

PRE-SERVICE ENGLISH TEACHERS' BELIEFS TOWARD THE TEACHING ENGLISH GRAMMAR

Sharon Sion Sibarani

sharonsibarani@gmail.com

English Education Department, University of Swadaya Gunung Jati – Indonesia

Hendriwanto

hendriwanto46@gmail.com

English Education Department, University of Swadaya Gunung Jati – Indonesia

Nunung Nurjannah

nunungnurjannah@ugj.ac.id

English Education Department, University of Swadaya Gunung Jati – Indonesia

Abstract

Numerous studies have been conducted to investigate the beliefs of pre-service teachers in teaching grammar in English education. This study, is located in a university of education in Cirebon, explores pre-service English teacher beliefs in teaching grammar since their beliefs could shape how they teach in the future. To understand the knowledge gap of pre service teachers' beliefs to teach grammar, the study employed an interpretive paradigm, qualitative approach, case study design, thematic analysis, and purposive sampling. Data was generated using semistructured interviews. The research findings indicate that pre-service teachers do perceive grammar as challenging, but nonetheless, they believe that grammar is crucial to master. The beliefs of pre-service teachers in teaching grammar are influenced by their schooling experiences, where positive experiences foster confidence and self-assurance, whereas negative experiences lead to self-doubt. Despite the varying learning experiences in grammar found in this study, both participants believe that to provide effective instruction to students, pre-service teachers need to have a well-balanced blend of pedagogical knowledge and grammatical knowledge.

Keywords: *Pre-service english teacher beliefs', teaching grammar, pedagogic knowldege, grammatical knowldege, teaching media*

Sari

Banyak penelitian telah dilakukan untuk menyelidiki keyakinan guru pra-jabatan dalam mengajar tata bahasa dalam pendidikan bahasa Inggris. Penelitian ini, yang berlokasi di sebuah universitas pendidikan di Cirebon, mengeksplorasi keyakinan guru bahasa Inggris pra-jabatan dalam mengajar tata bahasa karena keyakinan mereka dapat membentuk cara mereka mengajar di masa depan. Untuk memahami kesenjangan pengetahuan tentang keyakinan guru pra-jabatan dalam mengajar tata bahasa, penelitian ini menggunakan paradigma interpretif, pendekatan kualitatif, desain studi kasus, analisis tematik, dan pengambilan sampel secara purposif. Data dikumpulkan dengan

menggunakan wawancara semiterstruktur. Temuan penelitian menunjukkan bahwa guru-guru pra-jabatan menganggap tata bahasa sebagai sesuatu yang menantang, namun demikian, mereka percaya bahwa tata bahasa sangat penting untuk dikuasai. Keyakinan para guru pra-jabatan dalam mengajar tata bahasa dipengaruhi oleh pengalaman sekolah mereka, di mana pengalaman positif menumbuhkan kepercayaan diri dan keyakinan diri, sedangkan pengalaman negatif menyebabkan keraguan diri. Terlepas dari beragamnya pengalaman belajar tata bahasa yang ditemukan dalam penelitian ini, kedua partisipan percaya bahwa untuk memberikan pengajaran yang efektif kepada siswa, guru pra-jabatan harus memiliki perpaduan yang seimbang antara pengetahuan pedagogik dan pengetahuan tata bahasa.

Kata kunci: *Keyakinan guru bahasa Inggris pra-jabatan, pengajaran tata bahasa, pengetahuan pedagogik, pengetahuan tata bahasa, media pengajaran*

Received 2024/10/08

accepted 2024/11/08

published 2025/01/08

APA Citation: Sibarani, S. S., Hendriwanto, & Nurjannah, N. (2025). Pre-Service English Teachers' Beliefs Toward The Teaching English Grammar. *Research and Innovation in Language Learning*, 8(1), 46-59. <http://dx.doi.org/10.33603/rill.v8i1>.

Introduction

Grammar has long been regarded as a central component of English language teaching, as it provides the foundation for learners to communicate effectively in both spoken and written forms. However, teaching grammar is not simply a matter of transmitting a set of language rules. It also requires teachers to possess both an awareness of how language works and the pedagogical skills to facilitate students' understanding (Alderson & Horak, 2011; Harper & Rennie, 2009). Despite its importance, many teachers lack sufficient grammatical content knowledge and pedagogical preparation, which may affect the quality of grammar instruction. This concern has been highlighted in various educational contexts, including the United States, Australia, the United Kingdom, and South Africa, where studies and reports have emphasized the need for stronger grammar training in teacher education programs (Harper & Rennie, 2009; Kruger, Landsberg, & Swart, 2013; Reed, 2014).

The issue becomes particularly significant for pre-service English teachers, whose beliefs and knowledge about teaching grammar can influence their future instructional practices. Teachers' beliefs, shaped by factors such as schooling, teacher education, and classroom experiences, play a crucial role in guiding their approaches to teaching (Busch, 2010; Fleming et al., 2011). If pre-service teachers perceive grammar

as difficult, ineffective, or irrelevant, these perceptions may negatively affect how they teach it in the classroom. Conversely, positive beliefs and adequate preparation can foster more effective grammar teaching.

According to Merisi and Pillay (2020), effective grammar instruction depends on two main domains of knowledge: pedagogical grammar knowledge and grammatical content knowledge. Pedagogical knowledge refers to the ability to design and implement effective teaching strategies, while grammatical content knowledge involves a thorough understanding of grammatical rules and structures. Without a balance of both, teachers may struggle to provide accurate and meaningful instruction. Therefore, investigating pre-service teachers' beliefs about grammar teaching is essential to understand how they view their preparedness, how their prior experiences shape these views, and how teacher education programs can better support them.

In this regard, the present study seeks to explore pre-service English teachers' beliefs about teaching grammar, with particular attention to the interplay between their pedagogical knowledge and grammatical content knowledge. By examining these beliefs, the research aims to provide insights into how future teachers perceive grammar instruction and the extent to which they feel equipped to teach it effectively.

Methods

This study situated within the interpretive paradigm, utilized a qualitative method. This study utilized the following qualitative research methods: (1) case studies of two pre-service teachers, and (2) in-depth interviews. A qualitative case study is a research approach that facilitates the investigation of a phenomenon within a specific context using diverse data sources. Hence, the researcher chose this method was enable the researcher to explore the phenomenon of pre service teachers' beliefs in teaching grammar. The primary aim of conducting a case study on pre-service teachers' beliefs is to uncover their perspectives, attitudes, and beliefs about teaching and learning grammar. Then in depth interview also conducted in exploring pre service teacher beliefs of teaching grammar. This study investigated individual beliefs in two crucial elements, pedagogical content knowledge and grammatical content knowledge of pre service teachers (Merisi and Pilay, 2020). Thematic analysis, a qualitative method for

analyzing data, was selected for analysis based on the frequency of occurrence of themes. The researchers used purposive sampling to choose.

Fourth-year students based on specific criteria: they had to be native Indonesians, have previous experience learning English in Indonesia particularly in the area of grammar, have teaching experience in grammar, from the same university, and in the same level of English class. In this research, data collection was conducted by modify Merisi and Pillay (2020: 4) methods. Those are interview and documentation. In an in-depth interview case study, researchers typically choose a limited number of participants who possess relevant knowledge or experiences related to the subject being investigated. In this research, the author selected two participants who have previous experience in teaching grammar. These interviews enable participants to freely express their thoughts while ensuring specific guiding questions are addressed. . In this research also used documentation of collecting the data. Documentation is accomplished by capturing pictures and recordings during the interviews of pre-service teachers about their beliefs in teaching grammar.

Results and Discussion

The Beliefs of Pedagogical Knowledge

Merisi and Pillay (2020: 10) stated that knowing how to teach or pedagogical knowledge is crucial in teaching english grammar. Therefore, in this findings the researcher categorized the response of pre service teacher into three primary areas: Pre service teachers' prior experience, explicit and communicative beliefs and the use of teaching media.

The prior experience of pre service teachers in learning grammar play a significant role in shaping their beliefs regarding teaching grammar. This aligns with the viewpoint expressed by Busch (2010), which highlights the importance of prior experience in learning grammar as a crucial factor in the development of belief systems, especially in relation to grammar instruction. This was exemplified by Student 1's response:

When I was in high school, the teacher only gave assignments from the exercises in English book. However, in the following class, they would only discuss the

exercises without ever providing clear explanations of the English material. (Interview, Student 1, 2023)

From negative learning experience of Student 1, it can be observed that it shapes her belief that grammar is difficult. This belief is further strengthened by Student 1's statement, "Due to my unfavorable experience in learning grammar, I perceive teaching grammar as a difficult task." In contrast to Student 1, Student 2 had positive learning experience. Student 2 expressed:

My teacher consistently employed engaging teaching materials and methods, such as incorporating stories while teaching grammar. This approach prevented the learning of grammar from becoming monotonous and actually sparked students' interest in the subject. (Interview, Student 2, 2023)

Student 2 had positive experience with grammar learning that shapes his confidence in teaching grammar, as he adopt his teacher's instructional approach as a model. Examining the prior grammar learning experiences of Student 1 and Student 2 can serve as evidence that schooling is one of the three factors emphasized by Borg (2003) that can influence the beliefs of pre service teachers in teaching grammar.

The teaching of grammar of pre service teacher in this research has different beliefs in a context of explicit and communicative teaching. According to Norris and Ortega (2005), it has been asserted that explicit instruction promotes improved comprehension and acquisition of target structures. Sopin (2015) in his study revealed the findings that all participants expressed a strong belief in the importance of explicit grammar instruction. In this research Student 1 who believed in explicit teaching declared:

Grammar will be very effective if it is taught explicitly as it enhances students' understanding in a comprehensive and detailed manner, thereby facilitating a deeper acquisition of knowledge about grammar. (Interview, Student 1, 2023)

Student 1 statement proved by (Wang, 2010) who stated explicit instruction allows learners to acquire grammar concepts that they might not have otherwise learned independently. Furthermore, the explicitness of instruction enhances learners' accuracy,

surpassing what is typically achieved without a specific focus on the grammatical form. Student 1 didn't agree if teaching grammar only teach by communicative since the students will be not always focus to the teacher. With communicative only the students will not very understand about the teachers' explanation due to the lack of thorough explanations provided to them. Contrarily, Student 2 believes that communicative approach is more effective in teaching grammar. Student 2 stated:

The communicative approach is considered more effective because communicative tend to be more relaxed and incorporate everyday language usage. On the other hand, explicit explanations can make students feel that grammar is complicated and difficult. (Interview, Student 2, 2023)

Student 2 is more inclined that grammar instruction should be carried out in a communicative approach. However, Student 2 emphasizes that explicit and communicative approaches are both crucial and intertwined. In Student 2's perspective, it is essential for teachers to prioritize practical application of grammar before offering detailed explanations, as students may struggle to comprehend the concepts if explanations are given first.

Utilizing media is a crucial element in teaching grammar to ensure effective learning. Tompkins (2012) suggests that media technology offers a novel and interactive approach to facilitate students' comprehension of grammar rules within real-life situations. By incorporating media technology, students can integrate grammar practice with other language skills such as reading, speaking, listening, and viewing. The findings of this study indicate that pre-service teachers hold the belief that incorporating teaching media in grammar instruction can greatly enhance student effectiveness. This viewpoint resonates with the strong agreement of both Student 2 and Student 1, who emphasize that the utilization of media aids students in comprehending explanations more effectively. Student 2 stated:

The most effective way is to utilize visual and audiovisual media. When teaching grammar, I will use videos, graphics, quizzes, and make extensive use of available technology. (Interview, Student 2, 2023)

Student 2 believed that teaching grammar would be effective by using virtual media. This is in line with the statement of Tileston (2003) that stated since the majority of learners tend to have either visual or kinesthetic learning preferences, creating a brain-friendly environment relies heavily on teaching approaches that incorporate visual aids, models, or interactive activities. Student 1 also in her teaching experiences argued that she used whiteboards and manila paper as interactive media in teaching grammar.

The Beliefs of Grammatical Content Knowledge

Grammatical content knowledge plays a crucial role in shaping beliefs of pre-service teacher, as it influences how teachers perceive the importance and effectiveness of different instructional approaches, strategies, and materials in teaching grammar (Merisi and Pilay, 2020).

In this findings the researcher categorized the response of pre service teacher into two primary areas: The difficulties of grammar and the importance of grammar. Both of participants felt that grammar is complicated. It is because when they hear the term of “grammar” their minds immediately associate it with formulas and rules. Student 2 stated that “when I hear the word "grammar," the first thing that comes to mind is subject-verb-object or something along the lines of rules.” Student 1 also stated:

Grammar can be quite confusing and somewhat difficult to understand because, as we know, there are numerous types and variations of grammar, which require a significant amount of time to learn. (Interview, Student 1, 2023)

Student 1 expressed her difficulty in learning grammar. This difficulty has shaped her beliefs that grammar is something complicated. Student 1 also explained that this difficulty is due to the abundance of rules, prior negative experiences in learning grammar, and the lack of lessons or informal education they have received outside of formal education. Most of the reasons are related to schooling experiences while learning grammar in school. This is one of factor that stated by Borg (2003), who argued that pre-service teachers provide both positive and negative perceptions of teaching, and from these they classify good and bad instructions. Although Student 1 had negative prior experience in learning grammar, she added that:

Since in teacher education, my understanding of language has significantly improved and even heightened. This is because, in university, the study of grammar is continuously pursued. Additionally, having classmates from the same major provides an opportunity for discussion and discourse on grammar, which greatly enhances my understanding of it. (Interview, Student 1, 2023)

Beliefs of Student 1 in teacher education program about grammar has increased. Teacher education becomes one of factor stated by Borg (2003). Teacher education programs have an impact on pre- service teachers' beliefs of grammar instruction. These programs assist pre-service teachers in developing a more profound comprehension of grammar concepts and the pedagogical strategies employed in grammar instruction (Zmen, 2012). In contrast to Student 1, Student 2 believes that grammar is neither too difficult nor too easy. Student 2 actually enjoyed learning grammar eventhough he felt it complicated.

The difficulties experienced by Student 1 and Student 2 do not make them feel that grammar is not important to learn. Student 1 and Student 2 shared the same beliefs that grammar is crucial for pre-service teachers to master. Azar (2007) emphasizes that a crucial element of teaching grammar is its role in helping learners uncover the inherent structure of language. It reveals that language is comprised of consistent patterns that enable intelligibility in our speaking, reading, listening, and writing. Without grammar, communication would be reduced to mere isolated words, sounds, images, and non-verbal gestures. Grammar, therefore, serves as the foundational framework that weaves together the fabric of meaningful communication. Student 2 declared:

Mastering grammar is crucial because we will become teachers in the future. A teacher is a knowledge transmitter, and if a teacher lacks understanding of grammar how they can earn the trust of students to teach effectively. (Interview, Student 2, 2023)

Student 2 believed that pre service teacher should master grammar. Similar to Student 2, Student 1 also emphasizes the importance of learning grammar as a fundamental aspect of speaking English. Student 1 supports this viewpoint based on

their teaching experience, asserting that English teachers must have knowledge of grammar to ensure their students' understanding of the lessons. Denham and Lobeck, cited in Dikici (2012: 2) that if a teacher lacks competence in grammar, it will negatively impact the students' grammar skills, leading to significant language difficulties for them. Therefore, even though Student 1 and Student 2 found grammar complex, both of them believe that pre service teachers must master grammar.

The Beliefs of Pre-service English Teachers Regarding Their Own Teaching Grammar

The findings of this study revealed that the participants held their own beliefs in teaching grammar. Participants beliefs' of the most effective methods of teaching grammar are influenced by their experiences in both learning and teaching grammar. Student 1 found her beliefs to teach grammar that she stated:

To effectively teach grammar, I find it helpful to start by writing on the whiteboard then providing explanations. By allowing students to write before the explanation, their attention is fully directed towards the teacher because they already have a visual reference from their notes. In contrast, if the teacher explains first without writes in the board, students might struggle to understand the rules and concepts. (Interview, Student 1, 2023)

Belief of Student 1 in teaching grammar was by utilizing a whiteboard, teachers can visually represent grammar concepts, rules, and examples. According to her belief, when students take notes prior to receiving explanations, their attention becomes completely directed towards the teacher, in contrast, when the teacher jumps straight into providing explanations without first writing on the whiteboard, it can lead to student confusion. Additionally, Student 1 mentions that she utilize a manila paper for teaching grammar, the manila paper is employed as a means of facilitating activities during grammar instruction. In stark contrast to Student 1, Student 2 holds his own beliefs of teaching grammar. Student 2 believes:

In my opinion, teaching grammar would be more effective if implementation is provided first before the explanation. Implementation here can take the form of storytelling. I believe that starting with a story related to the grammar context

before providing the explanation would make it easier for students to understand the grammar rules, rather than giving them explanations first, which might confuse them. (Interview, Student 2, 2023)

Student 2 believed that teaching grammar would be effective if implementation is given prior to the explanation. Student 2's belief is formed from their experience of learning grammar in school, where they felt that this approach does not put pressure on students when learning grammar but instead makes them feel interested. Student 2 also added that grammar teaching can be made visual by utilizing PowerPoint and using markers to help students better understand the gaps. Additionally, assigning daily tasks is important to familiarize students with grammar learning. Student 2's opinion on visual media aligns with the findings of Al-sabbagh, 2002, which indicate that visual learners can derive advantages from employing visuals such as images, diagrams, webs, colors, and shapes to highlight text.

Despite the difference in beliefs between Student 1 and Student 2, both of them still believe that the significance between pedagogic knowledge and grammatical content knowledge is equally important. Student 1 states that pedagogic knowledge and grammar content knowledge are two essential components. If a teacher possesses only content knowledge without knowing how to effectively teach, learning will not occur optimally as the teacher lacks the skills to deliver effective instruction. Student 2 also expressed a similar statement:

What we understand may not be immediately comprehensible to others, and therefore we should find appropriate ways to ensure their understanding. (Interview, Student 2, 2023)

According to Merisi and Pillay (2020), it is evident that in order to effectively apply pedagogical content knowledge, a teacher must have grammatical content knowledge. They emphasize that these two crucial components are interconnected in teaching grammar, and therefore, they should be possessed by a teacher.

Conclusion & Recommendation

This study aims to recognise pre service teacher beliefs in teaching grammar. It is crucial to identify the beliefs of pre-service teachers. Their beliefs about teaching grammar greatly influence their approach, perspectives, and methods of teaching grammar in the future. Pre-service English teachers believed that pedagogic knowledge and grammatical knowledge are two essential components, as the absence of either can hinder effective learning and negatively impact student understanding. While participants recognized the importance of both components, there was an imbalance between their pedagogic and grammatical knowledge. This imbalance was attributed to negative schooling experiences, which affected participants' understanding of grammatical content knowledge and subsequently hindered their development of pedagogic knowledge. On the other hand, some participants felt confident in teaching grammar due to positive experiences, which positively influenced their grammatical and pedagogic knowledge. Furthermore, the study revealed that the use of media is the most efficient method for teaching grammar. Therefore, pre- service teachers' beliefs about teaching grammar should strike a balance between pedagogic knowledge and grammatical knowledge since these two components are interconnected and crucial for successful grammar instruction.

References

- Abdi, H., & Asadi, B. (2015). A synopsis of researches on teachers' and students' beliefs about language learning. *International Journal on Studies in English Language and Literature (IJSELL)*, 3(4), 104-114.
- Alhaysony, M. and Alhaisoni, E. (2017) 'EFL teachers' and learners' perceptions of grammatical difficulties'. *Advances in Language and Literary Studies*, 8(1), 188. doi:10.7575/aiac.all.v.8n.1p.188.
- Al-Sabbagh, R.S. (2022) 'The impact of interactive whiteboard use on teaching grammar to grade seven EFL learners'. *International Journal of Learning and Teaching*, 160–167. doi:10.18178/ijlt.8.3.160-167.
- Barrick, L. (2020) 'Interviews: In-depth, semistructured'. *International Encyclopedia of Human Geography*, 403–408. doi:10.1016/b978-0-08-102295-5.10832-7.

- Bell, H. (2016) 'Teacher knowledge and beliefs about grammar: A case study of an english primary school'. *English in Education*, 50(2), 148–163. doi:10.1111/eie.12100.
- Busch, D. (2010) 'Pre-service teacher beliefs about language learning: The Second language acquisition course as an agent for Change'. *Language Teaching Research*, 14(3), 318– 337. doi:10.1177/1362168810365239.
- Berry, A. (Ed). (2015) Re-examining pedagogical content knowledge in science education [Preprint]. doi:10.4324/9781315735665.
- Creswell, J.W. (2013) *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches. 4th Edition*, SAGE Publications, Inc., London.
- Dadvand, B. and Behzadpoor, F. (2020) 'Pedagogical knowledge in English language teaching: A lifelong-learning, complex-system perspective'. *London Review of Education*, 18(1). doi:10.18546/lre.18.1.08.
- Díaz Larenas, C. (2015). A case study on EFL teachers' beliefs about the teaching and learning of English in public education. *Porta Linguarum Revista Interuniversitaria de Didáctica de Las Lenguas Extranjeras*. <https://doi.org/10.30827/digibug.53765>.
- Dikici, I. Z. 2012. "Pre-service English Teachers' Beliefs Towards Grammar and Its Teaching at Two Turkish Universities." *IJALEL*, 1(2), 206–218. doi:10.7575/ijalel.v.1n.2p.206.
- Gilakjani, A.P. and Sabouri, N.B. (2017) 'Teachers' beliefs in English language teaching and learning: A review of the literature'. *English Language Teaching*, 10(4), 78. doi:10.5539/elt.v10n4p78.
- Kiger, M.E. and Varpio, L. (2020) 'Thematic analysis of qualitative data: Amee Guide no. 131'. *Medical Teacher*, 42(8), 846–854. doi:10.1080/0142159x.2020.1755030.
- Kiss, T., & Lin, C. (2016). Beliefs, knowledge and practices of grammar pedagogy: Teaching dyslexic learners. *Malaysian Journal of ELT Research*, 12(1), 37-59. Retrieved from <http://journals.melta.org.my/index.php/majer/article/view/24>

- Lestari, A.D. and Ningrum, A.S. (2022) 'Active learning: Monopoly as a media in teaching grammar for eight grader students'. *Journal of Languages and Language Teaching*, 10(2), 256. doi:10.33394/joltt.v10i2.4894.
- Mart, Ç.T. (2013) 'Teaching grammar in context: Why and how?'. *Theory and Practice in Language Studies*, 3(1). doi:10.4304/tpls.3.1.124-129.
- Merisi, P.O. and Pillay, A. (2020) 'Understanding what shapes English education pre-service teachers' perceptions of preparedness to teach grammar'. *English in Education*, 54(4), 346–357. doi:10.1080/04250494.2020.1740056.
- Merisi, P.O. and Pillay, A. (2020) "Exploring pre-service teachers' beliefs about teaching and learning grammar: Implications for teacher education." *Journal of Education* [Preprint], (79). Available at: <https://doi.org/10.17159/2520->.
- Murniati, C.T., & Riyandari, A (2016). The Implication of Pre-Service Teacher's Belief about Grammar for English Language Policy in Indonesia. *A Journal of Culture, English Language Teaching and Literature (CELT)*. 16(1). Soegijapranata Catholic University: Indonesia.
- Myhill, D., Jones, S., & Watson, A. (2013). Grammar matters: How teachers' grammatical knowledge impacts on the teaching of writing. *Teaching and Teacher Education*, 36, 77– 91.
- Naruemon, D. (2013) *Thai pre-service teachers' beliefs about the learner-centred approach and their classroom practices (Unpublished doctoral dissertation)*. Newcastle University, London, UK.
- Raikhapoor (2020) 'Teachers' beliefs and practices on teaching grammar'. *Proceedings of the 1st International Conference on Education, Society, Economy, Humanity and Environment (ICESHE 2019)* [Preprint]. doi:10.2991/assehr.k.200311.013.
- Sanchez, H.S. and Borg, S. (2014) 'Insights into L2 teachers' pedagogical content knowledge: A cognitive perspective on their grammar explanations'. *System*, 44, 45–53. doi:10.1016/j.system.2014.02.005.
- Sofian, R.F. and Anggraeni, A. (2021) 'An analysis the use of visual media in teaching English to young learners'. *PROJECT (Professional Journal of English Education)*, 4(4), 622. doi:10.22460/project.v4i4.p622-627.

- Sugiyono. (2013). *Quantitative, Qualitative, and R&D Research Methods*. Bandung: Alfabeta CV.
- Thanh, N.C., & Thành, T.T. (2015). 'The Interconnection Between Interpretivist Paradigm and Qualitative Methods in Education'. *American Journal of Educational Science*, 1(2), 24–27.
- Vishnupriya, S. and Bharathi, R. (2022) 'Impact of audio visual aids in teaching'. *International journal of health sciences*, 7847–7859. doi:10.53730/ijhs.v6ns3.7877.
- You, K. (2019) 'Teachers' practices and beliefs about grammar teaching'. *JALT2018—Diversity and Inclusion*, 2018(1), p. 214. doi:10.37546/jaltpcp2018-29.
- Yusof, N.M., Narayanan, G. and Arif, M. (2019) 'A teacher's pedagogical belief in teaching grammar: A case study'. *International Journal of Academic Research in Business and Social Sciences*, 9(13). doi:10.6007/ijarbss/v9-i13/6251.

Conflict of Interest

Potential conflict of interest, if any, should be reported here during data collection.

About Author

Sharon Sion Sibarani is a student at the English Education Department, Universitas Swadaya Gunung Jati Cirebon – Indonesia. She can be contacted at kadarusmanfarid679@gmail.com.

Nunung Nurjannah is a senior lecturer at the English Education Department, Universitas Swadaya Gunung Jati Cirebon – Indonesia. She can be contacted at nunungnurjannah@ugj.ac.id.

Hendriwanto is a senior lecturer at the English Education Department, Universitas Swadaya Gunung Jati Cirebon – Indonesia. He can be contacted at hendriwanto46@gmail.com.