

# MEANING-FOCUSED INSTRUCTION (MFI) VS. FORM-FOCUSED INSTRUCTION (FFI): METAREFLECTION ON BIPA GRAMMAR LEARNING

**Fida Pangesti, Arti Prihatini, Joko Widodo**

Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Malang, Indonesia  
Jalan Raya Tlogomas Nomor 246, Malang, Jawa Timur, Indonesia  
fidapangesti@umm.ac.id

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**Abstract:** The purpose of this research is to explore the beliefs of BIPA (Indonesian Language for Foreign Speakers) instructors and learners regarding grammar instruction. This research is a descriptive-quantitative study. The subjects consist of 10 BIPA instructors and 20 BIPA learners from UPT BIPA Muhammadiyah Malang University, CIS BIPA State University of Malang, IAIN Surakarta Language Center, and UPT BIPA State University of Medan. The research data include quantitative and qualitative data related to the beliefs that BIPA instructors and learners regarding the instructional framework for grammar learning. Data were collected through a questionnaire adapted from Burgess and Etherington (2022) and interviews. The data were then analyzed using descriptive statistics and qualitative analysis, referring to the beliefs of BIPA instructors and learners regarding grammar instruction. The data analysis results showed that there are differences in beliefs between BIPA learners and instructors regarding the instructional model for teaching Indonesian grammar. BIPA learners believe that Form-Focused Instruction (FFI) is more effective in mastering Indonesian grammar because it focuses on rules and is taught explicitly and deductively, allowing learners to directly understand the target language rules. In contrast, instructors believe that Meaning-Focused Instruction (MFI) is the most suitable instructional model for teaching Indonesian grammar because it focuses on communicative aspects and taught implicitly and inductively, enabling learners to better apply the target language rules. To accommodate these differences in beliefs, an instructional model is needed to accommodate it with the following stages: (1) exposure, (2) formulation of grammar rules, (3) reinforcement of grammar rules, and (4) the use of grammar rules.

**Keywords:** belief, grammar instruction, Indonesian language for foreigners

In the past few decades, the role of grammar teaching in foreign language classrooms has been widely researched. It is due to the fact that teaching grammar is the most difficult problem in language teaching (Mart, 2013). In fact, grammar is known as a major factor in language mastery. Grammar is not only

taught to support language acquisition, but also for psychological reasons for teachers and learners and as a classroom management tool. With adequate grammatical knowledge, students are greatly facilitated in understanding (Van Vooren et al., 2012).

On the other hand, previous studies show that the role of grammar teaching in foreign language learning is quite controversial (Graus & Coppen, 2018). This is because teachers and students have their own perspectives on grammar teaching. Teachers and learners are required to develop their ideas and beliefs about grammar teaching which become the basis of teaching and learning practices. For teachers, beliefs are an important factor in determining the design and implementing learning (Graus & Coppen, 2018).

With this belief, the teacher will determine the approach, model and language learning methods that will be used for foreign speakers. In learning Indonesian for foreign speakers, teachers can carry out grammar learning in a discrete or integrative manner. Discrete learning focuses on language forms (Form-Focused Instruction/FFI), while integrative learning focuses on meaning in practical contexts (Meaning-Focused Instruction/MFI). Previous research found that learners prefer form-focused, explicit, and inductive (FFI) instruction (Graus & Coppen, 2018). For teachers, there is greater enthusiasm for grammar instruction with an inductive approach (Farrell & Bennis, 2013).

However, there are no teachers who put aside the deductive approach on the grounds that it has been used for longer and would not become continued practice if it were not effective (Farrell & Ives, 2015). Thus, teachers may have several beliefs that cause confusion at one time (Farrell & Bennis, 2013). Moreover, research has shown that beliefs are not truly reflected in classroom practices (Basturkmen, 2012; Farrell & Bennis, 2013).

Therefore, beliefs need to be viewed from the learner's perspective because they are the ones who have an interest in being able to master the grammar of the target language. For language learners, previous studies have found that explicit awareness of language 'form' has consistently been important for the development of second language communicative competence.

Much research has been conducted on meta-reflection of beliefs towards grammar teaching. However, most research focuses on teachers' perspectives in general (Razfar, 2012) and is oriented towards the relationship between teachers' beliefs and their language teaching practices (Zheng *et al.*, 2010; Farrell & Bennis, 2013; Farrell & Ives, 2015; Rahman *et al.*, 2018).

Previous research also specifically discusses teachers' beliefs in teaching grammar (A. M. Watson, 2015; A. Watson, 2015). From a learner's perspective, there is still little research that focuses on learner beliefs (Genc, Kulusakli, & Aydin, 2016) and the relationship between teacher-learner beliefs (Abdi, & Asadi, 2015; Graus & Coppen, 2016).

Thus, it can be concluded that there is still a research gap that focuses on comparing the beliefs of BIPA teachers and students. Therefore, this research aims to investigate the beliefs of BIPA teachers and students by comparing the focus of teaching on form (FFI) or meaning (MFI).

## METHOD

This research is descriptive-quantitative research which aims to describe the beliefs of BIPA students and teachers towards the instructional model for teaching Indonesian grammar. The research data is quantitative data in the form of scores obtained from questionnaires distributed via Google Form. The instrument in the questionnaire adapted the questionnaire developed by Burgess and Etherington (Burgess & Etherington, 2002). Furthermore, verbal data in the form of information from respondents was obtained from semi-structured interviews from a sample of research subjects with the aim of exploring deeper information regarding the instructional model for teaching and learning Indonesian grammar.

The subjects of this research were 10 BIPA teachers and 20 BIPA students. BIPA teaching subjects were selected with the indicator of having experience teaching Indonesian grammar, while BIPA learning subjects were selected with the indicator of having experience taking Indonesian Grammar classes. The research location is at UPT BIPA Muhammadiyah University of Malang and three BIPA institutions that have collaborated with research institutions so that access to data can be achieved, namely CIS BIPA State University of Malang, IAIN Surakarta Language Center, and BIPA at State University of Medan.

The research data is in the form of quantitative data and qualitative data related to the beliefs of teachers and learners of Indonesian

for Foreign Speakers (BIPA) regarding the instructional framework for grammar learning.

The data that has been collected is then analyzed using descriptive statistics which aims to describe or analyze a data set using a Linkert scale. The statistical calculations carried out are to get the mean (average) of grammar learning strategies. Interpretation is carried out by referring to the Linkert scale with three categories of levels of use of grammar learning strategies. First, the level of use of grammar learning strategies is categorized as high if the average score is in the range 3.5-5.0. Second, the level of use of grammar learning strategies is categorized as moderate if the average value is in the range 2.5-3.4. Third, the level of strategy use is categorized as low if the average value is in the range 1.0-2.4. The qualitative analysis begins with listening to interview recordings and noting important things that are needed, writing down the data and codifying the data, interpreting the data, and validating the data through guided group discussions.

## FINDINGS AND DISCUSSION

### Findings

As described in the methodology section, BIPA students were given a questionnaire

consisting of 24 questions. The questions are divided into four parts. The first part focuses on BIPA students' beliefs about the Meaning-Focused Instruction (MFI) and Form-Focused Instruction (FFI) approaches in learning Indonesian grammar. The second part focuses on students' beliefs regarding focus on form and focus on forms in learning Indonesian grammar. The third part focuses on implicit and explicit instruction in learning Indonesian grammar. The fourth part focuses on inductive and deductive instruction. Each section consists of 6 statements followed by a structured interview to explore more in-depth information regarding the learner's answers.

The results of data analysis show that BIPA students believe that the Form-Focus Instruction (FFI) approach is the best approach in learning Indonesian grammar in BIPA classes. This is further explained as follows.

### *Meaning-Focused Instruction (MFI) and Form-Focused Instruction (FFI) Approaches*

The results of the analysis of students' beliefs regarding grammar learning can be seen in table 1 below.

**Table 1. Meaning-Focused Instruction (MFI) Vs Form-Focused Instruction (FFI)**

Statement	Disagree		Neutral		Agree	
	$\Sigma$	%	$\Sigma$	%	$\Sigma$	%
Grammar should be part of BIPA Classes	4	20	0	0	16	80
Indonesian grammar must be presented in textbooks	4	20	4	20	12	60
Teachers must pay attention to grammar in BIPA classes	4	20	4	20	12	60
In BIPA classes, grammar discussion is not necessary; the focus of learning is only on how to communicate	14	70	2	10	4	20
The focus of Indonesian lessons should only be on how to communicate (without teaching grammar)	12	60	0	0	8	40
Indonesian grammar should not be discussed in textbooks	16	80	0	0	4	20

Table 1 describes BIPA students' beliefs regarding grammar learning. BIPA students believe that grammar is an important part of learning Indonesian (80%). Therefore, grammar must be presented in teaching materials (60%) and teachers must really pay attention to this aspect (60%). This is reinforced by the following statement.

Data 1. For sure, because grammar is the base for a language.

Data 2. Knowing the structure of making sentence is much more needed than everything else. We can learn vocabs by ourselves but cannot learn grammar by ourselves.

Data 3. Students can understand Indonesian deeply through grammar in order to avoid making mistakes of using it, especially the meaning of each type of affix, such as pe-...-an refers to process or place, etc.

Referring to data (1) to (3), BIPA students believe that grammar is the foundation of a language. By knowing the structure, composing sentences will become easier and errors in the sentences produced can be avoided. Meanwhile, students emphasize that grammar is not

something they can master or learn on their own. The above is the background for BIPA students not believing that grammar discussions are not needed in class (60%) and that the focus of language learning should only be on communication (70%).

### ***Focus on Form (FonF) Vs Focus on Forms (FFS)***

The results of the analysis of students' beliefs regarding grammar learning can be seen in table 2 below.

**Table 2. Focus on Form (FonF) Vs Focus on Forms (FFS)**

Statement	Disagree		Neutral		Agree	
	$\Sigma$	%	$\Sigma$	%	$\Sigma$	%
Grammar must occupy a central position in BIPA classes	8	40	0	0	12	60
BIPA textbooks must systematically deal with all grammatical features	8	40	0	0	12	60
Teachers teach grammar as a separate topic in learning	4	20	0	0	16	80
Teachers should only pay attention to grammatical features if learners have difficulty regarding those grammatical features	16	80	2	10	2	10
If a learner makes a mistake in using a particular grammatical feature, the teacher should not explain that grammatical rule	0	0	8	40	12	60
Learning grammatical aspects is only beneficial if the learner makes grammatical errors	18	90	0	0	2	10

Table 2 illustrates BIPA students' beliefs about the focus of grammar in BIPA classes that is focusing on meaning or focusing on structure. The results of data analysis as shown in table 2 show that BIPA students believe that Focus on Forms is better for them in terms of learning grammar. Consistently as the results of the first statement learners believe that grammar must occupy a central position in BIPA classes (60%), so that BIPA textbooks must relate to all grammatical features (60%). This belief in the urgency of learning grammar makes students believe and agree that grammar should be taught separately from teaching language skills (80%).

In follow-up interviews, several students said that BIPA teachers should pay attention to grammatical features all the time, not just when students experience difficulties (80%). This can also be seen in the following interview data.

Data 4. No way, of course foreigners have difficulties to learn a new language, because it's a new language.

Data 5. Even longtime students still make mistakes, for those who are fluent in Indonesia can take it like a revision. cannot learn grammar by ourselves.

The data above shows that according to students, learning grammar is not only beneficial when students make grammatical errors. Learners feel they will always experience difficulties because it is a new language (data 4). In fact, even students at an advanced level who have studied Indonesian for a long time will experience these difficulties (data 5). Therefore, grammar learning is still needed by BIPA students.

### ***Implicit Vs Explicit Instruction***

The results of the analysis of students' beliefs regarding implicit or explicit grammar learning can be seen in table 3 below.

**Table 3. Implicit Vs Explicit Instruction**

Statement	Disagree		Neutral		Agree	
	$\Sigma$	%	$\Sigma$	%	$\Sigma$	%
When teaching grammar, teachers should discuss grammar rules explicitly	4	20	0	0	16	80
Clear grammar rules are an absolute requirement for mastering grammar	0	0	0	0	20	100
Explicit grammar rules are very important for learners to learn grammar	4	20	0	0	16	80
The best type of grammar instruction is to present as many examples as possible without discussing the underlying grammar rules	2	10	2	10	16	80
The best way for learners to master grammar is to study example sentences (without grammar rules)	2	10	2	10	16	80
Learners acquire grammar automatically by processing many examples of grammatical structures (without grammatical rules)	2	10	2	10	16	80

In the aspect of implicit or explicit grammar learning, BIPA students generally believe that explicit is more suitable for them. This is evidenced by the respondents' agreement with the statement that when teaching grammar, teachers must discuss grammar rules explicitly (80%). This is because grammar rules are very important (80%) and are an absolute requirement for mastering grammar itself (100%). However, what is interesting is that on the other hand, students also believe that they will master grammar automatically by presenting as many examples of the use of grammatical aspects as possible (80%). This is reinforced by the following interview data.

- Data 6. Rules and samples together are the best.
- Data 7. It will be better to consider both parts.
- Data 8. First should talk about rules of it's and then give examples.

The data above shows that students believe that giving examples has a big contribution to mastering grammar rules. Both are equally important (data 6 and data 7). As for technical matters, grammar rules should be presented first, then examples of their use are given (data 8). In other words, students believe that the combination of grammatical rules accompanied by examples is the correct formulation.

#### ***Inductive Vs Deductive Instruction***

In the deductive or inductive aspect of grammar learning, BIPA students believe that deductive learning is better. Learners expect teachers to present grammar rules directly (90%) and explain them (80%). This is felt to be more effective than having students discover the grammar rules themselves from the examples presented (80%). Table 4 below shows details of students' beliefs about this.

**Table 4. Inductive Vs Deductive Instruction**

Statement	Agree		Neutral		Agree	
	$\Sigma$	%	$\Sigma$	%	$\Sigma$	%
Teachers must present grammar rules rather than having students discover the grammar rules themselves	0	0	2	10	18	90
In grammar lessons, teachers are better off explaining grammar rules than letting students derive them from examples	2	10	2	10	16	80
It is more effective to give students grammar rules than to condition them to discover the rules from a presentation of examples	2	10	2	10	16	80
It is better to let the learner infer rules from a set of examples than to provide grammar rules up front (learning)	9	45	11	55	0	0

Continued Tabel 4.

Having students discover grammar rules from examples is a better way than presenting them	10	50	4	20	6	30
Asking students to discover grammar rules is a better way of teaching grammar than having the teacher explain the grammar rules himself	10	50	4	20	6	30

The basic reason for this belief is that students feel that their abilities and backgrounds are diverse. When only presented with examples and clues, students may not be able to make generalizations about the grammar rules. This is as stated by one of the respondents, namely "Maybe students never find it out". Even if students can find the grammar rule, it will take a long time for students, as stated by the respondent "It will be a little bit hard for students to realize it as soon". One respondent even firmly stated "No, here BIPA, that way takes times; wasting time".

#### BIPA Teachers' Beliefs in Grammar Learning

BIPA teachers' beliefs greatly influence the teaching practices implemented in the classroom. Based on the results of data analysis, it can be seen that BIPA teachers believe that Meaning-Focused Instruction (MFI) is more relevant to apply in grammar learning. This is further explained as follows.

#### Meaning-Focused Instruction (MFI) Vs Form-Focused Instruction (FFI)

In carrying out BIPA learning, BIPA teachers apply a set of knowledge related to the principles of second language learning. Nowadays, second language learning is directed at contextual and communicative learning. The contextual approach in language teaching leads to the principle of providing real situations in language teaching, so that what students obtain in the classroom has applicability and meaningfulness. The communicative approach leads to grammar teaching which focuses on the use of language in communication. This belief can be seen from the results of the questionnaire which shows that although according to teachers grammar must be part of BIPA teaching (100%) so they must pay attention to this aspect (100%) and present it in textbooks (100%), the focus of learning remains on how it is used in communication (90%). This can be seen in the data presented in table 1 below.

Table 5. Meaning-Focused Instruction (MFI) Vs Form-Focused Instruction (FFI) Approach

Statement	Disagree		Neutral		Agree	
	Σ	%	Σ	%	Σ	%
Grammar should be part of BIPA Classes	0	0	0	0	10	100
Indonesian grammar must be presented in textbooks	0	0	0	0	10	100
Teachers must pay attention to grammar in BIPA classes	0	0	0	0	10	100
In BIPA classes, grammar discussion is not necessary; the focus of learning is only on how to communicate	0	0	4	40	6	60
The focus of Indonesian lessons should only be on how to communicate (without teaching grammar)	1	10	0	0	9	90
Indonesian grammar should not be discussed in textbooks	0	0	4	40	6	60

This belief is supported by the results of the following interview.

Data 9. Grammar is important, but not the main focus. Grammar can appear in textbooks as an insight into BIPA students' understanding, but there must be context. For example, text or reading.

Data 10. Totally agree (no need to discuss grammar in depth). Focus on language functions.

Based on interview data (9) and (10), it can be understood that teachers believe that although it is important, grammar teaching should not be separated from its context and communicative goals.

**Focus on Form (FonF) Vs Focus on Forms (FonF)**

Focus on Forms (FonF) in grammar teaching in BIPA classes can be seen in table 6 below.

The results of the analysis of teachers' beliefs regarding Focus on Form (FonF) vs

**Table 6. Focus on Form (FonF) Vs Focus on Forms (FonF)**

Statement	Disagree		Neutral		Agree	
	$\Sigma$	%	$\Sigma$	%	$\Sigma$	%
Grammar must occupy a central position in BIPA classes	2	20	6	60	2	20
BIPA textbooks must systematically deal with all grammatical features	0	0	2	20	8	80
Teachers teach grammar as a separate topic in learning	10	100	0	0	0	0
Teachers should only pay attention to grammatical features if learners have difficulty regarding those grammatical features	2	20	6	60	2	20
If a learner makes a mistake in using a particular grammatical feature, the teacher should not explain that grammatical rule	0	0	2	20	8	80
Learning grammatical aspects is only beneficial if the learner makes grammatical errors	0	0	2	20	8	80

Table 6 above describes teachers' beliefs regarding Focus on Form (FonF) vs Focus on Forms (FonF) in teaching grammar in BIPA classes. Based on the table above, it can be understood that in the teacher's belief, if grammar (must) be taught with its structure, then Focus on Form is considered more relevant. FonF views language learning as a process of placing grammatical aspects within the framework of building communicative competence. Therefore, the majority of teachers stated that they were neutral towards the view that grammar should occupy a central position in BIPA learning (60%) and should be taught separately from teaching language skills (100%). It is also felt that grammatical explanations do

not need to be done in depth (80%). This is reinforced by the following interview data.

Data 11. Grammar explanations do not need to be in-depth. An explanation that is too in-depth will make the explanation itself complex and confusing. Later it will be adjusted to suit student needs. If students ask questions requiring more in-depth explanations then the teacher can explain.

**Implicit Versus Explicit Instruction**

The results of the analysis of teachers' beliefs about teaching grammar implicitly and explicitly can be seen in table 7 below.

**Table 7. Implicit Versus Explicit Instruction**

Statement	Disagree		Neutral		Agree	
	$\Sigma$	%	$\Sigma$	%	$\Sigma$	%
When teaching grammar, teachers should discuss grammar rules explicitly	9	90	0	0	1	10
Clear grammar rules are an absolute requirement for mastering grammar	6	60	0	0	4	40
Explicit grammar rules are very important for learners to learn grammar	3	30	4	40	3	30
The best type of grammar instruction is to present as many examples as possible without discussing the underlying grammar rules	0	0	0	0	10	100
The best way for learners to master grammar is to study example sentences (without grammar rules)	1	10	0	0	9	90
Learners acquire grammar automatically by processing many examples of grammatical structures (without grammatical rules)	1	10	0	0	9	90

Based on table 7 above, it can be concluded that BIPA teachers believe that grammar teaching must be carried out implicitly. BIPA teachers stated that they did not agree that grammar teaching must be presented explicitly (90%) because it is an absolute requirement for mastering the language being studied (60%). On the other hand, teachers agree that grammar teaching must be done by presenting examples (100%) because basically students will get it automatically from this exposure (90%). This is supported by the following interview data.

Data 12. With examples presented in actual context, grammar rules will be easier for students to understand. So the principle is that there must be lots of examples.

Data 13. Examples are key. Yet, it can't be a loose example. It must still be

given context. Examples will be a guide for students to in turn produce aspects of the language they are studying

Data (12) and data (13) above strengthen the finding that BIPA teachers believe that grammar teaching should be done implicitly through presenting examples of the use of the grammatical aspects being studied. Specifically, the example must reflect the context in which the linguistic rules are used. Through contextual examples, students will be able to conclude how grammatical rules are and at the same time when these grammatical rules are used.

#### *Inductive Versus Deductive Instruction*

The results of the analysis of teachers' beliefs regarding inductive and deductive teaching of grammar can be seen in table 8 below.

**Table 8. Inductive Versus Deductive Instruction**

Statement	Disagree		Neutral		Agree	
	$\Sigma$	%	$\Sigma$	%	$\Sigma$	%
Teachers must present grammar rules rather than having students discover the grammar rules themselves	7	70	0	0	3	30
In grammar lessons, teachers are better off explaining grammar rules than letting students derive them from examples	10	100	0	0	0	0
It is more effective to give students grammar rules than to condition them to discover the rules from a presentation of examples	2	20	3	30	5	50
It is better to let the learner infer rules from a set of examples than to provide grammar rules up front (learning)	10	100	0	0	0	0
Having students discover grammar rules from examples is a better way than presenting them	10	100	0	0	0	0
Asking students to discover grammar rules is a better way of teaching grammar than having the teacher explain the grammar rules himself	10	100	0	0	0	0

In the aspect of deductive or inductive grammar learning, students believe that inductive learning is more appropriate. This can be seen from the responses of teachers who stated that they did not agree if teachers had to present grammar rules (70%) and explain them (100%). Even though it seems more effective in terms of time, such learning does not provide meaning for students. Therefore, according to the teacher, encouraging students to discover grammar rules themselves through providing examples is the best way (100%). This is reinforced by the following view.

Data 14. I prefer giving examples rather than directly giving grammar rules. This not only makes BIPA students understand more, but also makes them more critical and able to make adjustments to their usage practices. Why? Because the examples that can be presented in class are also limited. If they are used to drawing their own conclusions, they will easily overcome obstacles regarding grammatical aspects outside of class.



Data (14) confirms teachers' beliefs about the importance of teaching grammar inductively. From the teacher's perspective, through inductive learning, students will better understand linguistic rules and apply them productively in different contexts. Critical thinking skills built from analysis, evaluation and conclusion activities in the classroom will accustom students to think reflectively in facing obstacles to grammatical production in wider communication.

## Discussions

Grammar is an important aspect in second language acquisition in Indonesian Language for Foreign Speakers (BIPA) classes. Students need to master grammar to produce meaningful and accurate sentences (Mart, 2013; Yacob & Yunus, 2019), so that students can express their thoughts confidently. In other words, grammar is an important element in developing language skills (Yousef Abduh & Algouzi, 2020) and learners' communicative competence (Loewen & Sato, 2018). This is also in line with the view of (Richards, 2002) which states that there are at least two reasons for the importance of teaching grammar, namely understandability and acceptability. By mastering grammar, students will understand how to arrange and use certain structures so that the resulting sentences can be understood well. On the other hand, by mastering grammar, students will understand the context in which certain structures are used so that inaccuracy of use does not occur in communication.

The performance of teachers and students in grammar learning is influenced by various factors. One of them is belief. Belief is a mental state that is accepted as true by an individual which is subjective based on evaluation of experience. In other words, it can be said that belief is strongly influenced by emotions. This belief will have a significant influence on individual thinking and behavior (Incecay & Dollar, 2011).

In practice in the field, there are differences in beliefs between students and teachers regarding grammar learning itself. Teachers believe that Meaning-Focus Instruction is the most appropriate in teaching Indonesian grammar in BIPA classes. Meaning-Focused Instruction (MFI) emphasizes that the main goal

of language learning is communication and this must be reflected in classroom learning. Thus, grammar teaching is not carried out discretely and does not focus on the structure itself. Teaching grammar emphasizes the teacher's ability to facilitate students in formulating aspects of grammar and their use in communication based on examples of real use of grammar. Even if the teacher applies Form-Focused Instruction (FFI), then the teacher will apply focus on form (FonF) which is implemented through implicit and inductive learning. This is in line with the views of Thekes (2011); Adeng & Shah (2012) who prefer Meaning-Focused Instruction (MFI) based learning because the constant explanation of grammar rules in Form-Focused Instruction (FFI) can reduce learner motivation.

However, on the contrary, BIPA students believe that Form-Focused Instruction (FFI) is more effective in mastering Indonesian grammar. Form-Focused Instruction (FFI) refers to instruction, both planned and incidental, that directs learners to pay attention to linguistic rules (Graus & Coppen, 2018). This makes FFI often associated with traditional grammar learning where the teacher presents the grammatical structure and is followed by exercises by the learner (Yacob & Yunus, 2019). FFI applied with focus on forms (FonFs) in explicit and deductive learning is considered more effective and efficient. The target of achieving grammatical competence is also easier to achieve. This belief cannot be separated from the learner's view that teaching grammar is the most difficult problem in language teaching (Mart, 2013). Therefore, with adequate grammar knowledge, students are greatly facilitated in understanding grammar itself (Van Vooren, Casteleyn & Mottart, 2012) and ultimately the language produced is more precise and accurate.

In the meantime, both instructors and learners are convinced that presenting examples and placing a focus on grammatical aspects within the framework of text and context are highly beneficial for mastering Indonesian grammar in BIPA (Bahasa Indonesia untuk Penutur Asing) classes. This aligns with the concept of a contextual grammar learning approach. The contextual approach aids instructors in connecting the learning materials with real-life situations relevant to the usage/implementation of the learned material.

This approach is applied in language teaching by providing tailored examples of language use and connecting them to real-life contexts, allowing students to discover meaning in the learning process (Aziz & Dewi, 2019).

Consequently, to accommodate the beliefs of instructors and learners in the teaching of Indonesian grammar in BIPA classes, instructors need to integrate the concepts of Meaning-Focused Instruction (MFI) and Form-Focused Instruction (FFI). Learning is directed towards providing examples of grammatical aspects tied to the text and concludes with comprehensive explanations regarding the grammar rules being learned.

To accommodate these differing beliefs, an instructional model is needed that incorporates the following stages: (1) exposure, (2) formulation of grammar rules, (3) reinforcement of grammar rules, and (4) application of grammar rules. Stage 1: Exposure, In this stage, instructors present texts that incorporate the grammar aspects being studied. These texts should be contextual and diverse. This approach allows BIPA learners to build a wide repertoire of grammar usage models. Activities carried out in this stage involve comprehending the text and identifying the presented grammar aspects.

Stage 2: Formulation of grammar rules, Instructors facilitate learners in formulating grammar rules based on the texts presented in stage 1. Grammar rules are derived by examining linguistic features and patterns within the text and context. In this regard, instructors should pay close attention to providing precise keywords to guide discussions and ensure that the formulated grammar rules align with the predetermined learning objectives.

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Stage 3: reinforcement of grammar rules, in this critical stage of grammar instruction, instructors provide reinforcement and explanations of the grammar rules formulated by learners. Clear and precise explanations of grammar rules are essential for learners. However, in stage 3, instructors do not merely provide grammar rules but also offer additional examples to reinforce the concepts. The presence of instructional modules is crucial in this phase.

Stage 4: Application of grammar, instructors provide exercises that facilitate as many opportunities as possible for learners to practice the grammar aspects they have learned. The key consideration for instructors in this stage is to ensure that the exercises remain contextual. Ultimately, this context will correlate with the diversity of exercise types that can be incorporated into the classroom.

## CONCLUSION

Based on the discussion and findings presented, it can be concluded that there is a difference in beliefs between BIPA learners and instructors regarding the instructional model for teaching Indonesian grammar. BIPA learners believe that Form-Focused Instruction (FFI) is more effective for mastering Indonesian grammar, while instructors believe that Meaning-Focused Instruction (MFI) is the most suitable instructional model for teaching Indonesian grammar. To accommodate these differing beliefs, an instructional model is needed that incorporates the following stages: (1) exposure, (2) formulation of grammar rules, (3) reinforcement of grammar rules, and (4) application of grammar rules.

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