

## CHAPTER I

### INTRODUCTION

#### A. Research Background

Grammar has been recognized as one of the basic components in teaching language, especially in teaching English as a Foreign Language (EFL, henceforth). Grammar plays an essential role in the English language teaching and learning process. Azar (2007) says that grammar assists students in discovering the nature of language through a set of rules and regulations in speaking and writing activities. Grammar in the EFL context, especially in Indonesia, is still being taught to the young generations and become one of the important aspects in school, from Junior High School to Senior High School, or even until they are in the university. This is why an EFL teacher has big goals to achieve. One of them is to make their students understand the basics of English, and teaching grammar is one of the important components for them to achieve their goals.

As mentioned in the previous paragraph, EFL teachers have a common goal, which is to make their students able to understand English. It is no different with the EFL teachers in Indonesia. They want their students to be proficient in the English language, especially in using grammar. Regarding this phenomenon, some empirical data shows that EFL teachers in Indonesia tend to teach grammar in an isolated way. Lestari and Azizah (2020) state that grammatical learning in the Indonesian context is taught deductively: giving context or topic followed by drilling activities in discussing and predicting grammatical rules in the passage (present, past, future). Hendriani's (2018) study also reveals that Indonesian students favor a deductive way of teaching English grammar over an inductive one. Murtisari et al. (2020) reiterate that most teachers prefer the isolated way for its effectiveness in assisting students to understand the meaning of grammatical forms and, especially, to develop accuracy in grammar teaching. It is in line with what has been stated by Ellis (2006) that isolated grammar teaching is the best way to teach grammar since the clear grammatical presentation of linguistic elements can

increase learning speed. However, while most teachers prefer to teach grammar in an isolated way, the decree of the Ministry of Education, Culture, Research, and Technology number 56 2022 chapter 9 verse 2 states that the characteristics, planning, and implementation of the learning process must be focused on the students. In accordance with that decree, it is clear that EFL teachers in Indonesia need to adopt integrated teaching methods to teach grammar.

Integrated teaching is a method where teachers combine several lessons to give the students a meaningful learning experience. This means that students will learn multiple skills at once (i.e., learning both speaking and writing skills in making dialogue), which is called the integrated skill approach. It is based on the concept that in day-to-day experience, the oral and written languages are not kept separately and isolated from one another (Su, 2007). According to Oxford (2001), integrating skills allows students to interact in a more authentic or natural form in the classroom. It means that with integrated teaching skills, the students will find it easier to interact with their fellow classmates, as naturally as possible. Aydoğın and Akbarov (2014) agree with this point by explaining how EFL students need to learn in an integrated skill classroom to become fluent English speakers and accurate writers as well as able and sufficient readers. This means that an EFL student needs to learn multiple skills in one lesson in learning EFL to be able to become fluent in English.

Integrated also has its own advantages and disadvantages. Tajzad and Ostovar-Namaghi (2014) also state that one of the advantages of the integrated grammar teaching is that it encourages simultaneous use of all the language skills and creates conditions that are conducive to real communication as opposed to contrived practice of isolated skills. However, Abdulkarimova and Zubaydova (2021) say that integrated grammar teaching takes a lot of time and effort to put into developing guidelines with students and it might make teachers work harder at lesson planning. In order to lead learners to an appropriate formulation of the rule and to ensure that the data is understandable, they must carefully choose and arrange the data. As such, teaching grammar with an integrated skills teaching method

would benefit the students to understand grammar faster, because now they also need to read and write, and probably also speak about the sentences that contain the grammar rules that they are learning, but it takes a long time to set up, as it can make teachers put a lot of effort in developing the guidelines for students and developing lesson plan. However, as mentioned above, EFL teachers in Indonesia are still in favor of using isolated ways. It is the reason why the researcher feels the need to investigate their beliefs regarding grammar teaching. After all, teachers' perceptions are crucial in education, as their beliefs can affect how they will teach their student.

Knowing the Perceptions or perspectives of the teacher is essential in education because as Raikhapoor (2019) states, different approaches can be used to conceptualize the process of teaching. The way teachers conduct themselves in the classroom has an impact on the students. In order to try to understand how teachers deal with these characteristics of teaching, it is crucial to look at the perceptions and thought processes that underlie their classroom behaviors. Almost all of their teaching style will be based on their beliefs, as Nation and Macalister (2010) say, "What teachers and learners do is determined by their beliefs". Amiryousefi (2015) says it is thought that beliefs influence students' and teachers' choices, success in teaching and learning languages, and serve as the foundation for all decisions they make. For example, a teacher who believes that language teaching should be done through the deductive teaching method will make their lesson plan revolving around giving the materials from general ideas into specific ideas. This is why, knowing the teachers' beliefs or perspective in regards to grammar teaching is important. By doing so, we will also know their teaching methods, or preferred teaching methods, in teaching English as a foreign language.

## **B. Reasons of Topic Selection**

The reason that the researcher took this topic as a thesis is that the topic intrigued the researcher to find out more about the teacher's perspective in teaching grammatical structures to their students through the use of integrated teaching.

Many teachers in Indonesia have been using a direct teaching approach to teach grammatical structures for decades, and it is not until recently that they have come across integrated teaching. Integrated teaching is a teaching method that combines several knowledge disciplines in a teaching design to get a better learning result with the student's ability to connect one subject with another (Perry, 2010). This makes the need for teachers to include several aspects of another subject in their materials to get a better result for the students in learning the lesson. This process is important if the teacher wants their student to be able to learn the materials that can be applied to real-world situations, and the same thing is also true for teaching grammar.

### **C. Research Questions**

The research question of this research is as follows:

What are Indonesian EFL teachers' perceptions of grammar teaching?

### **D. Aims of the Research**

The aim of this research is to find out about the perceptions of EFL teachers in Indonesia about grammar teaching.

### **E. Contributions of the Research**

This thesis is done in the hopes that it can make the Teachers Forum of Lesson Subjects (Musyawarah Guru Mata Pelajaran a.k.a MGMP) realizes the beliefs of the teachers in English Subject about integrated teaching, in the hope that by finding out about the teacher's beliefs on grammar teaching, this thesis can become a consideration for the MGMP teachers.

This thesis is also made in the hope that this research can be proven useful in aiding future researcher who wanted to conduct similar research, in regards to teacher's beliefs on teaching grammar. Hopefully, this thesis can make their research become easier to conduct by giving them a theoretical framework to work with.

## **F. Clarifications of Relevant terms**

### **1. EFL Teachers**

The EFL teachers that will be participating in this research are the EFL teachers in Junior High School

### **2. Teacher's beliefs**

This research will be trying to find about the EFL teacher's beliefs about grammar teaching methods.

