

**THE EFFECTIVENESS OF USING GC-RAISING ACTIVITIES ON THE
STUDENTS' GRAMMAR SCORE OF THE FIRST GRADERS OF MA AR-
ROSYAAD BALONG RINGINREJO**

THESIS

**Presented to
State Islamic Institute of Kediri
in Partial to Fulfillment of the Requirements
for Degree of *Sarjana* in English Language Education**



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2018

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Setelah diperbaiki materi dan susunannya, sesuai dengan beberapa petunjuk dan tuntutan yang diberikan dalam siding munaqosah yang dilaksanakan

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MOTTO

**“If language is a flower then without
grammar it will not smell.”**

Purrushottmam Muley

DEDICATION

All the praises due to Allah SWT for His mercies and blessings that have been given to me to finish this thesis.

I dedicate this thesis to,

- ✚ My beloved parents, my mother (Sopiyatin) and my father (Imam Basori) thanks for your pray, support, patience, and care.
- ✚ My sincerity advisors Bahruddin, SS, M.Pd and Erna Nurkholida M. Pd thank you for helping and guiding me during completing this thesis.
- ✚ Thanks to all my lectures in IAIN Kediri who had taught me during the study in the Faculty of Education.
- ✚ To my best friends (Puput Ruma Isah) and (Perempuan Pejuang TOGA Squad), thanks for all the moments.

I wish that Allah SWT always give a mercy and blessing to us. Amin.

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Firstly, praise be to Allah, the Almighty, the merciful and beneficial who has blessed me, so that I can finish this thesis. Shalawat and salam always be upon to my prophet Muhammad SAW.

Besides, I give my thanks to all who have supported and helped me to finish my thesis, they are:

1. Dr. NurChamid, M.M, the chief of IAIN Kediri
2. Bahruddin, SS, M.Pd and Erna Nurkholida M. Pd, as my advisors, who have guided me and advised me during the process of my thesis
3. All of teachers and staff of MA Ar-Rosyaad Balong Ringinrejo who give permission and help the researcher to conduct this thesis.
4. My beloved parents, thank you so much for your support.

Finally, I truly realize that this thesis is still far from being perfect. Thus I will always appreciate the constructive criticism and suggestion from the readers. Hopefully, this study can give valuable contribution to education system.

Kediri, July 10th, 2018

ABSTRACT

Rahayu, Lina. 2018. *The Effectiveness of Using GC-Raising Activities on The Student's Grammar Score of The First Graders of MA Ar-Rosyaad Balong Ringinrejo*. Advisors (1) Bahruddin, SS, M.Pd. (2) Erna Nurkholida M. Pd.

Key words: Grammar Consciousness-Raising Activities, Grammar

Learning grammar is not easy for students. Most of the students find difficulties in learning grammar. In studying grammar, the students have to focus on language form. In form-focused activities, students work on recognizing the forms of the language in a number of ways such as consciousness-raising, recall, extension, correction and exam practice. The research aims to know whether using gc-raising activities was effective in teaching grammar.

The research was a quasi experimental design by applying pre-test and post-test. The population of this study is the first graders of MA Ar-Rosyaad Balong Ringinrejo in academic year 2017/2018. The sampling process was non-randomized sampling. The researcher took X IIS as the control group and X IIK as the experimental group. The experimental group was taught by using GC-R activities, while the control group was taught by teaching explanation. The instrument used for measuring achievement was a test. The researcher administrated two kinds of test. They were pre-test and post-test on both experimental and control group. And the score of the test were calculated by using ANCOVA through SPSS for windows.

The result of the statistical computation of ANCOVA reveals that The result of the test between-subject effects is significant at (p) $0.004 < 0.05$. Because of the significant value is smaller than 0.05, there was enough evidence to reject the null hypothesis and the alternative hypothesis was accepted. It means that the students who were taught by using grammar using GC-R activities more effective than students who taught by using teaching explanation

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CHAPTER I

INTRODUCTION

This chapter presents the background of the study, the problem of the study, the objective of the study, the hypothesis, the significance of the study, the scope and limitation of the study, and the definition of key terms.

A. Background of Study

English is one of language which is taught in formal education. In learning and mastering English, students have to understand and master the grammar of English since the grammar of English is basic and foundation in acquiring English skills. English grammar is one of English competences that consists of system of a language which must be comprehended and mastered by English language students.

Grammar is a model (systemic description) of those linguistic abilities of native speakers of a language which enable them to speak. Explanation, grammar is the most important aspect to communicate with other people, because grammar can show our meaning in communication so that other people can understand our message. Murcia & Larsen stated that “grammar is not only a collection of

forms but also the three dimensions of what linguistic studies which refer to as (morpho) syntax, semantics, and pragmatics".¹

In fact, learning grammar is not easy for students. Most of the students find difficulties in learning grammar. In studying grammar, the students have to focus on language form. In form-focused activities, students work on recognizing the forms of the language in a number of ways such as consciousness-raising, recall, extension, correction and exam practice. Meanwhile, in language focus, students think about meaning and use of language as they prepare to take a part in a communicative activity.

The students were usually confused of the rules and the use of grammar especially in tenses. The students sometimes get bored with the teaching-learning process that is employed by the teacher in teaching grammar. Beside that, the students fear of the grammar, so they neglect grammar. As a result, many students have low scores on English caused by the failure in mastering grammar. So that, the researcher focused on teaching grammatical feature of English tenses about simple past tense and present perfect tense. Why tenses is because it is the problematic area. The learners are confused by the various tenses and by the complexity of the uses of each tense. The students often ask for rules to make them aware of the use of the tenses, and consequently use them correctly. And one of ways to teach grammar is using grammar consciousness-raising

¹ Seyyed Mohammad Reza Amirian & Samira Abbasi, "*The Effect of Grammatical Consciousness-Raising Tasks on Iranian EFL Learners' Knowledge of Grammar*", ELSEVIER, 2014, p. 252

activities. Consciousness-raising activities make the learners aware of language so they can achieve an accurate use of the tenses in an appropriate context for communication.

Richards & Schmidt say that grammar consciousness-raising activities as a technique that encourages students to pay attention and makes them aware of language form. Besides, there are many teachers who believe that grammar consciousness-raising activities enable students to develop explicit knowledge of grammar. It means that this technique can help students to aware of the notice the grammar rules well.²

In the previous research dealing with this topic, Hamidreza Fatemipour and Shiva Hemmati conducted a research using grammar consciousness-raising activities method on pre-intermediate learners at an English language institute in Tehran, Iran.³ The result showed that, this strategy significantly improved the students' grammar competency with an average value 42, 27 compared 33, 6 from the group without grammar consciousness-raising activities, it showed a significant increase.

Based on the problem that still faced by the students in mastering grammar the researcher will apply grammar consciousness-raising

² Farrokhlagha Heidari & Nuruallah Mansourzadeh, "The Effect of Consciousness-Raising Activities on Learning Grammatical Structures by Iranian Guidance School EFL Learners", *Pertanika J. Soc. Sci. & Hum.* 22 (4), 2014 p. 1084

³ Hamidreza Fatemipour1 & Shiva Hemmati, "Impact of Consciousness-Raising Activities on Young English Language Learners' Grammar Performance" *Canadian Center of Science and Education* 9(2015), 1.

activities method on the first graders of MA Ar Rosyaad Balong Ringinrejo. The students' achievement in grammar is still low, so that the used of grammar consciousness-raising activities method can be ways that help the students get higher achievement in grammar.

B. Research Problem

The main purpose of the study is to answer the following question: “Is there any significant difference on the grammar mean score of students taught by grammar Consciousness-Raising activities to the first graders of MA Ar Rosyaad Balong Ringinrejo?”

C. Objectives of the Study

Based on the problem of the study above, the objective of the study was to find out the significant difference on the grammar mean score of students taught by grammar Consciousness-Raising activities to the First Graders of MA Ar Rosyaad Balong Ringinrejo.

D. Hypothesis

Hypothesis provides a framework for generating conclusion of a research. The researcher assumes hypothesis to make the purpose of the study clear. Here, the researcher has two hypothesis, they are:

1. The null hypothesis (H_0)

There is no any significant difference on the mean score of students in the experimental and control group.

2. The alternative hypothesis (H_a)

There is any significant difference on the mean score of students in the experimental and control group

E. Significance of the study

This study about the effectiveness of using Grammar Consciousness-Raising Activities in teaching grammar hopefully can be useful to give some contribution of English language teaching and learning.

1. Lecturers

The study will give more experiences and information as an input, which can be expanded into various strategies in teaching learning. The teachers can improve their capability in using one of the ways to increase grammar achievement by using Grammar Consciousness-Raising Activities strategy.

2. Students

The students will be able to improve their achievement of grammar tenses with regard to the right method for themselves

3. Institution

The result of this research can be a good contribution as a bridge to develop teaching learning process at the school.

4. The readers

The result of this research is expected to the reader in order to get information about the effectiveness of using Grammar Consciousness-Raising Activities in teaching learning process. So they will apply it in education.

F. Scope and limitation of the study

The scope of this study was teaching grammar using Grammar Consciousness-Raising Activities. The researcher choose simple past and present perfect tense, because simple past and present perfect tense was suitable to the material taught to the first graders.

G. Definition of the key term

1. Grammar Consciousness-Raising Activities

Grammar Consciousness-Raising Activities is a technique that encourages learners to pay attention to language form and to make them aware to language form that will contribute indirectly to language acquisition.

2. Grammar

Grammar is a way that accounts the structure of the target language and its communicative use.

3. Tenses

English tenses are the form the verb takes to show the time of an action.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses the review related literature that supports the researcher to solve the problem and answer the hypothesis. It deals with grammar, tenses and Grammar Consciousness-Raising Activities strategy.

A. Grammar

1. The Definition of Grammar

The word grammar has several meanings and there is no universally accepted definition on it. Grammar is defined by Celce-Murcia and Larsen Freeman “Grammar is a way that accounts the structure of the target language and its communicative use”. “...we will need to take into consideration how grammar operates at three levels; the subsentential or morphological level, the sentential or syntactic level, and the suprasentential or discourse level”.⁴

⁴ Celce-Murcia and Larsen Freeman, *The Grammar Book: an ESL/EFL Teacher's Guide* (Newbury: Heinle & Heinle Publishers, 1999).

According to James D. Williams “Grammar is the formal study of the structure of a language and describes how words fit together in meaningful constructions”⁵. In another way, Harmer also defines that “grammar is the description of the ways in which words can change their forms and can be combined into sentences in that language”.⁶ Leech also define that “grammar is a mechanism for putting words together. It is a central part of language which relates sound and meaning. The meaning has to be converted into words and put together to grammatical rules”.⁷

In addition Hartwell defined grammar into some Meanings:⁸ The first thing we mean by "grammar" is "the set of formal patterns in which the words of a language are arranged in order to convey larger meanings." It is not necessary that we be able to discuss these patterns self-consciously in order to be able to use them. In fact, all speakers of a language above the age of five or six know how to use its complex forms of organization with considerable skill; in this sense of the word-call it "Grammar1"-they are thoroughly familiar with its grammar.

The second meaning of "grammar" call it "Grammar2" is "the branch of linguistic science which is concerned with the description, analysis, and formulization of formal language patterns."Just as gravity was in full operation before Newton's apple fell, so grammar in the first sense was in full operation

⁵ James D. Williams, *The Teacher's Grammar Book*.(New Jersey: Lawrence Erlbaum Associates, Publishers,2005)

⁶ Jeremy hermer, *The Practice of English Language Teaching*. Pearson Education Limited, 2001)

⁷ Leech, *English Grammar for Today (A New Introduction)*. (London: Macmillan Education, Ltd, 1986)

⁸ Patrick Hartwell, *Grammar, Grammars, and the Teaching of Grammar*, (College English, 1985), p. 109

before anyone formulated the first rule that began the history of grammar as a study.

The third sense in which people use the word "grammar" is "linguistic etiquette." This we may call "Grammar3." The word in this sense is often coupled with a derogatory adjective: we say that the expression "he ain't here" is "bad grammar."

2. Types of Grammar

Some linguist has their own perspective about the differences of grammar – that is, different ways of describing and analyzing the structure and the function of language.

According to Yule, there are three types of grammar. Those are:

a. Mental Grammar

Mental grammar is a form of internal linguistic knowledge which operates in the production and recognition of appropriately structured expressions.

And this is not the result of any teaching (purely skill)

b. Linguistic Etiquette

Linguistic Etiquette is the identification of the proper or best structures to be used in a language.

c. Traditional Grammar

Traditional Grammar involves the analysis study of the structures in a language.⁹

On the other hand, Kolln and Funk divided the types of grammar into two, those are:

a. Structural Grammar

The structuralists recognize the importance of describing language on its own terms. Instead of assuming that English words could fit into the traditional eight word groups of Latin, the structuralists examined sentences objectively, paying particular attention to how words change in sound and spelling (their form) and how they are used in sentences (their function). Another important feature of structuralism, which came to be called “new grammar”, is its emphasis on the systematic nature of English.

b. Transformational Grammar

Transformational Grammar wanted to unlock the secrets of language; to build a model of our internal rules, a model that would produce all of the grammatical – and no ungrammatical – sentences. It might be useful to think of our built-in language system as a computer program. The transformationalist are trying to describe that program. The several important concepts of transformational grammar are; first, the recognition that a basic sentence can be transformed into variety of forms, depending

⁹ George Yule, the study of language fourth edition, (Cambridge: Cambridge University Press, 2010)

on intent or emphasis, while retaining its essential meaning; for example, questions and exclamations and passive sentences. Another major adoption from transformational grammar is the description of our system for expanding the verb.

B. Tenses

1. Definition of Tenses

The term "tense" is derived from the Latin translation of the Greek word for "time" The etymological meaning is not much different from the definitions presented in many dictionaries and grammar references. Generally, most lexicographers and grammarians today define tense as the verb-form denoting time.¹⁰ From the common definition, it can be clearly depicted through a sequence of sentences as follows:

1. He writes a letter to his sister every week
2. He wrote a letter to his brother yesterday
3. He will write a letter to his brother every other week.
4. He will write a letter tomorrow.
5. He is writing a letter at the moment
6. He was writing a letter when his brother called him.

All of these sentences show the same actions; however, they are different in terms of point of time and situation. For instance, the first sentence, as the verb-

¹⁰ Ratnah, *Error Analysis on Tenses Usage Made by Indonesian Students*, Journal of Education and Practice, 6(2013) 162.

form and time adverbial indicate, reveals that He writes a letter to his brother regularly (every other week) up to now. It differs from the second sentence which uses past form. The second sentence means that He used to write regularly (every other week). Now, he doesn't write letters regularly anymore.

2. The Classification of Tenses

There are different ways of classifying the number of tenses in English. It is certainly dependent up on our interpretation on what tenses are. The classification of tenses, however is commonly based on semantic interpretation and form of the verb. Semantically, each tenses roughly indicates a kind of time. On the basis of this view, some grammarians present a three-tense system (present, past and future). Most grammarians, however, present a six tense system in which they include the here tenses plus three perfect tenses (the present perfect, past perfect, past perfect). The following chart displays the paradigm of the six-tense system.

Table 2.1
Classification of Tenses

Tenses	Active Voice Progressive	Passive Voice Progressive
Present	Is, am, are	Is, are
Past	Was, were	Was/were +being
Future	Shall/will + be	Shall/will + be *
Present perfect	Has/have + been	Has/have + been *
Past perfect	Had + been	Had + been *

Future perfect	Shall/will + have + been	Shall/will + have + been *
----------------	--------------------------	----------------------------

Based on form, grammarians group the tenses into two forms namely present and past. Each of them is marked by different forms in the lexical verb itself or in the auxiliary used with it. The semantic component of time is only secondary to the structural form.

C. Grammar Consciousness-Raising Activities

1. Consciousness-Raising Activities

As Svalberg defines, consciousness-raising activities are related with a student-centered class. According to Willis and Willis, consciousness-raising activities work as a guideline which encourages the learners to think about samples of language and encourages them to draw their own conclusions about how the language works and they can appear based on spoken or written texts in the forms of conversation or story. To make the characteristics of consciousness-raising activities clearer, Ellis points out that “consciousness-raising activities are only directed at explicit knowledge, with no expectation that learners will use in communicative output a particular feature that has been brought to their attention through formal instruction”.¹¹ In an attempt to distinguish C-R activities from

¹¹ Hamidreza Fatemipour¹ & Shiva Hemmati, *Impact of Consciousness-Raising Activities on Young English Language Learners' Grammar Performance*. Canadian Center of Science and Education, vol. 8, No. 9, 2015, p. 2.

other grammar teaching techniques, they are the main characteristics of consciousness-raising activities are as the following¹²:

- a. There is an attempt to isolate a specific linguistic feature for focused attention.
- b. The learners are provided with data which illustrate the targeted feature, and they may also be supplied with an explicit rule describing or explaining the feature.
- c. The learners are expected to use intellectual effort to understand the targeted feature.
- d. Misunderstanding or incomplete understanding of the grammatical structure by the learners leads to clarification in the form of further data and description or explanation.
- e. Learners may be required to construct the rule describing the grammatical structure.

According to Suter, as cited by Rahmawati, learners of foreign language who are taught by using consciousnessraising (C-R) activities should prepare these requirements to successfully face this technique. They are:¹³

- a. The learners must be ready to challenge their activities and lessons.
- b. They must accept that the learning of a foreign language is a process without a definite ending or a final state of perfection.

¹² Jack C. Richards & Willy A. Renandya, *Methodology in Language Teaching: An Anthology of Current Practice* Cambridge, UK: Cambridge University Press. p. 167

¹³Rahmawati, *Consciousness-Raising (CR): An Alternative Approach to Teaching Grammar*. Jurnal Penelitian dan Pemikiran Pendidikan, 1, 2011.

- c. They must have a considerable amount of confidence in their teacher's professional skill.
- d. They must take a larger responsibility for their own learning.
- e. They must show a high degree of motivation and active collaboration during the lesson with others.

2. Grammar Consciousness-Raising Activities

With the term GC-R, the question of “what is grammar consciousness-raising?” comes to mind. Richards and Schmidt believe that grammar consciousness-raising makes learners focus on language form which then leads to indirect language acquisition. This approach is followed by a set of goals. According to Willis, grammar consciousness-raising helps students know and generate target language and gain learning objectives in a long period of time. In fact, learning objectives in the short time is not the purpose of grammar consciousness-raising. And also it aims to introduce grammar in the form of implicit and inductive rules to the learners and grammatical points should not be taught in an explicit and deductive way.

Furthermore, the approach is followed by a set of functions. According to Rogers, the function of grammar consciousness-raising is to avoid fossilization of errors and help learners acquire the grammatical rules of second language. In

addition Rutherford and Smith, stated that function of grammar consciousness-raising can be seen as a highlighter of certain grammatical features for the learners in order to develop their awareness. Then they will be ready to insert these certain grammatical features into their developing language system.¹⁴

3. The Reasons of Using Consciousness-Raising Activities

Willis and Willis suggest some reasons to use consciousness-raising (C-R) activities as the following:¹⁵

- a. C-R activities build implicit and well as explicit knowledge.
- b. C-R activities work for learners with different learning styles and intelligence.
- c. C-R activities show grammar in context.
- d. C-R activities show authentic language.
- e. C-R activities can present a large amount of input.
- f. C-R activities encourage cooperative learning.
- g. C-R activities are interesting and fun.
- h. C-R activities are lower the effective filter.
- i. It is easy for learners to prepare their own C-R activities.
- j. Skill learnt in C-R activities can be used outside the classroom.

¹⁴ Hamidreza Fatemipour¹ & Shiva Hemmati, *Impact of Consciousness-Raising Activities on Young English Language Learners' Grammar Performance*. Canadian Center of Science and Education, vol. 8, No. 9, 2015, p. 3

¹⁵ Willis, D. & Willis, J. (2007). *Consciousness-Raising Activities*. Accessed April 3, 2018 from <http://www.Willis-elt.co.uk/documents/7c-r.doc>

To conclude, consciousness-raising activities are ideal for EFL learners because they provide input and grammar in context. They allow students to make their own assumptions about how English works and confirm them with their peers or discuss in cooperative learning.

4. The Advantages of Consciousness-Raising Activities

There are many advantages of applying consciousness-raising activities in teaching grammar for students and teachers. For students, they can learn and master grammatical rules easier because it can make them aware of language form which is able to develop the skills needed to observe and analyze language form by themselves automatically, and students can reach good grammatical competence in their target language; consequently, they can use grammar of target language in real communication well. For teachers, they can apply appropriate methods and techniques in teaching grammar, and they also can encourage students to discover grammar rules by themselves, and teachers can create interesting and fun activities in teaching and learning process.

There are many advantages of using grammar consciousness-raising activities, they are:¹⁶

¹⁶ J.C. Richards & W. A. Renandya (Eds.) *Methodology in Language Teaching: An Anthology of Current Practice* Cambridge, UK: Cambridge University Press., 2002. P. 167

- a. C-R activities allow learners to see examples that are provided in different forms before constructing sentences.
- b. C-R activities can be applied to the learners with different learning style to avoid boredom in teaching and learning process.
- c. C-R activities present language in context which is generally created by the learners themselves.
- d. C-R activities encourage cooperative learning which is students work to gather cooperatively to process the language and to solve problems of language.
- e. C-R activities involve peer checking and develop on their interpersonal skills and relationship management when they check others' writing. They learn how to respond appropriately when are being corrected by their peers

CHAPTER III

RESEARCH METHOD

To get the accurate data, the setting of the research is outlined and directed to answer the formulation of the problem. This chapter discusses the method that is used by the researcher in conducting study. The discussion includes the research design, variable of research, population and sample, research instruments, criteria of a good test, procedure of experiment, and data analysis.

A. Research Design

The writer used the quantitative method in conducting this research. It means the writer collected and analyzed the data statistically from the students' scores of variables to find out the effect of using grammar consciousness-raising activities on students' grammatical competence of two classes of the to the First Graders of MA Ar Rosyaad Ringinrejo. This research categorized into quasi experimental type. As Latief in Charles stated that "when the researcher can only

assign randomly different treatment to two different classes, the researcher used quasi-experimental research design”¹⁷.

Here, the quasi-experimental method is used because did not take the sample randomly, where a group of subject is taken from certain population and grouped in two groups which are experimental group and control group. This design is one of the most effective in minimizing the threats to experimental validity. The experimental group taught by using Grammar Consciousness-Raising Activities and the control group taught by using traditional teaching grammar technique.

Table 3.1
Experimental and Control Group Design

Group	Pre-Test	Treatment	Post-Test
Experiment	Yes	GC-R activities	Yes
Control	Yes	traditional technique.	Yes

B. Variable of Research

In this research there were two variables that divided independent variable (X) and dependent variable (Y). The independent variable in this research is grammar consciousness-raising activities strategy (GC-R activities). Meanwhile, the dependent variable of this research is grammar achievement. There is also extraneous variable which other than dependent and independent variable. It can

¹⁷ Muhammad Adnan Latief, *Research Method on Language Learning An Introduction* (Malang: Universitas Negeri Malang, 2015)

interrupt any effect on the behavior of the subject being studied. There are two types of extraneous variable as follows:

1. Situational variables, these are aspects of the environment. In this research, noise that came from outside of the classroom disturbed the classroom concentration, hot temperature that made some students uncomfortable.
2. Participant/personal variable, in this research, there were low motivation to study and not confident with their own ability.

C. Population and Sample

Knowing population and sample in the research is very important. Because making mistakes to determine the population will affect the sample, the researcher will explain about the population and sample research.

1. Population

Arikunto stated that “population is subjects of the research”.¹⁸ It means that the population of this research was the students of first graders. The researcher will take two classes as the population. They divided into two groups control group and experimental group. The researcher takes MA Ar Rosyaad Balong Ringinrejo and chooses the first grade students. The population of this study was the first grade students in the academic year 2017/2018. It consists of 37 students that divided into two classes, they are X IIS and X IIK.

¹⁸ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek* (Jakarta: Rineka Cipta, 1996), p. 173

2. Sample

According to Arikunto “Sample is the representative the population to be research”.¹⁹ In this research, the sample of the population is taken through random sampling. The researcher took 17 students as the sample from each group of the population.

D. Instrument of the study

Instrument is a tool of research to get the data in order to do the analysis easily. In this research the research instrument which is used by the researcher is test. The test is given to the sample. The material of the test is the same both experimental and control group. The purpose of the test is to know the progression of both control and experimental group.

1. Test

The test is used to get the data about the students’ grammar achievement. The test will be tried out fist before it tested to the students. Try out is used to measure the instrument (test) before it used into pre-test and post-test. There are two kinds of test in this research, they are:

a. Pre-test

The researcher gave pre-test to both groups, experimental and control group. The researcher wanted to know the students’ ability in

¹⁹ *Ibid.*, p. 174

grammar. The researcher gave a pre-test before treatment. The question all are in multiple choices in A, B, C, or D option.

b. Post-test

The researcher gave the post-test to both of groups, experimental and control group. The researcher had aim to know the students' ability in experimental group who got the treatment of teaching grammar using Grammar Consciousness-Raising Activities and the control group will be taught by using traditional teaching grammar technique. The post –test was done after the experimental group got treatment from the research.

E. Criteria of a Good Test

Try out is used to measure the instrument (test) before it is used into pre-test and pos-test. This stage aims to arrange good item test. The try out will be carried out in a class which has the similar characteristics from the experimental and control group. The researcher makes 50 numbers multiple choices of try out question with four answers. And the material of the try out test refers to the syllabus or basic competence of the grammar material of the tenth grade in the odd semester.

1. Validity of Instrument

Validity is the extent to which a test measures what it claims to measure. It is vital for a test to be valid in order for the result to be accurately applied and interpreted. A test must appropriate with the objectives. Construct validity is used with correlation between item

score and total score. It is computed using *Pearson Product Moment* in SPSS.

From the table item validity for Tryout Test in appendix 2, if $r_{\text{count}} \geq r_{\text{table}}$ then the instrument's items are valid. We take example from item 1. In item 1, r_{count} is 0,345., while r_{table} for dk 33 is 0,344 and α is 0,05, thus the $r_{\text{count}} < r_{\text{table}}$. The condition fulfilled, therefore item 1 is *valid*. The valid items for pre test were items number 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12, 14, 15, 16, 17, 18, 19, 20, 23, 24, 25, 26, 27, 29, 30, 31, 34, 35, 36, 37, 38, 41, 42, 43, 44, 45, 47, 48, and 49. While The valid items for post-test were items number 1, 2, 3, 5, 6, 7, 8, 9, 10, 12, 14, 15, 16, 17, 19, 20, 21, 22, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 40, 41, 42, 45, 46. 47, and 49

2. Reliability of Instrument

Reliability is the test which measure consistently from one time to another. The reliability of a measuring instrument is consistency degree of test instrument. It means that a test cannot measure anything well unless it measures constantly. The researcher used internal consistency; *Alpha Cronbach* commonly used in SPSS. If Alpha score $> r_{\text{table}}$ then the instrument is reliable. After validity test, there are 40 valid items. The computation result from SPSS as followed:

Table 3.2
Reliability of instrument

		N	%
Cases	Valid	20	100.0
	Excluded ^a	0	.0
	Total	20	100.0

a. Listwise deletion based on all variables in the procedure.

Table 3.2,1
Reliability Statistics

Cronbach's Alpha	N of Items
a	
.925	50

From table 3.2 N is the participant. The participants were 20 students, and then in the table 3.2.1, the Cronbach's Alpha is 0,925 means that the instrument was reliable.

3. Difficulty Level

An item is considered had a good difficulty level if it not too easy or too difficult for students, so they can answer the items. If the test contains many items, which are too easy and too difficult, it cannot be judged as a good test. So, every item should be analyzed first before it is used in a test. The index of difficulty (P) is generally expressing the fraction or percentage of the students who answer the items correctly. It is calculated by using the following formula:

$$P = \frac{n}{N}$$

P = the facility value (index of difficulty)

n = the number of correct number

N = the number of the students taking the test

Table 3.3
The Classification of Difficulty Index

Scale	Criteria
$P < 0,30$	Difficult
$0,31 \leq P \leq 0,70$	Fair
$0,71 \leq P \leq 1$	Easy

From the calculation, the items from pre-test that belong to fair criteria were 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12, 14, 15, 16, 17, 18, 19, 20, 23, 25, 26, 27, 29, 30, 31, 36, 37, 38, 41, 42, 43, 44, 47, 48, and 49. Next, the items belong to easy criteria were 4, 24, 35, and 46. Then, items belongs to difficult criteria were 37 and. 45. While for the post-test that belong to fair criteria were 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 14, 15, 16, 17, 18, 19, 20, 23, 25, 26, 27, 29, 30, 31, 36, 37, 38, 41, 42, 43, 44, 47, 48, and 49. Next, the items belong to easy criteria were 4, 23, and 47. Then, items belongs to difficult criteria were 43 and 50

4. Discrimination Power

The index of discrimination power of the test item is the difference between the correct and incorrect number of high and low students. To estimate item discrimination power, the researcher compared the number of students in upper and lower group answering

the item correctly. The formula used to know the discrimination power is as followed:

$$DP = \frac{U - L}{n}$$

Note: DP= index discrimination

U= the number of correct answer for upper group

L= the number of correct answer for lower group

n= the number of the upper or lower group students

Table 3.4
Index of Discriminating Power

Interval	Criteria
0,00 - 0,20	Poor
0,21 – 0,40	Satisfactory
0,41 – 0,70	Good
0,71 – 1	Excellent

From the calculation, the items of pre-test that belong to good criteria were 1, 2, 3, 5, 6, 7, 8, 9,11, 12, 14, 15, 18, 20, 22, 24, 25, , 27, 30, 31, 33, 35, 37, 42,43, 45, and 48. Next, the items belong to satisfactory criteria were 2, 3, 4, 6, 7, 10, 14, 16, 17, 19, 20, 22 23, 26, 28, 29, 35, 36, 38, 41, 42, 45, 46, 47, and 49. Items belong to poor criteria were 13,24, 32, 34, 39 40, 46, and 50.while the items of post-test that belong to good criteria were 1, 2, 3, 5, 6, 7, 8, 9, 14, 16, 17, 18, 19, 20, 22, 24, 25, 26, 27, 28, 29, 30, 31, 32, 34, 36, 37, and 40. Next, the items belong to satisfactory criteria were 6, 10, 12, 13, 15, 33, 35, 36, 38, 41, 42, 45, 46, 47, and 49. Items belong to poor criteria

were 4,11, 21, 39 43, 43, 48 and 50 For further details see the table below:

Table 3.5
The result of index of difficulty and index of discrimination of pre-test

No	Index of Difficulty	Criteria	Discrimination Power	Criteria	Note
1	0.53	Fair	0.45	Good	used
2	0.58	Fair	0.36	Satisfactory	used
3	0.63	Fair	0.29	Satisfactory	used
4	0.68	Easy	0.34	Satisfactory	used
5	0.47	Fair	0.44	Good	used
6	0.58	Fair	0.31	Satisfactory	used
7	0.58	Fair	0.22	Satisfactory	used
8	0.45	Fair	0.42	Good	used
9	0.5	Fair	0.47	Good	used
10	0.61	Fair	0.26	Satisfactory	used
11	0.32	Fair	0.58	Good	used
12	0.45	Fair	0.41	Good	used
13	0.53	Fair	0.15	Poor	deleted
14	0.47	Fair	0.27	Satisfactory	used
15	0.45	Fair	0.42	Good	used
16	0.55	Fair	0.28	Satisfactory	used
17	0.55	Fair	0.23	Satisfactory	used
18	0.45	Fair	0.58	Good	used
19	0.34	Fair	0.23	Satisfactory	used
20	0.32	Fair	0.5	Good	used
21	0.42	Fair	0.43	Good	used
22	0.47	Fair	0.44	Good	used
23	0.39	Fair	0.46	Good	used
24	0.71	Easy	0.14	Poor	deleted
25	0.42	Fair	0.62	Good	used
26	0.5	Fair	0.31	Satisfactory	used
27	0.42	Fair	0.62	Good	used
28	0.58	Fair	0.31	Satisfactory	used
29	0.58	Fair	0.22	Satisfactory	used
30	0.45	Fair	0.58	Good	used
31	0.5	Fair	0.47	Good	used
32	0.45	Fair	0.19	Poor	deleted
33	0.32	Fair	0.5	Good	used

34	0.71	Easy	0.1481	Poor	deleted
35	0.53	Fair	0.45	Good	used
36	0.47	Fair	0.2778	Satisfactory	used
37	0.18	Difficult	0.4286	Good	used
38	0.55	Fair	0.2857	Satisfactory	used
39	0.45	Fair	0.1941	Poor	deleted
40	0.53	Fair	0.15	Poor	deleted
41	0.61	Fair	0.2609	Satisfactory	used
42	0.45	Fair	0.4118	Good	used
43	0.53	Fair	0.45	Good	used
44	0.47	Fair	0.2778	Satisfactory	used
45	0.18	Difficult	0.4286	Good	used
46	0.71	Easy	0.1481	Poor	deleted
47	0.55	Fair	0.2381	Satisfactory	used
48	0.45	Fair	0.5882	Good	used
49	0.34	Fair	0.2308	Satisfactory	used
50	0.58	Fair	0.1364	Poor	deleted

The try out of pre-test consist of 50 number questions. They were in multiple choices. From the try out test researcher took 40 numbers as the pre-test. And 10 others are discarded because they do not fulfill the condition.

Table 3.5,1

The result of index of difficulty and index of discrimination of post-test

NO.	Index of Difficulty	Criteria	Discrimination Power	Criteria	Note
1	0.42	Fair	0.43	Good	used
2	0.42	Fair	0.43	Good	used
3	0.47	Fair	0.44	Good	used
4	0.71	Easy	0.14	Poor	deleted
5	0.5	Fair	0.47	Good	used
6	0.61	Fair	0.26	Satisfactory	used

7	0.32	Fair	0.5	Good	used
8	0.45	Fair	0.41	Good	used
9	0.53	Fair	0.45	Good	used
10	0.47	Fair	0.27	Satisfactory	used
11	0.53	Fair	0.15	Poor	deleted
12	0.55	Fair	0.28	Satisfactory	used
13	0.55	Fair	0.23	Satisfactory	used
14	0.45	Fair	0.58	Good	used
15	0.34	Fair	0.23	Satisfactory	used
16	0.32	Fair	0.5	Good	used
17	0.42	Fair	0.43	Good	used
18	0.47	Fair	0.44	Good	used
19	0.39	Fair	0.466	Good	used
20	0.5	Fair	0.47	Good	used
21	0.45	Fair	0.19	Poor	deleted
22	0.42	Fair	0.43	Good	used
23	0.71	Easy	0.14	Poor	deleted
24	0.32	Fair	0.51	Good	used
25	0.45	Fair	0.41	Good	used
26	0.53	Fair	0.45	Good	used
27	0.32	Fair	0.5	Good	used
28	0.42	Fair	0.43	Good	used
29	0.47	Fair	0.44	Good	used
30	0.39	Fair	0.46	Good	used
31	0.45	Fair	0.41	Good	used
32	0.53	Fair	0.45	Good	used
33	0.47	Fair	0.27	Satisfactory	used
34	0.35	Fair	0.42	Good	used
35	0.55	Fair	0.28	Satisfactory	used
36	0.55	Fair	0.23	Satisfactory	used

37	0.45	Fair	0.58	Good	used
38	0.34	Fair	0.23	Satisfactory	used
39	0.58	Fair	0.13	Poor	deleted
40	0.47	Fair	0.44	Good	used
41	0.58	Fair	0.31	Satisfactory	used
42	0.58	Fair	0.22	Satisfactory	used
43	0.18	Difficult	0.13	Poor	deleted
44	0.58	Fair	0.13	Poor	deleted
45	0.53	Fair	0.36	Satisfactory	used
46	0.63	Fair	0.29	Satisfactory	used
47	0.68	Easy	0.3462	Satisfactory	used
48	0.45	Fair	0.19	Poor	deleted
49	0.58	Fair	0.3636	Satisfactory	used
50	0.18	Difficult	0.15	Poor	deleted

The try out of post-test consist of 50 number questions. They were in multiple choices. From the try out test researcher took 40 numbers as the pre-test. And 10 others are discarded because they do not fulfill the condition.

F. The Procedure of Experiment

The researcher used some procedures; at the first meeting the researcher researcher was giving the pre-test for both experimental and control group. The test was multiple-choice form. The second and third meeting, was giving treatment to experiment group while control group got the teaching learning process traditional teaching method. And the last meeting was evaluation by

giving post-test to the experimental and control group. The material for treatment is *tenses about simple past and present perfect tense*. The researcher describes the activities given to control group and experimental group as follows:

**Table 3.6
Treatment**

ACTIVITIES	
EXPERIMENTAL GROUP (USING GC-R Activities)	CONTROL GROUP (Discussion)
<p>I. Introduction</p> <ul style="list-style-type: none"> • Greetings • Researcher explains her strategy; She explains what GC-R Activities is and the purpose of using it • Researcher explains the goal of the simple past tense and present perfect tense that the students will learn. 	<p>I. Introduction</p> <ul style="list-style-type: none"> • Greetings • Researcher explains the goal of the simple past tense and present perfect tense that the students will learn.
<p>II. Main Activities</p> <ul style="list-style-type: none"> • Students are provided many examples of grammar focus which are being taught by the teacher by underlining the 	<p>II. Main Activities</p> <ul style="list-style-type: none"> • Researcher explains the definition, purpose, and pattern of the simple past tense and present perfect

<p>grammatical rules or verbs.</p> <ul style="list-style-type: none"> • Students are asked to identify particular grammatical rules by asking them to decide two differences of the examples. • Students are encouraged to find the similarities or differences between two sentences provided in examples. • Students are asked to explain the two differences of grammatical rules provided in examples by discussing with their friends in a group. • Then, students are encouraged to construct sentences by using grammatical rules by themselves, and the teacher only provides the adverb of time to make students easy to differentiate two grammatical rules discussed 	<p>tense. The researcher make examples of simple past tense and present perfect tense and discuss it with all students.</p> <ul style="list-style-type: none"> • The researcher asks the students to make the simple past tense and present perfect tense sentences based on the pattern from the researcher • Teacher and students discuss the answer.
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<p>III. Post Activities</p> <ul style="list-style-type: none"> The teacher and the students summarize their learning. And conclude the material about simple past and present perfect tense. 	<p>III. Post Activities</p> <ul style="list-style-type: none"> The teacher and the students summarize their learning. And conclude the material about simple past and present perfect tense.

Table: 3.7
Schedule of Activities during Research

Meeting	Stages	Topic	Control Group	Experimental Group
First	Pre-test	Simple Past and Present Perfect tense	April 23, 2018	April 23, 2018
Second	Treatment I		April 24, 2018	April 24, 2018
Third	Treatment II		May 08, 2018	May 08, 2018
Fourth	Post-test		May 09, 2018	May 09, 2018

G. Data Analysis

Data analysis was one of the important ways to know whether teaching learning process was successful or not. Pre-test was given to the students before the treatment and post-test was given to collect the data after the treatment. Then the researcher analyzed and compared the data. Before analyzing the hypothesis, the researcher needed to do normality test. The researcher uses *Kolmogorov-smirnov* test in SPSS to know whether data is distributed normally. Then researcher used ANCOVA (analysis of covariance) to analyze the data from pretest and posttest statistically. It was because the researcher did not choose the sample randomly. The main purpose of ANCOVA was to adjust the posttest means different among group on the pretest, because such differences were likely to occur with intact group.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents the effectiveness of using GC-R activities in teaching grammar and explains about the result of pre-test and post-test, and the significant different through SPSS.

A. Research Finding

In this part, the researcher presents the result of test from both of group. The result of the test included the pre-test and the post-test score from each group.

To know there is any significant difference on the mean score of students taught by using GC-R activities, the researcher calculated the scores of the students before and after getting treatment.

1. The Result

a. The Result of Pre-test

To measure the ability of students writing before getting treatment, the researcher gave pre-test to the experimental and control group. The kind of pre-test was multiple choice. The pre-test was done on 23th of April 2018.

The students' pre-test score of and X IIK X IIS of MA Ar-Rosyaad Balong Ringinrejo were used as the data of this research. Table 4.1 showed the summary of the pre-test result of the experimental and control group.

Table 4.1

The Summary of Pre-test Result

	Group	Statistic	
		Pre test	Control
Mean	64.85		
Minimum	62.5		
Maximum	67.5		
Standart deviation	2.06		
Sum	1102.5		
Experiment	N		17

		Mean	64.70
		Minimum	60
		Maximum	70
		Standart deviation	2.91
		Sum	1100

Table 4.1 showed that the number of students of the experimental and the control group were same. Each group consists of 17 students. The highest score of the experimental group and the control group was different. The highest score of control group was 67.5 and the highest score of experiment group was 70 . Meanwhile, the lowest score of the experimental group was 60 and for the control group was 62.5. In addition, the mean score of the experimental and control group was different. The mean score of the experimental group was 64.70 and the mean score of the control group was 64.85. Then, the standard deviation of the experimental group was 2.91and the standard deviation of control group was 2.06.

b. The Result of Post-test

Post-test was given to the students after getting treatment. The purpose was to measure students' grammar mastery after getting treatment by using GC-Raising activities The kind of post-test was same as pre-test that was mulitple choice The post-test was done on 9th May 2018. Table 4.2 showed the summary of post-test result of the experimental and control group

Table 4.2

The Summary of Post-test Result

	Group	Statistics	
Post test	Control	N	17
		Mean	72.35
		Minimum	67.5
		Maximum	80
		Standart deviation	2.86
		Sum	1230
	Experiment	N	17
		Mean	76.32
		Minimum	67.5
		Maximum	87.5
		Standart deviation	5.73
		Sum	1297.5

Table 4.2 showed that the highest score of both groups are different. The highest score of the experimental group was 87.5. Meanwhile, the highest score of the control group was 80. In addition, the lowest score of the experimental group and the control group was same. The lowest score of both groups were 67.5. The mean score of the experimental and control group was different. The experimental group got higher the mean score than the mean of control group. The mean score of the experimental group was 76.32 and the mean score of the control group was 72.35. Then, the standard deviation of both groups was also different. The standard

deviation of the experimental group was 5.73 and the standard deviation of the control group was 2.86.

2. The Output of Analysis of Covariance (ANCOVA)

Analysis of Covariance (ANCOVA) was used to analyze the data. There were some assumptions that must be fulfilled before analyzing data using ANCOVA, because the computation data using ANCOVA needed some requirement. First, the distribution of the data must be normal, the variance between groups must be homogeneous, there must be no interaction between the pre-test and group, and the relationship between pre-test and post-test must be linear. The testing of assumption was:

a. Assumption of Normality

The first assumption was the distribution of the data must be normal. This assumption can be tested using one-sample Kolmogorov-Smirnov test. If the value of $p \geq 0.05$, the distribution of the data is normal. The result of one-sample Kolmogorov-Smirnov test can be seen in the table 4.3 and 4.4

Table 4.3 One-Sample Kolmogorov-Smirnov Test of the Experimental Group

One-Sample Kolmogorov-Smirnov Test		Unstandardized Residual
N		17
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	6.16966957

Most Extreme Differences	Absolute	.140
	Positive	.071
	Negative	-.140
Test Statistic		.140
Asymp. Sig. (2-tailed)		.200^{c,d}

- a. Test distribution is Normal.
- b. Calculated from data.
- c. Lilliefors Significance Correction.
- d. This is a lower bound of the true significance.

Based on table 4.3, the distribution of data in this research was normal. It can be proven by result Kolmogorov-Smirnov test showed that significant value (p) > alpha (α), with p (0.200) > α (0.05).

Table 4.4 One-Sample Kolmogorov-Smirnov Test of the Control Group

		Unstandardized Residual
N		17
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	2.54165565

Most Extreme Differences	Absolute	.201
	Positive	.201
	Negative	-.109
Test Statistic		.201
Asymp. Sig. (2-tailed)		.068^c

- a. Test distribution is Normal.
- b. Calculated from data.
- c. Lilliefors Significance Correction.

Based on table 4.4, the distribution of data in this research was normal. It can be proven by result Kolmogorov-Smirnov test showed that significant value $(p) \geq \alpha (\alpha)$, with $p (0.068) \geq \alpha (0.05)$

b. Assumption of Homogeneity Variance

The next assumption was the variances between groups are homogeneous. To know the homogeneity variances between groups, it was used Levene's test. If the Levene's test result is $p > 0.05$, it means the variances of the data between groups are equal. Levene's test result can be seen in table 4.5.

Table 4.5 Levene's Test of Equality of Error Variances^a

Levene's Test of Equality of Error Variances^a

Dependent Variable: test_setelah_experimen

F	df1	df2	Sig.
6.833	1	32	.014

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept + group + pretest + group *
pretest

From the output in table 4.7, it can be seen that $F(1.32)=6.833$ with significant value was 0.014. The result gave evidence that $p(0.014) > \alpha(0.05)$. It means that the variance of the experimental and control group was equal across groups.

c. Assumption of Homogeneity Regression (Slope)

Prior to the ANCOVA test, testing for homogeneity of regression (slope) must be performed. The test evaluated the interaction between the covariate and the independent variable in the prediction of the dependent variable. To be able to proceed with ANCOVA analysis, there must be no interaction between the covariate and the independent variable ($p > 0.05$). A significant interaction between the covariate and the independent variable suggest that the differences on the dependent variable among groups vary as a function of the covariate. If the interaction is significant – the results from an ANCOVA are not meaningful– and ANCOVA should not be conducted. The result of test of homogeneity of regression (slope) is presented in table 4.6.

Table 4.6 Tests of Homogeneity Regression (slope)

Tests of Homogeneity Regression (slope)

Dependent Variable: test_setelah_experimen

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	312.786 ^a	3	104.262	4.391	.011	.305
Intercept	10.314	1	10.314	.434	.515	.014

group	10.771	1	10.771	.454	.506	.015
pretest	149.097	1	149.097	6.279	.018	.173
group * pretest	13.332	1	13.332	.561	.460	.018
Error	712.397	30	23.747			
Total	187431.250	34				
Corrected Total	1025.184	33				

a. R Squared = .305 (Adjusted R Squared = .236)

In this present study, there was one independent variable namely gremmarstrategy. The interaction source in the result of computation is labeled group * pretest. Our result suggests the interaction was not significant of the one independent variable namely gremmar strategy with the covariate as evidenced by $F(1.30)=0.561$, $p(0.460) > \alpha(0.05)$. Based on this finding, we can proceed with our ANCOVA analysis.

d. Assumption of a Linear Relationship between Covariate and Dependent Variable

The covariate was included in the analysis to control for the differences on the independent variable. The primary purpose of the test of the covariate is to evaluate the relationship the covariate and the dependent variable, controlling for the independent variable (for any particular group). To be able to proceed with ANCOVA analysis, there must be a significant relationship between the covariate and the dependent variable ($p < 0.05$). The result of test of a linear relationship between the covariate and the dependent variable is presented in table 4.7.

Table 4.7 Tests of Linear Relationship between Covariate and Dependent Variable

Tests of Linear Relationship between Covariate and Dependent Variable

Dependent Variable: test_setelah_experimen

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	299.454 ^a	2	149.727	6.396	.005	.292
Intercept	4.496	1	4.496	.192	.664	.006
group	105.740	1	105.740	4.517	.042	.127
pretest	202.212	1	202.212	8.638	.006	.218
Error	725.729	31	23.411			
Total	187431.250	34				
Corrected Total	1025.184	33				

a. R Squared = .292 (Adjusted R Squared = .246)

In the current study, this relationship is significant, $F(1,31)=202.212, p(0.006) < \alpha(0.05)$. It means that there is a relationship between the covariate and the dependent variable

After all requirements were fulfilled, the next step was testing hypothesis using test of between-subject effect to know the influence of the treatment to the students' grammar mastery. The hypothesis is:

H_0 = there is no any significant difference on the mean score of students in the experimental and control group.

H_a = there is any significant difference on the mean score of students in the experimental and control group.

Table 4.8 showed the result of hypothesis testing by using tests of between-subject effects.

Table 4.8 Tests of Between-Subject Effects

Tests of Between-Subjects Effects

Dependent Variable: test_setelah_experimen

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	299.454 ^a	2	149.727	6.396	.005	.292
Intercept	4.496	1	4.496	.192	.664	.006
group	105.740	1	105.740	4.517	.004	.127
pretest	202.212	1	202.212	8.638	.006	.218
Error	725.729	31	23.411			
Total	187431.250	34				
Corrected Total	1025.184	33				

a. R Squared = .292 (Adjusted R Squared = .246)

Table 4.12 showed that the result of significant value is 0.004. It means that $p < \alpha$ ($0.004 < 0.05$). Based on the result above, the null hypothesis was rejected and the alternative hypothesis was accepted. Therefore, there was any significant difference on the mean score of students in the experimental and control group.

Table 4.9 Parameter Estimates
Parameter Estimates

Dependent Variable: test_setelah_experimen

Paramete	B	Std.	t	Sig.	95% Confidence Interval	Partial Eta
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r		Error			Lower Bound	Upper Bound	Squared
Intercept	7.850	21.979	.357	.723	-36.976	52.676	.004
[group=1.0]	3.529	1.660	2.125	.002	.142	6.915	.127
[group=2.0]	0 ^a
pretest	.995	.338	2.939	.006	.304	1.685	.218

a. This parameter is set to zero because it is redundant.

Table 4.9 showed that the experimental group which got treatment using GC-R Technique got highest value 3.529 than control group. In addition, the result of significant value is 0.002. It means that $p(0.002) < \alpha(0.05)$. It can be concluded that there is any significant difference on the mean score of students the experimental and control group.

From the tests of between-subject effects, it can be seen that there was different result between students who taught by GC-R activities and those who was not taught by GC-R activities. In addition, based on the all ANCOVA output above, the researcher could conclude that null hypothesis was rejected and alternative hypothesis was accepted. It means that teaching grammar using GC-R activities was better than did not used GC-R activities at MA Ar-rosyaad Balong Ringinrejo

B. Discussion

The purpose of this research was to see the effect of using GC-R activities in teaching grammar. Based on the analysis in the previous part, the students who are taught by using GC-R activities got higher score than who are taught by conventional method. It can be seen from the different mean of both of groups before and after treatment. It means that GC-R activities can improve students' grammar mastery. In the pre-test the, the mean score of experimental group was 64.70 and the mean score of control group was 64.85. In the post-test, the mean score of experimental group was 87.5 while the mean score of control group was 72.35. it can be concluded that GR-R activities can improve students' grammar mastery.

The result of ANCOVA showed that the distribution of data in dependent variable is normal with the significant value $0.200 > 0.05$. Then, the Levene's test result showed the significant value $0.0214 > 0.05$. It means that the variance of the experimental and control group is equal across groups. In addition, there is no interaction between pre-test and group. It is proven by the significant value $0.460 > 0.05$. Table 4.11 gave evidence that there was relationship between the covariate and the dependent variable. Then, there is the relationship between pre-test and post-test, as evidence the result of significant value $0.006 < 0.05$.

The result of the test between-subject effects is significant at $(p)0.004 < 0.05$. Because of the significant value is smaller than 0.05, there was enough evidence to reject the null hypothesis and the alternative hypothesis was accepted. It means that teaching teaching grammar using GC-R activities more effective than did not use GC-R activities.

The objective of this research was to know the effectiveness of GC-R activities in teaching grammar whether the students who were taught by using GC-R activities have better score than those who are taught by conventional method. From the result of it can be concluded that GC-R activities had improve grammar mastery of the experimental group.

By using GC-R activities, the students were more active in the class while they were learning the grammar point because they were asked to observe, analyze and identify the examples of grammar point, differentiate two examples of grammatical rules, discuss cooperatively about the grammatical rules discussed and construct sentences by themselves. Since one of characteristics of grammar consciousness-raising activities is to encourage students in cooperative learning, students can be more active in learning grammar explicitly and as well as implicitly in teaching and learning process.

The other research showed that students' grammar mastery had increased after students were taught by using GC-R activities. The data showed that showed that the technique had positive effect in teaching grammar especially in simple past and present perfect tense. Based on previous studies was conducted by Hamidreza Fatemipour and Shiva Hemmati at pre-intermediate learners at an English language institute in Tehran, Iran also showed that students who were

taught by GC-R activities get better score than who were taught without GC-R activities.²⁰

Based on the explanation above, the researcher found that GC-R activities can increased students' grammar mastery.

CHAPTER V

CONCLUSION AND SUGGESTION

²⁰ Hamidreza Fatemipour¹ & Shiva Hemmati, *Impact of Consciousness-Raising Activities on Young English Language Learners' Grammar Performance*. Canadian Center of Science and Education, vol. 8, No. 9, 2015, p. 3

This chapter described the conclusion and suggestion to answer the statement of problem and suggestion for English teachers and future researcher to use GC-R activities in teaching grammar in English.

A. Conclusion

The conclusion of the research was GC-R activities gave positive outcome on the students' grammar mastery of the first graders at MA Ar-Rosyaad Balong Ringinrejo. The researcher found that there was difference mean between the experimental and control group after conducting the treatment. The students who were taught by GC-R activities got higher mean than the students who were taught without GC-R activities.

The mean score of experimental group in the post-test was 87.5 while the mean score of control group was 72.35. The distribution of the data in the research is normal. It can be proven by the result Kolmogorov-Smirnov test, and it showed that the significant value (p) $>$ alpha (α), with p (0.200) $>$ α (0.05). Meanwhile, the Levene's test showed that $F(1.32)=6.833$, $p=0.014$. The result gave evidence that p (0.014) $>$ α (0.05). It means that the variance of the experimental and control group is equal across groups.

The homogeneity of regression test (slope) showed that there was no interaction between the covariate and the independent variable. It was proven by the result of $p > \alpha$, with p (0.460) $>$ α (0.05). The last assumption is there was relationship between the covariate and the dependent variable. It was proven by

the result of $F(1.31)=202.212$, with $p(0.006) < \alpha(0.05)$. It means that there is a relationship between the covariate and the dependent variable.

Based on the hypothesis testing result, the significant value was $p(0.004) < \alpha(0.05)$. Because of the significant value is smaller than 0.05, there was enough evidence to reject the null hypothesis and the alternative hypothesis was accepted. It means that teaching grammar using GC-R activities more effective than teaching grammar without GC-R activities.

B. Suggestion

Based on the result of the research, the researcher would like to give some suggestions to the English teachers and the future researchers. Hopefully, the research is useful for them.

1. For English teachers

As an English teacher, we must be creative and innovative in creating and applying a technique to increase students' ability in learning English especially in teaching grammar. GC-Ractivities is one of the appropriate technique which can help teachers to teach grammar and motivate students in learning English.

2. For the students

The researcher hopes that the students can lose their boring in the classroom and more interest in writing subject. By giving these strategy, hopefully it will help them more aware of language forms that encourage them to learn

language acquisition indirectly and students can improve their knowledge of grammar which is able to affect towards their grammatical knowledge.

3. For the next researcher

The researcher offers some suggestion that such activity should be conducted in other classes of other school to get the wider generalization of the result of the study. The researcher hope there will be many researchers that explore the use of GC-R activities in improving the students' grammar mastery in teaching learning process.

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APPENDICES