

CHAPTER I

INTRODUCTION

In this chapter, the writer explains background of the research, statement of the problem, objective of the research, significance of the research, scope of the research and operational definition.

A. Background of the Research

The knowledge of grammar helps the students in the correction of the mistakes on written work and can improve the ability of writing skill. For many teachers, grammar is the backbone of language learning (Sitorus, 2012). Supriusman (2014) stated that Grammar as one of the language components has an important role to play to support the students to be able to learn and use productive skills (speaking and writing), and receptive skills (listening, and reading).

Since 19th until 20th century, there are so many methods and approaches to teach grammar. Some of these methods include the Direct Method, Situational Language Teaching, the Audio-lingual Method, Community Language Learning, the Silent Way, Total Physical Response, Communicative Language Teaching, Suggestopedia, and the Natural Approach (Brown, 2007b), and also the Grammar-Translation Method (GTM), or Classical Method, had been the most popular language teaching approach in Europe (Lin, 2010; Brown, 2000, 2007b; Larsen-Freeman, 1986).

In the other side, there were some previous study found that the main problem of students in productive skill (speaking and writing) is about grammatical and the least problem was vocabulary (Ikrima, 2014).

Based on the Novariana et al (2018) there are internal problems which came from the students in writing, such as: 1) the low motivations in learning English, 2) the difficulty to choose the appropriate words in writing, 2) the lack of vocabulary, 3) the difficulty to arrange words in the appropriate order, 4) the difficulty to spell the words, 5) the difficulty to write the sentences in appropriate grammar, and 6) the tendency to be passive learners in classroom activities.

The findings based on the Alfaki's study (2015) in Nille Velley University are the university students have various writing problems: language problems at the levels of morphology and syntax; usage errors, and mechanical mistakes, that is, spelling, punctuation and capitalization, lack of several writing development skills, cognitive problems and graph motor problems.

And based on the writer's interview with the English teacher at SMPN 4 Kudus, the students have difficulties in writing such as in grammatical uses, the lack of vocabulary and the lack of ideas.

Breen (2001) and Bernat and Gvozdenko (2005) (as cited in Gilakjani, 2017) presented that the perceptions, beliefs, and attitudes that learners bring with them to the learning situation are important factors within the learning process.

Teachers' beliefs about teaching strategies and methodologies for foreign language teaching and learning, impacts their classroom management, curriculum and instruction planning, as well as expectations of learners. In fact, teachers develop a personal understanding, beliefs, and expectations about the direction, mission, planning, and objective of their teaching.

From the statements above, the writer conclude that there is not only approach and methods which are used in the classroom practices but there is a belief to complete the process of teaching.

The writer found some previous research which has a similar topic that is about teachers' beliefs and the practices, so the writer is interested in conducting this research to know the teachers' beliefs in teaching grammar which focuses in writing class. Remember that the knowledge about grammar is the key to be able to write correctly, the writer hopes that the result of this study will contribute in teaching English. This study entitled Teachers' Beliefs and Classroom Practices in Teaching Grammar will conducted at SMPN 4 Kudus with Case study approach.

B. Statement of the Problem

Based on the background of the research, the writer decides the statement of the problem as follows:

1. What are the teachers' beliefs in teaching grammar in writing class at SMP 4 Kudus?
2. How are the actual practices by the teachers' in teaching grammar in writing class at SMP 4 Kudus?

C. Objectives of the Research

Based on the statement of the problem, the writer founded the objective of the Research as follows:

1. To identify the teachers' beliefs in teaching grammar in writing class at SMP 4 Kudus.
2. To describe the teachers' actual classroom practice(s) in teaching grammar in writing class at SMP 4 Kudus.

D. Significance of the Research

The expected significance of the research are as follows:

1. Theoretically

The result of this study can be a reference for the next researcher. Besides that, this study will try to enrich the knowledge about teachers' beliefs and to offer the theoretical basis for the application of teaching grammar.

2. Practically

a. For the students

The study is expected to give some information about teachers' beliefs and classroom practices in teaching grammar. The result of this study will be beneficial for the students to know that teachers' beliefs can influence the process of teaching Grammar.

b. For the teachers

The result of this research is hopefully beneficial to help the teacher to create suitable professional in teaching Grammar.

c. For the future researcher

Hopefully the result of this research can be a reference for the next researcher in their study about teachers' beliefs.

E. Scope of the Research

The writer considers it to make the limitation of the research, so that the discussion will not become wider. This research is focuses on the English teachers' beliefs and their actual classroom practices in teaching Grammar in writing class at SMPN 4 Kudus.

F. Operational Definition

To get the explanation about some terms related to title above, the writer makes definition of terms as follow:

- a. Teachers' beliefs here are the beliefs of English teachers at SMP 4 Kudus about their teaching and learning grammar in the classroom. Beliefs are defined as the teachers' arguments and their views on teaching and learning.
- b. Grammar is the study of the classes of words, their inflections and their functions and relations in the sentence. Grammar in this study is the part of English lesson focuses.
- c. Classroom Practices in this study is about how the English teachers practice to teach grammar in their classroom..