

SKRIPSI



**TEACHERS' BELIEFS AND CLASSROOM PRACTICE IN TEACHING
GRAMMAR (A CASE STUDY AT SMP 4 KUDUS)**

By

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MURIA KUDUS UNIVERSITY**

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GRAMMAR (A CASE STUDY AT SMP 4 KUDUS)**

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Presented to the University of Muria Kudus in Partial Fulfillment of the
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Education

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III

Motto:

- Do not lose hope, nor be sad, you will surely be victorious if you are true in faith (Qur'an, 3:139)
- So, which of the bounties of your Lord will you deny? (Qur'an, 55: 55)



Dedication:

This Skripsi Proposal is dedicated to:

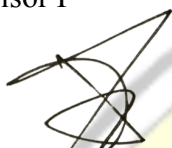
- The researcher's parents, Mr. Noor Cholis NSP and Mrs. Suntamah
- The researcher's husband, Mahdi Susanto
- The researcher's children, Muhammad Alfa 'Uluma and Rifda Akmila
- Mr Surabiya's Family
- The researcher's family who always give support
- And all the researcher's friends

ADVISORS' APPROVAL

This is to certify that the Skripsi of *Tiara Maulidyaningrum* (201532006) has been approved by the skripsi advisors for further approval by the Examining Committee.

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EXAMINERS' APPROVAL


This is to certify that the *Skripsi* of Tiara Maulidyaningrum (NIM: 201532006) has been reviewed by the Examining Committee as a requirement for The Sarjana Degree of English Education Departement.

Kudus, 8th March 2021


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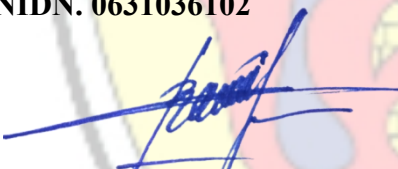
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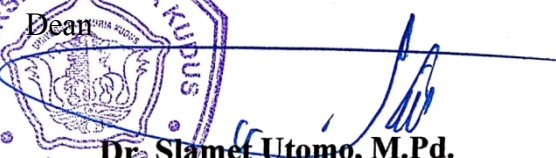
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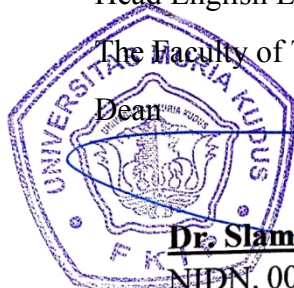
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Nothing is perfect in this word. The researcher realized that this proposal skripsi is still far from being perfect. Any suggestions are received for better result. Therefore, the researcher hopes this skripsi can be useful for readers and the other researchers.

Kudus, February 10th, 2021

The researcher



Tiara Maulidyaningrum

ABSTRACT

Maulidyaningrum, Tiara.2020. "Teachers' Beliefs and Classroom Practice in Teaching Grammar (a Case Study at SMPN 4 Kudus)".Skripsi.English Education Department, Teacher Training and Education Faculty, Muria Kudus University. Advisors: (1) Drs. Muh. Syafei, M.P.d. (2) Fajar Kartika, S.S, M.Hum.

Key Words: Teachers' beliefs, Classroom Practices, Grammar

This research is a case study of Teachers' Beliefs and Classroom Practices in Teaching Grammar (a Case Study at SMPN 4 Kudus). The objectives of this study are (1) to identify the Teachers' beliefs about the way of grammar in writing class should be taught in SMP 4 Kudus. (2) to describe the Teachers' actual classroom practices in teaching grammar in writing class at SMP 4 Kudus. The type of this research is a qualitative with case study approach.

The object of this research is teachers' beliefs and classroom practices in teaching grammar at SMPN 4 Kudus. The subjects of this research are 5 English teachers at SMPN 4 Kudus who have teaching experiences more than 10 years. All of the English teachers are female. They teach grades VII until IX.

The data sources that used in this study are open-ended questionnaire and transcript of interview. Then, the techniques of collecting data are open-ended questionnaire and semi-structured interview. And, to analyze the data, the writer will use formula from Creswell (2014) to count the open-ended questionnaire.

The finding of this research is the teachers' beliefs of the majority the English teachers at SMPN 4 Kudus are positives. The actual practices in teaching grammar is fit with the teachers' believe that Grammar is best taught incidentally (i.e. there is no need to pre-plan grammar lessons). The English teachers at SMPN 4 Kudus have some method; there are TPR, EGRA, Inductive Learning and Deductive Learning. Then, media that used in teaching Grammar is Realia. And the strategies that most frequently used and most effective are writing explanation of a grammar rule (teacher writes the structure on the black board before explaining it to the whole class) and providing as many examples as possible in teaching structures.

Based on the finding, the writer can conclude that the English teachers at SMPN 4 Kudus have positif beliefs about teaching Grammar in writing class and their actual classroom practices are related with their beliefs. So, it can be a good result in their process of teaching Grammar in writing class.

ABSTRAK

Maulidyaningrum, Tiara.2020."Keyakinan Guru dan Praktik Kelas dalam Mengajar Tata Bahasa Inggris (studi kasus di SMPN 4 Kudus)".Skripsi. Progam Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muria Kudus.Pembimbing: (1) Drs. Muh. Syafei, M.P.d. (2) Fajar Kartika, S.S, M.Hum.

Kata Kunci: Keyakinan guru, Praktik kelas, Tata Bahasa Inggris

Penelitian ini merupakan penelitian studi kasus mengenai keyakinan guru dan praktik kelas dalam mengajar tata bahasa Inggris . Tujuan dari penelitian ini adalah (1) untuk mengidentifikasi keyakinan guru tentang cara tata bahasa di kelas menulis harus diajarkan di SMPN 4 Kudus. (2) untuk menjelaskan praktik kelas yang sebenarnya dalam pengajaran tata bahasa di kelas menulis di SMPN 4 Kudus. Jenis penelitian ini adalah kualitatif dengan pendekatan studi kasus.

Object penelitian ini adalah keyakinan guru dan praktik kelas dalam mengajarkan tata bahasa Bahasa Inggris di SMPN 4 Kudus. Subjek dari penelitian ini adalah 5 orang guru bahasa Inggris di SMPN 4 Kudus yang memiliki pengalaman mengajar lebih dari 10 tahun. Semua guru bahasa Inggris adalah perempuan. Mereka mengajar kelas VII sampai IX.

Sumber data yang digunakan dalam penelitian ini adalah angket dan catatan wawancara. Kemudian, teknik mengumpulkan data adalah menyebarkan angket dan melakukan interview secara ter-struktur. Dan, untuk menganalisis data, penulis menggunakan formula dari Creswell (2014) untuk menghitung hasil kuesioner.

Hasil dari penelitian ini adalah keyakinan guru dari sebagian besar guru bahasa Inggris di SMPN 4 Kudus positif. Praktik sebenarnya dalam pengajaran tata bahasa Inggris sesuai dengan keyakinan guru bahwa pengajaran terbaik tata bahasa Inggris adalah secara kebetulan (tidak membutuhkan rencana pengajaran tata bahasa Inggris). Guru Bahasa Inggris di SMPN 4 Kudus, memiliki beberapa metode pengajaran diantaranya; TPR, EGRA, Inductive Learning and Deductive Learning. Kemudian, media yang digunakan adalah Realia. Dan strategi yang paling sering digunakan dan paling efektif adalah dengan menulis penjelasan tentang kaidah tata bahasa Inggris (guru menuliskan susunan rumus di papan tulis sebelum menjelaskan di depan kelas) dan menyediakan beberapa contoh yang memungkinkan dalam mengajar susunan rumus tata bahasa Inggris.

Dari penemuan diatas, penulis dapat menyimpulkan bahwa guru Bahasa Inggris di SMPN 4 Kudus memiliki keyakinan yang positif terhadap mengajar Tata Bahasa Inggris di kelas menulis dan praktik sebenarnya di dalam kelas sesuai dengan keyakinan mereka. Jadi, hal ini dapat menjadi hasil yang baik dalam proses mengajar Tata Bahasa Inggris di kelas menulis.

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