



A NARRATIVE INQUIRY OF PRE-SERVICE ENGLISH TEACHERS'  
EXPERIENCES IN TEACHING GRAMMAR DURING THE COVID-19  
PANDEMIC

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Abstrak

Penelitian naratif ini bertujuan untuk menginvestigasi pengalaman calon guru Bahasa Inggris ketika PLP yang berfokus pada pengajaran grammar selama pandemik COVID-19. Penelitian ini dilaksanakan dengan menggunakan pendekatan naratif. Peserta pada penelitian ini yaitu 2 orang calon guru program studi pendidikan Bahasa Inggris UNSIKA yang berpengalaman mengikuti PLP khususnya dalam pengajaran grammar selama pandemik COVID-19 di Indonesia. Data yang berhubungan dengan penelitian ini diambil dari jurnal reflektif, wawancara, dan artefak. Data yang telah terkumpul dianalisis menggunakan thematic analysis (Braun and Clarke, 2006). Penemuan pada penelitian ini menunjukkan bahwa (1) calon guru Inggris cenderung menggunakan pendekatan deduktif daripada pendekatan induktif dalam mengajar grammar di sekolah menengah selama pandemik COVID-19. (2) Pengajaran grammar sangat bermanfaat untuk calon guru Bahasa Inggris untuk meningkatkan pengetahuan dan kemampuan mengajar yang berhubungan dengan grammar. (3) Pengajaran grammar selama pandemik COVID-19 sangat menantang bagi calon guru Bahasa Inggris karena beberapa dari mereka masih belum menguasai grammar dengan baik. Selain itu, masalah-masalah teknis seperti koneksi internet yang tidak stabil dan gangguan suara mengakibatkan pengajaran grammar tidak efektif. Penemuan-penemuan tersebut memberikan manfaat untuk calon guru Bahasa Inggris dan para siswa khususnya dalam konteks pengajaran grammar.

**Kata Kunci:** *Pandemik COVID-19, Pengalaman, Pendekatan Naratif, Calon guru Bahasa Inggris, Pengajaran Grammar*

Abstract

This narrative study aimed to investigate pre-service English teachers experiences in teaching practicum that focused in teaching grammar during the COVID-19 pandemic. This study was conducted by using narrative inquiry as the research design. The participants of this study were two pre-service teachers of English Education Department of UNSIKA who experienced in teaching practicum in seventh semester especially in teaching grammar during the COVID-19 pandemic in Indonesia. The data





related to this study collected using reflective journal, interview, and artifacts. The data that has been collected were analyzed using thematic analysis (Braun and Clarke, 2006). The findings show that (1) the pre-service English teachers tend to use deductive rather than inductive approach in teaching grammar in secondary school during the COVID-19 pandemic. (2) Teaching grammar is very beneficial for pre-service English teachers to enrich their knowledge and teaching skill related grammar. (3) Teaching grammar during the COVID-19 is challenging for pre-service English teachers since some of them are still not superb at grammar. In addition, technical problems such as unstable internet connection and audio issues is resulted grammar teaching ineffective. These findings have implications for pre-service English teachers and students in grammar teaching context.

**Keywords:** *COVID-19 pandemic, Experiences, Narrative inquiry, Pre-service English teachers, Teaching grammar*

## **INTRODUCTION**

COVID-19 outbreak has become a pandemic that swept the globe and switch all of sectors including education into a new world order. In education, the regulation required to switch teaching and learning activities into virtual setting at all education levels from early to college level due to the pandemic (Özkanal et al., 2020). It aimed to decrease the spread of COVID-19 viruses because it affected significantly for education, the teachers are forced to change face to face learning into remote learning activities (Hastowohadi et al., 2020) and followed the health protocol regulations that has appointed by the government. Thus, online education became an alternative solution to continue the education process amidst the outbreak of health crisis (Özkanal et al., 2020).

Grammar has an essential role in teaching and learning language especially in teaching and learning English because it can support other skills including listening, speaking, reading, and writing (Widodo, 2006). On the other hand, a number of pre-service English teachers are still lack of knowledge and experience in teaching grammar but they have to teach grammar in teaching practicum during the COVID-19 pandemic. However, pre-service English teachers might face some challenges in teaching practicum processes such as poor of experience in teaching, classroom management, personal emotion and etc (Oktaviani & Jaelani, 2021). Therefore, pre-service EFL teachers need to develop the suitable teaching strategies especially in teaching grammar based on the students' needs amidst the COVID-19 pandemic (Malik et al., 2020) because the pre-service EFL teachers do not only face the students competencies but also they have to consider many aspects including the teaching media, method, procedure, and etc that appropriate particularly in teaching grammar during the COVID-19 pandemic.

In recent years, many studies have been done dealing with pre-service or in-service teachers' beliefs, emotions and challenges amidst COVID-19 pandemic (Widodo et al., 2020; Heryatun et al., 2020; Aman, 2020), they found that the alteration of culture and condition amidst the COVID-19 pandemic affected to their emotions experience. However, there are a number of studies about pre-service or in-service teachers' attitudes, cognitions, beliefs, and experience focused on grammar teaching (Canh and Barnard, 2009; Hong, 2012; Teik, 2017; Ahmad, 2018; Mudra, 2018; Aman,





2020). The studies conducted to explore pre-service EFL teachers' stories particularly in teaching grammar during the COVID-19 pandemic are under-research. Therefore, to fill the void, this present study aimed to investigate pre-service English teachers' experiences in teaching grammar during the COVID-19 pandemic using narrative inquiry method. To address this issue, the research question of this study was: What is pre-service EFL teachers' experiences in teaching grammar during the COVID-19 pandemic?

### **Previous Research on Secondary Grammar Teaching**

There were several studies conducted by some experts and authors, which have similar topics to support this study.

Farrell (1999) conducted a study entitled "the Reflective Assignment: Unlocking Pre-service English Teachers' Beliefs on Grammar Teaching. The study presented reflective assignment of five representative pre-service English teachers. The findings show that pre-service English teachers' beliefs influenced their teaching of English grammar. The pre-service English teachers have only experienced a deductive approach in learning grammar, they were not aware to use others approaches such as inductive approach in teaching grammar.

A review study by Borg (2003) reviewed teachers' cognition in grammar teaching. The finding divided teachers' cognition in grammar teaching into three groups: first, teachers' knowledge about grammar; second, teachers' beliefs about grammar teaching; & third, practices and cognitions in grammar teaching. The different perspectives in case teachers' cognition in grammar instruction also highlighted in the study.

Canh and Barnard (2009) researched "*Teaching Grammar: A Survey of Teachers' Attitudes in Vietnam*". This study used a questionnaire to 29 teachers in Vietnamese universities and other institutes of higher education, all of whom taught EAP courses as all or part of their teaching duties. The findings examined that the teachers prefer a traditional, rather than a communicative approach in grammar instruction and there is an emphasis on systematic practice of grammatical forms and the correction of grammatical errors.

Hong (2012) conducted a research entitled "*Teacher Cognition and Grammar Teaching Approaches*". There were 37 secondary school teachers involved in this study. As the result, most of respondents believe that grammar can be teach using various approaches based on the students' need. The teachers can combine both the prescriptive/descriptive grammar and the communicative approach.

Previous research in Singapore, Teik (2017) investigated pre-service English teachers' beliefs about grammar teaching by administering a questionnaire to 39 first semester student teachers of Post Graduate Diploma in Education for Secondary School (PGDE – Secondary) in the National Institute of Singapore (NIE). He stated that grammar plays essential roles in teaching and learning that should given particular attention. The findings reported that the pre-service teachers' perception towards the way they teach grammar based on their understanding of grammar and the confidence of their prior knowledge. Most of respondents agree to employ functional grammar but the other respondent agree to use a combination between traditional and communicative approach. In addition, Teik (2017) found that a number of respondents preferred the implicit teaching grammar as an approach in which teachers facilitate students discovery the rules themselves.



Meanwhile, study was conducted by Ahmad (2018) in Saudi Arabia investigated non-native EFL teachers' cognition, beliefs and practices in teaching grammar to college students in the Saudi Arabian context across mother tongue and gender. He administered a questionnaire to sixty teachers based on satisfied random sampling while eight teachers were observed in several time. As findings there were no statistically significant differences in the teachers' beliefs and their beliefs and practices were still in weak cognition.

A qualitative study by Mudra (2018) investigated pre-service EFL teachers' experiences in teaching practicum in rural schools in Indonesia focused on the obstacles that faced during practicum. The author administered interviews and observations to 17 pre-service English teachers who enroll teaching practicum in rural school in Indonesia. The result said that the obstacles faced by pre-service EFL teachers including classroom management, learning materials or resources, teaching aids or media, teaching methods, learners' English skills, choice of language use, slow internet connectivity, learners' motivation, evaluation technique and parental support.

Cushing and Helks (2021) conducted a study entitled "Exploring primary and secondary students' experiences of grammar teaching and testing in England". The data collected from focus groups of primary and secondary school students. Three main findings presented in this study. Firstly, students' conceptualization of grammar emphasis on words, clauses, morpheme, and etc. Secondly, the students focused on experiences of decontextualised grammar teaching. Thirdly, students' experiences as well as their teachers' pedagogies were wrapped and distorted by Grammar, Punctuation, and Spelling (GPS – national curricula of England) tests as a powerful de facto policy.

Based on previous research on secondary grammar teaching above, most of them conducted study using quantitative method. There are various findings have presented namely; pre-service teachers or in-service teachers' beliefs, perception, knowledge, experiences, obstacles, and etc. In recent study, the author investigated pre-service English teachers' experiences in teaching grammar during the COVID-19 pandemic in Indonesia using narrative inquiry. The participants two pre-service English teachers of UNSIKA who had experience in teaching practicum especially in teaching grammar in seventh semester during the COVID-19 pandemic. The data collected using reflective journal, interview, and artifacts then the data analyzed using thematic analysis (Braun and Clarke, 2006).

## **METHOD**

This study use narrative inquiry to investigate pre-service English teachers' stories about their experiences in teaching grammar during COVID-19 outbreak. Narrative inquiry aims to acquire and analyse, oral, written and multimodal data, and to report findings (Barkhuizen, Benson & Chik, 2014). Similarly, narrative inquiry is a method of a narrative understanding of experience, it is not only about telling of stories but also about making meaning of life experiences in the process of telling stories (Clandinin et al., 2016).

### **Participants**

In this study, the author asked some undergraduate students of English Education Departement of UNSIKA to contribute voluntarily in writing reflective journal and doing interview. From a number of pre-service English teachers, two participants Lilis





and Rosa (female, pseudonyms) agreed to be recruited as interviewees in this research. Tabel 3.1 presents demographic information of participants. The participants, the eighth year pre-service English teachers who experienced in teaching practicum in seventh semester especially in teaching grammar during the COVID-19 pandemic.

**Table 3.1 Demographic Information of Participants**

No.	Participants (Pseudonyms)	Gender	Age	Educational Background	Linguistics Background
1.	Lilis	Female	22	Undergraduate studies	Indonesian English
2.	Rosa	Female	23	Undergraduate studies	Indonesian Sundanese

### **Data Collection and Analysis**

The data that has been collected were analyzed by thematic analysis (Braun & Clarke, 2006) that consist of six phases, namely:

Phase 1: familiarization with data;

Phase 2: generating initial codes;

Phase 3: searching for themes;

Phase 4: reviewing themes;

Phase 5: defining and naming themes;

Phase 6: producing the report.

Thematic analysis purposed to understand pre-service teachers' experiences that faced by them during teaching practice practicum specifically in teaching grammar during the COVID-19 pandemic. The author read the data from pre-service English teachers' reflective journal and interview repeatedly in order to making code to the data easily. Moreover, the author also analyzed participants' lesson plan to triangulate other sources of the data. Then, the data segmented into some categories and labeling them of each categories. Afterward, the author interpreted the words and sentences of reflective journal, interview, and document from the participants into a writing report.

## **FINDING AND DISCUSSION**

Drawing on the data from pre-service English teachers' reflective journals, interviews and artifacts two main themes were identified: (1) Approaches and techniques in teaching grammar applied by pre-sevice English teachers during the COVID-19 pandemic and (2) The benefits and challenges of grammar teaching during the COVID-19 pandemic.

### **A. Findings**

1. Approaches and techniques in teaching grammar applied by pre-service English teachers during the COVID-19 pandemic

Lilis told that she taught the grammar about simple present tense also passive voice, and simple past tense integratedly in procedure text and news item text. Furthermore, Lilis expressed that she asked the students about the grammar rules first at the beginning. Then, she explained again about grammar rules to the students and gave them some examples.

The following is an excerpt about Lilis' experiences in applied approach in teaching grammar during the COVID-19 pandemic:





*The material weren't directly focused on grammar, but they were more focus on text genre. However, students still learned grammar such simple present tense in procedure text, also passive voice, and simple past tense in news item text....The first grammar lessons that I taught were passive voice and simple past tense in news item text material. At the beginning I asked students have they ever known about simple past tense, and they confessed they had learned it before in middle school but already forgot about it. In order to check their understanding, I asked them to mention the formula of negative sentences, positive sentences, and interrogative sentences of simple past tense both in verbal and nominal form. Most students confidently answered the questions. Their questions are mostly correct and it showed that they still remember the formulas of simple past tense. I explained again about the formulas of simple past tense and gave some sentences examples. I also asked them to convert simple present tense sentences into simple past tense....The next grammar lesson that I taught in news item material is passive voice....The second grammar lesson that I taught was simple present tense in procedure text material.*

*(Lilis)*

On the other hand, Rosa told that she taught grammar separately with other material in the next meeting. Rosa told that she asked the students about present continuous tense. Then, she explained about the grammar rules in written and video to the students and gave them some examples. The following is an excerpt about Rosa's experiences in applied approach in grammar teaching during the COVID-19 pandemic:

*In the first meeting until fourth meeting, I still gave the other materials besides tenses through Google Classroom. I shared Youtube link about procedure text that I made myself. Then, I asked the students to filled the quiz that I made in Quizizz in order to the activity was more enjoyable but only some students participated the quiz. Moreover, the next material was present continuous tense...In the beginning, I asked the students to lead the prayers but the students didn't response it. Then, I continued the meeting and asked the students, "Do you know about present continuous tense?". It aimed to check their focus with the activity in Whatsapp group. Some students answered it. After that, I explained about present continuous tense and gave the example. In addition, I also sent the video about present continuous tense material because the students' learning style were various, namely; visual and auditory.*

*(Rosa)*

Based on Lilis and Rosa experiences above indicate that every pre-service English teacher applied different way to teach grammar. Lilis taught grammar integratedly with other materials while Rosa taught grammar separately with other materials in the next meeting. Moreover, both Lilis and Rosa taught grammar using deductive approach. They explained and gave some of grammar rules at the beginning of meeting explicitly then gave some examples to the students.



2. The benefits and challenges of grammar teaching during the COVID-19 pandemic

Teaching grammar give some benefits both for the students and pre-service English teachers. Lilis expressed that teaching grammar can facilitate the students' fluency in using English and can help them to comprehend English structure such as part of speech, word class, verb, and etc. Even though some people told that grammar is not really important but actually grammar is very important to scaffold other skills in English (listening, speaking, reading, and writing) and it can help to improve the knowledge about vocabulary. Lilis told that grammar is necessary in writing English because if the grammar is wrong it can make the readers misunderstanding the meaning. In addition, Rosa told that the benefit for the pre-service teachers or service teachers is teaching grammar can develop her knowledge and recover her lost memories about grammar. The following is Lilis and Rosa's vignettes below point out the benefit in teaching grammar:

*The benefit in teaching grammar for the students is that it could make them more trained in using English. Even though some people said that grammar is not really important in speaking whereas it is important because if the grammar is mess other people would not understand. Especially in writing English sentences, the grammar have to precise and accurate. That's the advantage in order to the students can be more fluent and trained in using English. In my opinion, the benefit for the pre-service teacher or service teacher is in order to the students can be more understand because if the students are more understand about the grammar, it is beneficial too for the teachers. Moreover, learning grammar also can facilitate the students to comprehend the words structure in English such as word class, noun, adjective, verb, etc. If the the students learn about grammar, it also can help them to improve their knowledge about English. It is not only can improve their knowledge about grammar but also can help them to improve their vocabulary too.*

*(Lilis)*

*The benefit for me is to develop my knowledge and to bring back my lost memories because I'm really incompetent at grammar although this is the basic material that I get in Junior High School so that I little bit forget and rarely used it too. Teaching grammar make me remember again and develop my knowledge. Therefore, if I teach grammar again for instance present continouse tense, I'm uncalled-for navigate again the material because I have experienced in teaching that material so that I have memorized and understood it.*

*(Rosa)*

Lilis and Rosa's vignettes above indicate that teaching grammar is beneficial for the pre-service English teachers and also for the students. Teaching grammar can develop pre-service English teachers' knowledge and skill in teaching and learning. Moreover, grammar is very helpful to scaffold the students' English skills to be better.

Although teaching grammar has some benefits, there are certainly challenges in teaching grammar during the COVID-19 pandemic. Lilis



explained that she faced some challenges in teaching grammar in teaching practicum during the COVID-19 pandemic. There were students' low understanding, students' inactiveness, and technical problems. She told that she still faced students' low understanding in basic grammar. They were still confuse to determine appropriate 'to be' for appropriate subject (singular or plural). She also told that she faced students' unactiveness. They were still unconfident, scare, and shy to answer the questions. The other challenges were technical problems such as poor internet connection and audio issues during meeting.

The following is an example of pre-service English teacher's experiences in teaching grammar during the COVID-19 pandemic. In this excerpt, Lilis is talking about her challenges:

*When I taught grammar during my pre-service training, I often face some obstacles. The obstacles that I face when taught grammar are varies. The first obstacle that I face was students' low understanding about basic grammar. They were some students that still had difficulties to determine appropriate "to be" for each subject. They also often confuse when determining "to be" for singular and plural subject. I need to explained it again and provide some examples. Furthermore, obstacle that I face was students' activeness in question and answered activity. When I asked students some questions, it was only same students who answered it confidently again and again. The other students were still unconfident enough to express their answers. I ever asked those students privately about that problem, and they confessed that they were scare other students would mocked them if they answered the questions incorrectly. Meanwhile, the other conveyed that they were too shy to answer it even though they knew the correct answers. The other obstacles that I faced are related with technical problems. Some students were often abruptly left the meeting because their poor connection. Consequently, they could not listen the lesson from beginning until the end. Besides that, students admitted that they often face audio issues during the meeting.*

*(Lilis)*

Moreover, another excerpt, Rosa explained that she faced some challenges during teaching grammar. She told that the main challenge that faced by her is herself because she was not really comprehend yet about grammar. She also told that there was no book that provided by mentor teacher in teaching English practicum. Therefore, she had to explore again her knowledge about grammar before teaching grammar through some sources such as YouTube, books, and internet.

The following is another example of pre-service English teacher's experiences in teaching grammar during the COVID-19 pandemic. In this excerpt, Rosa is talking about her challenges:

*The challenge was myself. I was not very good at grammar and the mentor teacher didn't provide book references during teaching practicum in my school placement so that I need to navigate the material from some sources in the internet. That's the challenges. I need to learn the material before I teach grammar. I was not superb at grammar, I meant I forgot some*





*material about grammar because I'm rarely used it. However, I need to teach the material with the right grammar rules because I could not possibly give the students the false grammar material. Therefore, I need to know more about the grammar before I started teaching.*

*(Rosa)*

Lilis and Rosa's experiences indicate that pre-service English teachers faced a number of challenges in teaching practicum especially in teaching grammar during the COVID-19 pandemic. The challenges that faced by them give significant effects both for the students in comprehend grammar material and for pre-service English teachers in explain the material to the students.

## **B. Discussions**

### **1. Approaches and techniques in teaching grammar applied by pre-service English teachers during the COVID-19 pandemic**

The findings show that every pre-service English teacher applied different way to teach grammar. Lilis taught grammar integratedly with other materials while Rosa taught grammar separately with other materials in the next meeting. Moreover, both Lilis and Rosa taught grammar using deductive approach. They explained the grammar material and gave some of grammar rules at the beginning of meeting explicitly then gave some examples to the students. Drawing on the findings, the pre-service English teachers tend to use deductive rather than inductive approach in teaching grammar in secondary school. However, every approach has similar purpose that is to facilitate the students to improve their English skills and comprehend grammar precisely and accurately, for example based on Farrell (1999) explained that deductive and inductive approach are beneficial depending on the context. "Whether a teacher employs a deductive or inductive approach, s/he should consider the notion that language learning, particularly in the context of EFL (for example, grammar) is a largely conscious process that involves formal exposure to rules of syntax and semantics followed by specific applications of the rule, with corrective and encouraging feedback reinforcing correct usage and discouraging incorrect usage." (Widodo, 2006 p.129). Therefore, pre-service English teachers should consider implementing some alternative grammar teaching approaches and techniques especially during the COVID-19 pandemic either synchronously or asynchronously.

### **2. The benefits and challenges of grammar teaching during the COVID-19 pandemic**

The findings show that teaching grammar is beneficial both for the students and for pre-service-English teachers. Lilis expressed that teaching grammar can support the students' fluency in English and help them comprehend English structures such as part of speech, word class, and etc. Although there is still any pro and contra about grammar but actually grammar is still important. Huong (2015) asserted that grammar is essential to facilitate students' level of proficiency both accuracy and fluency in using language. Widodo (2006) explained that grammar plays an important role in four language skills: listening, speaking, reading, and writing including vocabulary. Lilis told that grammar is necessary in writing English because if the grammar is wrong it can make the readers misunderstanding the meaning. Hong (2012) stated that



grammar can be used as a tool that was conveying meaning and understanding about what other people messages as communicative approach. Therefore, grammar is very helpful to scaffold the students' English skills including vocabulary to be more fluent and accurate in using English.

In addition, Lilis and Rosa expressed that teaching grammar also beneficial for pre-service English teachers. Lilis told that for pre-service English teachers if the students are understand and comprehend about grammar lesson, it is also beneficial too for pre-service English teachers. It is make pre-service English teachers happy because what their delivered are understood by the students. In addition Rosa expressed that teaching grammar is beneficial for her because it can recover her lost memory about grammar. Therefore, teaching grammar is very beneficial for pre-service English teachers to enrich their knowledge and teaching skill related grammar.

Although teaching grammar has numerous benefits, pre-service English teachers also faced some challenges in teaching grammar during the COVID-19 pandemic either synchronously or asynchronously. Lilis and Rossa expressed their experiences about the challenges that faced by them in teaching grammar during the COVID-19 pandemic. They have struggled with some challenges in teaching grammar during the COVID-19 pandemic with their prior knowledge in online teaching especially in online grammar. Although the students have in secondary school but they still have lack of understanding in basic grammar. The students still have difficulties to determine appropriate "to be" with appropriate subject (singular or plural). They often forget to use the correct "to be" for instance they put "to be" (is) in front of plural subject (they). Moreover, the students also still have difficulties to change some verbs into past form. In this case, the pre-service English teachers have to explain again from the beginning about basic grammar to the students patiently, give them some examples of grammar rules, and check their understanding by given the students more excercises.

Moreover, pre-service English teachers often faced students' inactiveness during question and answer activity in teaching grammar. Lilis expressed that there are only a few students that answer the questions confidently. Otherwise, many students are still inactive during meeting. They still unconfident to answer the questions. Lilis explained that the students are unconfident because they are scare and shy with other students if their answer is incorrect. A number of students are silent even though they know the answer about the questions given by pre-service English teacher because they are unconfident enough to express their answers. Therefore, pre-service English teachers have to consider appropriate strategies in order to the students engage actively during teaching and learning grammar.

Furthermore, the challenge that faced by pre-service English teachers in teaching grammar during the COVID-19 pandemic is about technical problems. Lilis expressed that the main challenge is unstable internet connection. It make the students abruptly left the meeting because their poor internet connection. Consecuently, the students often face audio issues so that sometimes they could not listen the audio during the lesson. In this case of technical problems, the pre-service English teachers might have to record the meeting then upload the video



in YouTube. After that, share the link and other materials (PPT, pictures, and etc in Google Classroom). Therefore, it is can facilitate the students that face technical problems such as unstable internet connection and audio issues during meeting. They can watch and learn themselves from PPT and video again so that they are not missed the lesson.

In addition, some pre-service English teachers are still incompetent at grammar. Rosa expressed the other challenges during teaching grammar. Her challenge is herself because she is not superb at grammar. She forget about some grammar rules because she is rarely implement it in her daily life. Then, her mentor teacher did not provide book references during teaching practicum. Therefore, pre-service teachers that still incompetent at grammar need to more explore and navigate again about grammar material from some sources such as books or internet (credible website, YouTube, and etc) before teaching grammar. It will be helpful for pre-service English teachers so that they can deliver their knowledge about grammar material to the students during the lesson precisely and accurately.

## **CONCLUSION**

This narrtive study examines two pre-service teachers' lived experienced in teaching grammar in seventh semester during the COVID-19. The findings based on Lilis and Rosa's stories show that (1) the pre-service English teachers tend to use deductive rather than inductive approach in teaching grammar in secondary school during the COVID-19 pandemic. (2) Teaching grammar is very beneficial for pre-service English teachers to enrich their knowledge and teaching skill related grammar. (3) Teaching grammar during the COVID-19 is challenging for pre-service English teachers since some of them are still not superb at grammar. In addition, technical problems such as unstable internet connection and audio issues is resulted grammar teaching ineffective.

Drawing on the findings of this study, the author concludes that there are two practical implications in teaching grammar digitally either synchronously or asynchronously. Firstly, pre-service English teachers should consider implementing some alternative grammar teaching approaches and techniques especially during the COVID-19 pandemic either synchronously or asynchronously. Secondly, in spite of the challenges faced by pre-service English teachers in teaching grammar during the COVID-19 pandemic, grammar teaching is beneficial to scaffold students' English skills including vocabulary and to enrich pre-service teachers' prior knowledge in teaching grammar. Additionally, pre-service English teachers should develop their ability especially in teaching grammar and consider using appropriate platforms both synchronously and asynchronously so that grammar teaching would be more effective.

## **LIMITATION**

The author is acknowledges that this study has limitation. Since the data were collected only form two participants, it was not represent the whole experiences of Indonesian pre-service English teachers. Therefore, it would be better if the future studies collect the data from a number of participants coming from different backgrounds.

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