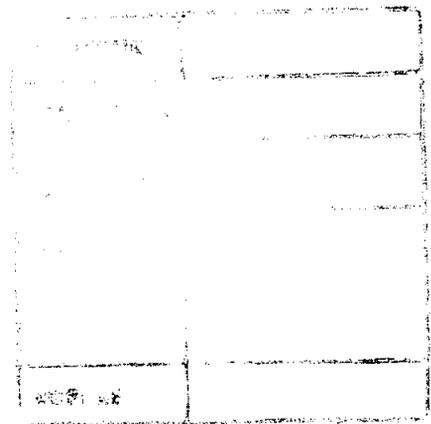


**ENGLISH LANGUAGE TEACHERS' TEACHING BELIEFS
AND CLASSROOM PRACTICE IN TEACHING GRAMMAR
IN EF ENGLISH FIRST KLAMPIS**

A THESIS

BY:

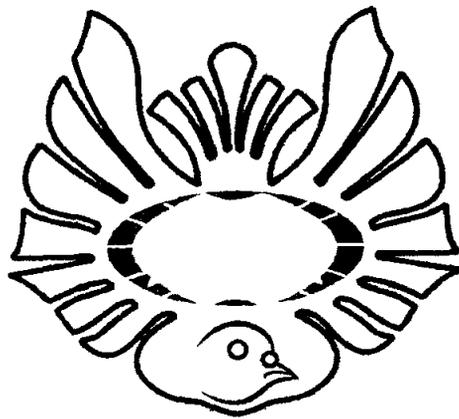
**KURNIASARI ANINDITA
8212707020**



**ENGLISH EDUCATION DEPARTMENT
GRADUATE SCHOOL
WIDYA MANDALA CATHOLIC UNIVERSITY SURABAYA
OCTOBER 2010**

**English Language Teachers' Teaching Beliefs and
Classroom Practice in Teaching Grammar in EF English
First Klampis**

Presented to Widya Mandala Catholic University Surabaya
in partial fulfillment of the requirements for
the Degree of
Magister in Teaching English as a Foreign Language



By:

**Kurniasari Anindita
(8212707020)**

**ENGLISH EDUCATION DEPARTMENT
GRADUATE SCHOOL
WIDYA MANDALA CATHOLIC UNIVERSITY
SURABAYA
2010**

APPROVAL SHEET

(I)

This thesis entitled **English Language Teachers' Teaching Beliefs in Teaching Grammar in Relation to Its Actual Classroom Practice in EF English First Klampis** prepared and submitted by Kurniasari Anindita (8212707020) has been approved to be examined by the Advisor.



Prof. Dr. Wuri Soedjatmiko
Thesis Advisor

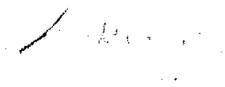
APPROVAL SHEET

(II)

This thesis entitled **English Language Teachers' Teaching Beliefs in Teaching Grammar in Relation to Its Actual Classroom Practice in EF English First Klampis** prepared and submitted by Kurniasari Anindita (8212707020) has been approved to be examined by the Board of Examiners.


Dr. Ignatius Hardjanto

Chair


Prof. Dr. Wuri Soedjatmiko

Secretary


Dr. Bartholomeus Budiyo

Member


Prof. Dr. Wuri Soedjatmiko
Director

STATEMENT OF AUTHENTICITY

I declare that this thesis is my own writing, and it is true and correct that I did not take any scholarly ideas or work from others dishonestly. That all the cited works were quoted in accordance with the ethical code of academic writing.

Surabaya, 01 October 2010

A handwritten signature in black ink, appearing to read 'Kurniasari Anindita', with a long horizontal flourish extending to the right.

Kurniasari Anindita (8212707020)

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Surabaya, October 1st, 2010

ABSTRACT

ABSTRACT

Kurniasari Anindita. 2010. *English Language Teachers' Beliefs in Teaching Grammar in Relation to Its Actual Classroom Practice at EF English First Klampis*. S-2 Thesis, The English Department of Widya Mandala Catholic University Surabaya.

In the teaching and learning of English, the teaching and learning of grammar becomes unavoidable. Language is constructed of grammar therefore it is undebatable as to the significance of grammar in a language. This study aimed at analyzing how teachers view and teach grammar in the classroom, also to see how the beliefs that they hold are practiced in the classroom.

This research tried to find out the teachers' beliefs in teaching grammar, reasons for the formation of those beliefs and how those beliefs were applied in the classroom. In order to do so, the researcher used a short term observation qualitative study where the participants teaching process in the classroom were observed and video taped. The observation used is a non-participant observation.

This research drew on the inductive and deductive approach to teaching grammar. Then different methods of teaching were included to suit each approach. The deductive approach focuses on the explicit explanation of grammar rules. Whereas the inductive approach focuses on the implicit explanation of grammar rules, where students discover grammar rules through guidance from the teacher.

Based on the research done, it showed that teachers believed in the importance of teaching grammar. However there were some divergence between the teachers' beliefs and their actual classroom practice. Divergence were in the use of communicative activities, integration of skills, error correction, use of inductive and deductive approach and also contextualization.

It can be concluded that the divergence happened for reasons of some unawareness of beliefs and practice. Another reason was also lack of knowledge in methodology application suitable to the teachers' context and lastly also the participants' stress level.

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 endeavour. Further professional development would be to 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 let them realize the importance of synchronizing beliefs and actions. Suggestions for further research of teachers' beliefs in teaching grammar, would be research about teachers beliefs in various other context such as in the public schools, secondary or tertiary level. Recording of classroom activities should be done with caution as it might effect the classroom's teaching and learning process.

TABLE OF CONTENTS

TABLE OF CONTENTS

APPROVAL SHEET (I)	i
APPROVAL SHEET (II)	ii
STATEMENT OF AUTHENTICITY	iii
ACKNOWLEDGEMENT	iv
ABSTRACT	vi
TABLE OF CONTENT	vii
CHAPTER I: INTRODUCTION	1
1.1 Background of the Study	1
1.2 Statements of the Problems	7
1.3 The Purpose of the Study	7
1.4 Theoretical Framework.....	8
1.5 Significance of the Study.....	8
1.6 Scope and Limitation	8
1.7 Definition of Key Terms.....	9
CHAPTER II: REVIEW OF RELATED LITERATURE	10
2.1 The History of Teaching Grammar	10
2.2 The Teaching of Grammar Today.....	12
2.3 The Native English Speaker.....	15
2.4 The Non-Native English Speaker.....	16
2.5 Non-Native Versus Native Speaker.....	19
2.5 The Concept of Belief... ..	21
2.6 Teachers' Beliefs in Teaching Grammar and The Actual Classroom	

Practice.....	22
2.7 Teachers' Beliefs and Change.....	24
CHAPTER III METHODOLOGY.....	26
3.1 Research Design	26
3.2 The Setting.....	28
3.3 The Participants.....	28
3.4 The Levels Being Observed.....	29
3.5 Instruments.....	29
3.5.1 Interviews.....	29
3.5.2 Observations.....	30
3.6 Data Analysis Technique.....	30
3.7 Triangulation.....	30
CHAPTER IV FINDINGS AND DISCUSSIONS.....	31
4.1 Findings.....	31
4.1.1 The Teachers' Beliefs in Teaching English at EF English First	
Klampis.....	31
4.1.1.1 Agni Palupi.....	32
4.1.1.2 Wachid Arifin.....	34
4.1.1.3 Shallomitta.....	36
4.1.1.4 John Pendergrass.....	39
4.1.1.5 Cecelia Lawson.....	41
4.1.1.6 Brendon Pettit.....	44
4.1.2 The Class Observations.....	46
4.1.2.1 Agni Palupi's First Class Observation.....	47
4.1.2.2 Agni Palupi's Second Class Observation.....	51

4.1.2.3 Wachid Arifin's First Class Observation.....	54
4.1.2.4 Wachid Arifin's Second Class Observation.....	57
4.1.2.5 Shallomitta's First Class Observation.....	61
4.1.2.6 Shallomitta's Second Class Observation.....	63
4.1.2.7 John Pendergrass' First Class Observation.....	65
4.1.2.8 John Pendergrass' Second Class Observation.....	68
4.1.2.9 Cecelia Lawson's First Class Observation.....	71
4.1.2.10 Cecelia Lawson's Second Class Observation.....	74
4.1.2.11 Brendon Pettit's First Class Observation.....	76
4.1.2.12 Brendon Pettit's Second Class Observation.....	79
4.1.3 How the Teachers' Beliefs Correlates with the Classroom Practice.....	81
4.1.3.1 Agni Palupi.....	81
4.1.3.2 Wachid Arifin.....	83
4.1.3.3 Shallomitta.....	87
4.1.3.4 John Pendergrass.....	90
4.1.3.5 Cecelia Lawson.....	91
4.1.3.6 Brendon Pettit.....	93
4.2 Discussion.....	94
4.2.1 Teachers' Beliefs in Teaching Grammar.....	94
4.2.2 The Formation of Beliefs.....	96
4.2.3 The Comparison of Teachers' Beliefs to the Actual Classroom Practice.....	97
4.2.3.1 Use of Communicative Activities.....	98
4.2.3.2 Integration of Skills.....	98

4.2.3.3 Use of Inductive and Deductive Approach.....	99
4.2.3.4 Use of Context in the Lesson.....	100
4.2.3.5 Error Correction.....	102

CHAPTER V CONCLUSION AND SUGGESTIONS..... 103

5.1 Conclusion	103
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5.2 Suggestions	105
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BIBBILIOGRAPHY 107

APPENDICES..... 108