

CHAPTER II

LITERATURE REVIEW

A. Teachers' Perceptions

Teachers' Perceptions are a personal part of a teacher that can affect how they teach their students. It means that teachers can construct a lesson plan that they feel or believe to be the most effective way to transfer their knowledge to the students. It is in line with Kuzborska (2011) that teachers make decisions about their classroom teaching regarding beliefs they have about language teaching and learning. Zheng (2009) argues that teachers' beliefs are significant ideas in comprehending teachers' thought processes, teaching methods, and learning to teach. In making decisions and acting in the classroom, teachers are influenced by their views and values. Sulistiawati (2014) affirms that in making decisions and acting in the classroom, teachers are influenced by their views and values. It means by knowing the beliefs of the teacher, we can understand their thought process and their preferred teaching method.

The Perceptions, views, and attitudes that learners bring to the learning setting are critical components of the learning process (Breen, 2001), meaning that the beliefs of the students in the class may also affect how the learning process will go. Bernat and Gvozdenko (2005) also express that it is possible to improve future syllabus design and teacher practice in the course by identifying these ideas and analyzing their potential effects on language learning and teaching generally as well as in more focused areas like the expectations of the learners and the tactics used. Kessen (2013) identifies that changes in teachers' views, opinions, beliefs, and values affect how they shape the roles they take on as well as how their professional identities are formed. Xu (2012) states that if teachers can determine their learners' abilities, they will be able to choose and modify their behavior and educational choices appropriately. Wafa (2016) finds that teachers' beliefs have a significant impact on determining and guiding teachers' beliefs toward aligned practices. Based on the setting of the teachers' actual class, the reflection of beliefs can be translated

into various implementations in the classroom. The setting can include student age, instruction duration, and student characteristics. Experience as a language learner, training or seminar in which teachers attended, experience works best, and institution policy are the variables that govern teachers' attitudes and behaviors. According to Utami (2016), what teachers do in the classroom is governed by what they think, and these views frequently serve as a filter through which teaching verdicts and decisions are created. These ideas, according to this researcher, are based on personal, social, cultural, and historical experiences. In language teaching, the teacher's views about the language allow them to teach the class more effectively than any other method. According to Kagan (1992), teachers' practices reveal their attitudes toward language teaching and learning, while Richards and Rodgers (2001) asserted that teachers have beliefs about language learning and these helped them get a special approach to language teaching. Similarly, teachers' beliefs allude to an awareness of how teachers create their work, which is critical to understanding the teaching methods used and decisions made in the classroom (Gilakjani & Sabouri, 2017). We can gather from those theories, that teacher's beliefs on language teaching will make their lesson have more effects on the class in comparison to when they are told to use a specific method to teach the class.

As mentioned above, knowing the teachers' beliefs are crucial because their beliefs can affect how they will teach their class. This is because teachers will be more comfortable in using the teaching methods that they prefer instead of using teaching methods that they are told to use. This is because they view that their teaching method is much more suitable for their students compared to other teaching methods. As such, by knowing their Perceptions, we can know the teachers' thought process on how they will teach their students.

B. EFL Teachers

English as Foreign Language teacher (EFL teacher) is a person who has obtained a teaching qualification for the English language in a teacher education institution, and whose training has been recognized by the award of an appropriate

teaching certificate, and by decree, he is officially appointed to teach English as a foreign language in accordance with his teaching certificate (Rasyid, 2001). As such, an EFL teacher has the important task of teaching English to students who are not familiar with the English language. A good teacher should also have a high level of English proficiency and also need to be knowledgeable of the teaching methods and tactics required for successful instruction (Mann, 2005). In a foreign language setting, teachers are typically non-native speakers who have never spent time in an English-speaking country and may find it much harder to make decisions of a native-like nature. In a natural setting, EFL teachers are typically native speakers or near-native speakers of the language and can cope with various decision-making steps that deal with language use (Arkam, 2014). In short, a good EFL teacher needs to be highly knowledgeable about the English language and also needs to understand the various methods and tactics to teach English as a foreign language to their students.

As mentioned in the previous paragraph, an EFL teacher needs to understand various teaching methods. However, it appears that different teaching context brings about different challenges. In Indonesia, Yuwono (2005) states that teaching English, especially in rural areas, is not ideal. She claims that the constantly changing curriculum does not appear to take teachers' credentials, time availability, the number of students per class, and the availability of resources and facilities seriously. Students' exposure to English is also limited in an EFL context, and the classroom is usually the only area where they have the opportunity to utilize English. As a result, teacher's instructions and explanations may be the sole language exposure that students receive during which they learn to utilize language for communication (Suryati, 2013). Mbato (2013) identifies comparable causes for the ineffectiveness of EFL learning and instruction in Indonesia. First, EFL learning takes place mostly in the classroom, with English learners receiving little exposure to English for communicative purposes. Second, the teachers and learning materials presented in class are the only sources of learning. Finally, kids may not be motivated to learn English because it is a required element of the school curriculum.

In conclusion, teaching English language in Indonesia seems to be difficult, because of the ever- changing curriculum and the limited exposure of English language to the students in Indonesia.

The challenges that have been mentioned can affect the beliefs of EFL teachers in Indonesia. When the curriculum 2013 was implemented, some teachers believed that their teaching was not at its best because they were assigned with various tasks that led their performance to decline or incomplete. After all, the guideline or curriculum employed is new (Puspitasari et al., 2020). Some other teachers also believe that it would be preferable to explore increasing the amount of time spent in school on English teaching and learning each week. It was also preferable to hold English-related events in order to familiarize EFL students with the language. That way, students could have enough exposure to the English language (Ananda, 2020). Other teachers also view that digital media can be useful. Nevertheless, they lack the necessary training and equipment. Their method of instruction is based on their adaption (Mandasari & Aminatun, 2022).

Meanwhile, some teachers believe that the mentioned challenges above were simply another opportunity. Nugroho and Mutiaraningrum (2020) argue that EFL teachers strongly believe in the value of digital technology in language acquisition despite the wide range of personal and contextual challenges that are presented. Puspitasari et al. (2020) also say that most teacher believes that Curriculum 2013 encourages students' or teachers' conduct in their classrooms. As a result, rather than presenting themselves as individuals who fully give material to their pupils, the majority of teachers in their study position themselves as facilitators or information providers for students. As such, the affected teachers' beliefs can be viewed as something positive, especially with some teachers who suggest having English-related events to make the students' exposure to the English language become more and more often.

The information that we can infer from the mentioned theories above is that EFL teachers are faced against multiple hurdles that can affect their beliefs in

teaching English. The curriculum that keeps changing to the limited interaction between students and the English language, causes the EFL teacher's performance to decline. However, some view those challenges as opportunities, since the curriculum that changes means that the teacher can play true toothier role as a facilitator to the students. Meanwhile, those who are faced with students 'limited exposure to English can voice their suggestions on holding English-related events so that their students can familiarize themselves with the English language.

C. Grammar Teaching

Grammar teaching is an activity that entails any instructional strategy that brings students' attention to a particular grammatical form in a way that enables them to internalize it through comprehension, production, or meta-linguistic understanding (Ellis, 2006). In grammar teaching, two kinds of method can be used, which is isolated grammar teaching and integrated grammar teaching.

1. Isolated Teaching

Isolated grammar teaching is where grammar is taught separately, without linking it to literature or writing. This style of teaching grammar is seen as the traditional way of teaching grammar. While teaching grammar in isolation may be an old idea, many teachers still submit that it is the most effective way. Perhaps these teachers are older and this was how they learned grammar, or maybe these teachers have tried just about everything, and teaching using isolated units is their last attempt (Smith, 2013). Mansouri et al. (2019) state in their research that EFL Teacher prefers to use isolated teaching instead of integrated teaching, while ESL teachers are more than willing to use integrated teaching. He cites that the reason they choose such teaching is because of their students' preferences and the needs they had. Meanwhile, Onalan (2018) also states that most of the teachers favors deductive grammar teaching. This means that isolated grammar teaching is still being used by EFL teachers up until now.

Isolated grammar teaching offers some benefits DeKeyser (2003) believes that explicit grammar teaching in isolation is useful in the stages of a learner's

language acquisition and argues that isolated grammar could be processed through practice and could be retrieved for communication use. Ling (2015) states that students who are taught grammar explicitly often have a deeper understanding of the grammatical concepts. Schmidt (1990) also argues that grammar teaching fosters awareness, which then results in conscious learning and noticing. This means that isolated or explicit grammar teaching is also beneficial for learners to understand the grammatical rules. However, despite its benefits, isolated grammar teaching also has some disadvantages.

As cited and paraphrased from the website Twinkl, when grammar is taught explicitly in isolation, there is a danger that memorization will be encouraged without any practical application of what is learned. Thornbury (2002) also has a list of the disadvantages of using isolated or deductive grammar teaching. First, a grammatical presentation at the beginning of the course could turn off some students. Second, grammar explanation promotes a transmission-style classroom with a teacher in the front. Third, unlike other presentation methods like a demonstration, explanations are rarely remembered. Finally, this method promotes the idea that mastering a language is just a matter of knowing the rules.

Knowing that isolated grammar teaching has its own strengths and weakness, it will be interesting to find out about the perceptions of EFL teachers regarding isolated grammar teaching. Especially, when it will be compared to their perceptions of integrated grammar teaching.

2. Integrated Teaching

Integrated teaching is a method of teaching where the teacher combines several skills of learning into one lesson. Patiga (2018) indicates that integrated teaching is an organized method based on actual events that take into account the needs and interests of the learners to produce a variety of beneficial activities and educational experiences. Pysarchyk and Yamshynska (2015) stated that “In real life, each person can’t use reading, listening, writing skills in isolation. All these skills serve as a bridge that connects a person with society”, which means the to learn

English language, it is not enough for a learner to just learn the skill one by one and it can only be effective if the learners learn all of those skills at once. Hinkel (2010) also stresses that a language may need to be broken into parts to study it. However, to use the language, we need to integrate the skills and components, meaning that while teaching English in an isolated way may be good enough for the students to understand it, for them to use it effectively, teachers need to integrate all of the language skills together. Harmer (2007) reinforces that statement and says that both receptive skills and productive skills are two sides of the same coin and cannot be separated. Dendrinis (2015) also says that grammar instruction and practice should be included within a communicative framework where language is presented and learned in context.

Integrative grammar teaching, which presupposes students' interaction while learning, can be viewed as a cognitive process of learning an L2 that reflects the socio-cultural theory proposed by the Russian psychologist Vygotsky, which states that cognition develops as a result of social interaction and sharing the responsibility with a parent or a more competent person (Sysoyev, 1999). This means that in doing integrated grammar teaching, the teacher has done a learning process that is focused on the students, which is in line with the decree of the Ministry of Education, Culture, Research and Technology number 56/2022 chapter 9 verse 2, which states that the characteristics, planning, and implementation of the learning process must be focused on the students.

Integrated teaching also offers some advantages to language teaching. Sbai (2015) mentions several advantages of the integrated teaching. The advantages in questions are:

1. Language becomes not just an object of academic interest but a real means of interaction among people.
2. Skill integration allows mutually supportive growth in all the main skills and the subsidiary skills.

3. In an integrated skill format, language instruction promotes the learning of real content, rather than the discussion of language forms.
4. The learning of authentic content through language is highly motivating to students of all ages and backgrounds.
5. Teachers are given the power and the opportunity to track students' progress in multiple skills at the same time.

Meanwhile, Tajzad and Ostovar-Namaghi (2014) also find several advantages offered by integrated teaching. In their finding, the integrated teaching is preferred by the students because:

1. Increases learners' motivation and self-confidence by presenting something worthwhile to talk about.
2. Reduces their level of stress and anxiety by engaging them in real communication of ideas rather than mechanical practice of skills and components.
3. Shifts teachers' attention away from coverage of the textbook towards involving students in communication since integration saves time.
4. 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.
5. Provide the learners with reflection time. This is something that is missing in the communicative approach to teaching since it focuses on spontaneous language use and penalizes reflective learners.
6. Re-conceptualizes teachers' role, i.e., it is conducive to a learner-centered approach since students have an active part in constructing meaning during reading, writing and conversational exchange with the partners.

Despite all of that, there are some who feel that integrated grammar teaching is not suitable for language learning. Brown (2000) says that the requirement for

independent grammar instruction arises from the fact that a young learner could learn the language implicitly but is unable to describe the rules, hence the need to teach grammar in an isolated way. Abdugarimova and Zubaydova (2021) also list some disadvantages of integrated grammar teaching, which are:

1. A lot of time and effort is put into developing guidelines with pupils.
2. The time needed to develop a rule might be taken away from the time needed to put the rule into some kind of beneficial practice.
3. 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.
4. Students who would rather only be told the rule are frustrated by an inductive method.

At the end of the day, integrated grammar teaching is just one of many of the teaching methods for grammar teaching. Knowing the EFL teacher's perspective on integrated grammar teaching will be useful for the upcoming future, especially when it is compared to their beliefs regarding isolated grammar teaching.

D. Previous Studies

Studies on teacher's beliefs about grammar teaching have been done in Turkey, Onalan (2018) and Toprak (2019). Both of these research used the same instrument, that being the questionnaire by Borg and Burns (2008) and yet produced different results with each other. In the research done by Onalan (2018), he discovers that the majority of the teacher prefers to use the deductive method of grammar teaching that is, directly teaching grammar by explicitly presenting the rules to the students before the students give the examples of the grammar. Meanwhile, the research that was done by Toprak (2019) produced a different result. In her research, she discovers that the majority of the teacher actually prefersto teach grammar with an inductive method. She said that when it comes to practical considerations including the sequencing of activities and integration of grammar

with other skills, the great majority of teachers embraced the integrative teaching of grammar and more than half of them agreed that grammar needs to be dealt with after students work on communicative tasks.

Another study was conducted by Uysal and Bardakci (2014) which also happens in Turkey. Uysal and Bardakci (2014) conducted the research using a questionnaire adapted from Zucker's (2004) study to understand the stated beliefs and behavior patterns of teachers along with interviews. From that research, he found that the majority of the teachers' beliefs are in line with the traditional approach. The teachers said that mechanical drills, exercises, and repetitions are necessary and/or helpful to support language acquisition, and beliefs that explicit grammar teaching works better than the natural implicit approach. Some teachers also said that it would be very cruel not to explain grammar to students.

Similarly, Murtisari et al. (2020) conducted similar research in Indonesia. The instrument to collect the data for her research was a semi-structured interview in the form of a series of questions that asked about stimulation level, effectiveness and appropriateness between isolated and integrated grammar teaching. She found out from the research that the teachers believe that integrated grammar teaching is most suitable to stimulate students' interest in grammar while isolated grammar teaching is most effective to assist students to understand grammar, while they believe that both integrated and isolated grammar teaching are appropriate to teach grammar depending on its context.

From all of those studies above, we can conclude that there are several ways to gather data about the teacher's beliefs towards grammar teaching. However, the researcher is drawn to the method used by Onalan (2018) and Toprak (2019), specifically the questionnaire that they have adapted from Burg and Burns (2008). The researcher felt that it was the most suitable item for his research because the questionnaire items covered a wide range of important grammar training topics, focusing on isolated and integrated grammar instruction. As such, the questionnaire will be adapted to be used for the research.