachers' teaching behaviour.

Most of the divergences in this research were on error correction and the integration skills. Another reasons for differences is of teachers' stress level and knowledge. The first reason is teacher's stress level. Some teachers mentioned about a full load they have on that day. Thus, the teachers did not have time to prepare a good lesson.

The second reason is about knowledge of various teaching methods. Teachers knew various methods but they did not know how to apply it in class, for example: how the theory and how those methods can be practiced in class.

The third reason is some unconscious awareness of the teachers' own practice and beliefs. For instance, in L's case drilling and use of communicative activities: what is thought to be good and right might not be practiced in the classroom. Reasons such as failing to remember, teachers' perception of students' wants and time limitations,

which might not be accurate and another reason for this is quoted from Anderson (1980) theory about people's theories in use. Therefore, the difference is not between people's theory and action but between two different theories of action.

There are some beneficials on teachers' beliefs in Education such as: (a) it shows the quality of teachers' competencies and skills, (b) it represents how teachers form their knowledge, (c) it informs how teachers implement their teaching and provide suitable teacher education programs. All in all, it can be concluded that teachers' beliefs has a great effect on teachers' performance in teaching and also in students' language ability. Beliefs help teachers in making decisions, planning the lesson and identifying what they are going to teach in class.

Suggestions

Knowing that teachers do not realize about their own beliefs, the researcher thinks that it is important for teachers to understand their own teaching beliefs. It is necessary to guide teachers become better teachers and also learner-centered in the professional development programs. Richardson (2000) stated that current approaches to professional development emphasize the need to focus on the teacher and to allow the programme to be directed by the teachers themselves, rather than adopting a top-down approach. Mostly, these teachers are finding out ways and learning to improve themselves.

However, the training program (EF and CELTA) has affected their teaching practice and

belief. From this study, it showed that teachers who received their teacher education abroad are more likely to apply their beliefs in classroom practice. This research was done in one English course which cannot provide a generalization of foreign language teachers in general. The difference in setting and context will provide different results if it is done in formal schools, for example: secondary and tertiary level. Another weaknesses of the video taping in the classroom teaching and learning process, it might influence the way the teachers taught or students' reactions toward the materials being taught. It is hoped this research might be useful in providing information to help further research on teachers' beliefs in teaching grammar and classroom practice in Indonesia.

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