

CHAPTER II

REVIEW OF THE LITERATURE

In this chapter the researcher presents several theories related to the issue of this research. These theories need to be described as theoretical basis for data analysis.

2.1 Theoretical Framework

In this chapter, the researcher will explain the learners' belief, EFL learners' beliefs, beliefs about grammar and learning grammar in EFL context.

2.1.1 Learners' Belief

Belief is defined as something accepted as true, or held as an opinion (Merriem-Webster online Dictionary, 2017). One of the pioneers exploring the beliefs of language learning, Horwitz (1985, 1987, 1988), did not include in his writings an operational description of beliefs in language learning. Horwitz uses terms such as preconception, preconceived ideas and preconceived notions to explain the term 'beliefs', but gives no specific explanation of the concept of the term 'beliefs'.

Pajares (1992) suggests that the term 'beliefs' can refer to the following words: mentality, values, judgments, axioms, views, ideology, attitudes, conceptions, philosophical structures, preconceptions, arrangements, implicit theories, explicit theories, personal theories, internal mental processes, strategies for action, practice guidelines, realistic concepts, perspectives, repertoires of understanding, dan social strategy. Nonetheless, according to Pajares (1992), the distinction between beliefs and these terms are belief is based on assessment and judgment; knowledge is based on objective truth.

Schommer (1994) discussed different types of beliefs as a major concern in the conceptualization of epistemological beliefs; he argued that interesting results, perhaps of a more applied kind, could be achieved also without an explicit focus on more philosophical aspects, but that the inclusion of such aspects would improve the conceptualization of beliefs. Zeldin and Pajares (2000) indicate that students usually do not participate in learning assignments that they believe are not good at. Firmly, their beliefs about ability influence "the choices they make, the efforts they make, their tendency to stick to certain tasks, and their resistance to failure.

Studying the beliefs of learners is inseparable from the theory of self-efficacy. Self-efficacy is how people understand their ability to set a certain level of performance on events that affect their lives (Bandura, 1998). According to Bandura (2011), beliefs of efficacy consisting of cognitive processes, motivations, emotional, and decisions play a big role in ways that can influence people's behavior, whether they are going to be pessimistic or optimistic, in ways that improve themselves or prank themselves. Furthermore, Bandura (2011) urged that self-efficacy confidence affects the commitment of the community, as well as the desires and challenges determined. They also affect how people see opportunities and challenges. It can be said that people with high self-efficacy view challenges as positive opportunities. People with a high degree of self-efficacy are usually confident that they will achieve high achievements (Mizumoto, 2013). When it comes to learning a foreign language, when students have high independence, they are motivated and have a high confidence that they will be able to achieve success based on the goals they want in learning a foreign language.

2.1.2 EFL Learners' Belief

Abdi and Asadi (2015) point out that foreign language learning among EFL (English as a Foreign Language) learners is almost certainly the subject of many firm beliefs and convictions, and these beliefs almost certainly affect language learning . By arguing that the attitudes of learners to learning and their learning habits are highly affected and defined by their values, Borg (2003) emphasizes the close connection between the beliefs of learners and their habits. This implies that learners are more likely to concentrate on aspects of language and skills that they believe are more important or necessary; meanwhile, negative attitudes towards the importance of a specific aspect of language which result in little or almost no attention to that aspect. The values of learners affect their teaching and learning methods as well.

Riley (1996) claims that learners' language acquisition is affected by their beliefs. Growing evidence indicates that learners' beliefs influence not only their language learning methods, but also how they respond to teaching activities. When learners are confronted with situations where teaching methods differ from their perceptions about how to teach, they may express dissatisfaction. As a result, understanding the beliefs of language learners is critical for developing effective strategies and improving language instruction.

Beliefs affects students' and teachers' autonomy and success in language learning and teaching, and underlie all choices they make (Amiryousefi, 2015). As for the indicators used in the survey in students beliefs are beliefs about language learning inventory (BALLI) from Horwitz (1985, 1988, 1999) four beliefs are reported, such as: language learning aptitude, language learning difficulties, the

nature of language learning, and learning and communication strategies. Based on the four categories, the researcher adapted them into four themes such as: learners' beliefs about the importance of grammar, learners' beliefs about learning strategy, learners' beliefs about difficulty of grammar, learners' confidence of using grammar in communication.

2.1.3 Beliefs about Grammar

Baleghizadeh and Farshchi (2009) assert that one of the most important elements of language by which learners expect to interact effectively is grammar. According to Wu (2007), grammar is the most critical aspect of L2 teaching, and it enhances learners' writing, reading, and listening skills all at the same time.

Delija & Tabaku (2009) argue that learners who find grammar difficult to learn tend to prefer methodology based on grammar. Savignon and Wang (2003) concluded that Taiwanese EFL learners who participated in their research recognize the need for initial practice to incorporate grammar instruction, but believe that grammar instruction should only be conducted as required at later stages.

Furthermore, grammar is needed for comprehension in the nature of a language, as Azar points out. We would only have individual words or sounds, images, and gestures to express meanings if language did not have grammar. He points out that student who have had grammar training usually have an advantage over students who do not have adequate grammatical knowledge. To clear up that point, Azar found that students with poor grammatical knowledge struggled in academic writing even when their speaking and listening skills were identified as fluent in a study of generation university students in the United States. They had

no idea how a sentence was constructed or how sentences in a paragraph were connected to one another. on the other hand students who had sufficient grammatical skills, had an easier time understanding the meanings behind the sentences. They understood the distinctions in meanings between the adjectives "-ing" and "-ed" after just a brief clarification, as in the sentences "I was really bored" and "I was really boring" (Azar, 2007).

According to Priya (2015), learning grammar rules allows us to make our communication more coherent and logical. Understanding how to use nouns, verbs, adverbs, adjectives, phrases, and clauses improves our ability to write in English. Grammarians with good skills have a chance to become the next great poet, writer, novelist, or orator. Learning new languages becomes easier when you have a better understanding of grammar. Grammar improves one's personal enrichment. We can comprehend many of the great classics of the English language. Nobody can argue that learning English grammar can help you pass college entrance exams and other competitive exams. Grammar is an important skill to master. It is a pleasurable learning experience with many advantages.

According to Morelli (2003), students perceived themselves as having a better attitude towards grammar instruction in context, while performing slightly better after having experienced the traditional grammar instruction. Elkilic and Akca (2008) reported generally positive attitudes of students studying English grammar at a private primary EFL classroom towards studying grammar. In particular, however, a little over 50% of their subjects claimed to enjoy grammar very much and only about 10% reported finding some difficulty in learning and remembering grammar.

Based on the explanation from researcher above it can conclude that grammar is one of the most important elements of language. It enhances learners' writing, reading, and listening skills all at the same time. Student who have had grammar training usually have an advantage over students who do not have adequate grammatical knowledge.

2.1.4 Learning Grammar in EFL Context

Isyam (2001 and 2007) has attempted to describe grammar based on concepts suggested by some experts. According to the definition, grammar is a set of definite rules for arranging words and other components to form correct sentences in a specific language, which provide meaning to whoever uses the language, whether speaking, listening, writing, reading, or even thinking.

Furthermore, grammar is defined as a description of the structure of language and the way linguistic units such as words and phrases are combined to form sentences in the language. Traditional grammar is on creating correct sentences using rules. Furthermore, formal grammar defined as the arrangement of individual sentences, and grammar considers language as a set of rules, while functional grammar views language as a reserve for making sense in spoken and written communication, with an emphasis on texts and contexts, and it plays in clause rather than word class.

On the other hand, a lot of language educators support the teaching of grammar (Brown, 1994:349) mastery of the target language's grammatical structure is critical, and grammar cannot be dismissed or ignored due to its significance in listening, speaking, reading, and writing skills (Long and Richards, 1987:279) Thus, Widdowson (1990) emphasizes that language learners

cannot listen, speak, read, or write in the language they are learning without knowing or mastering its grammar, or without grammaring (ability).

According to Widdowson (1990: 86), "grammar is not a constraining imposition but a liberating force: it frees us from a reliance on meaning and a strictly lexical categorization of truth. "Given that many learners and teachers prefer to perceive grammar as a collection of constraints on what is permitted and disallowed in language use or, in Larsen-terms, Freeman's a linguistic straitjacket."

Students should learn structure, or grammar, since it is the most important capital and element in language. Along with grammar, spelling, and vocabulary, structure is one of the components of language. In order to communicate effectively, structure is needed. Studying English without knowing structure is pointless because there will be misunderstandings and the language will be appropriate if the structure is right.

Richards stresses that structure is important to be taught in teaching English, he furthermore says that now teaching structure has controversial issues in teaching English, but in recent years, grammar teaching has regained its rightful place in language curriculum (Richards, 2008).

According to Harmer (2004), the correctness of type, appropriateness of style, and subject unity should all be considered when creating appropriate language and well-organized paragraphs for the current piece of work. Accuracy can be learned over a long period of embedding a deep understanding of grammar, similar to how fluency can be learned with consistency. As a result, grammatical errors seem to be the most difficult feature for foreign language learners to avoid.

Even though there are several different types of errors that language learners can make throughout the learning process.

In this case, Mahadir & Ting (2010) gave a more detail of categorization in grammatical errors such as verb form, preposition, article, plurality, tense, pronoun, question, and word form to reflect the common types of errors made by language learners. In their categorization, however, they excluded inappropriate word choices.

Based on the analysis above, it can be seen that some grammatical problems which occurred in writing assignment produced by EFL University students. The categorizations of the grammatical errors indicate the kinds of grammatical errors that mostly occurred in the participants' unplanned writing.

2.2 Previous Study

This study focuses on to know EFL learners' belief about learning grammar. Some related previous studies show the significance of students' belief towards grammar. Sogutlu (2016) investigated Albanian EFL learners' beliefs of the role of grammar knowledge and grammar teaching in EFL learning. The findings demonstrated a very positive attitude towards grammar knowledge and its instruction which suggests a need for consideration of learners' beliefs and needs before adopting various teaching strategies. The collected data were coded into the SPSS to be statistically analyzed. This is confirmed by the research from Ahmadi & Shafiee (2015) explored teachers' and learners' beliefs about grammar teaching and learning in language institutes in Isfahan. The results revealed that there were some differences between teachers' and learners' beliefs regarding error-correction and testing procedures in the classroom. However, their

beliefs about the other factors under investigation, e.g., definition of grammar, and the importance of teaching/learning grammar, were not dissimilar. The results of this study would be beneficial to both teachers and learners who are engaged in the process of teaching and learning grammar.

On the other hand, other researchers (Ahmad, Hussain and Radzuan 2017) investigated non-native EFL teachers' beliefs in relation to adult learners' beliefs in teaching grammar to university students in the Saudi Arabian EFL context. It finds out the harmony and disharmony between the teachers at the giving end and the taught at the receiving end to create a culture of awareness and to build a better teaching- learning environment. Quantitative data have been analyzed using the statistical package for social sciences (SPSS). The major finding of the study are that there is discrepancy in the grammar teaching beliefs of the EFL teachers and the taught and there is a communication gap between them which result into low English proficiency.

The similarities this present research with the other research is the learners' belief about learning grammar. The difference of this research with the other research is some researchers also focus on the teachers' belief and compare with the students belief about learning and teaching grammar.