

ABSTRACT

Hayati, Ema, Rohmah. 2016. *The Impact of Consciousness Raising Strategy on English Language Learners' Grammar Achievement*. Thesis. English Language Education Department, Faculty of Teacher Training and Education, University of Muhammadiyah Gresik. Advisors: (I) Dr. Khoirul Anwar, M.Pd, (II) Candra Hadi Asmara, M.Pd

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Grammar is a study of language and it emphasizes how the sentences are structured. In teaching and learning grammar, learners and teacher find some problems. Learners feel difficult in choosing appropriate verb, constructing sentence and understanding grammatical rules. Then, teacher has problem in applying appropriate strategy in teaching grammar. So, teacher needs alternative strategy which can be used for teaching grammar and it must be supported by experts. Based on some previous studies, consciousness raising strategy gave positive impact for learners' skill such as speaking, listening, reading and writing. Thus, for making different with previous studies, the researcher focused more specific in the component of skill that was grammar as the component of writing.

This study was to investigate the significant effect of consciousness raising strategy on English language learners' grammar achievement. The design of this study was quasi experimental design. The population of this study was 10th grade learners of SMA NU 1 GRESIK in academic year 2015/2016 which totally consisted of 362 learners. The researcher chose the sample of this study through purposive sampling. It was divided into 37 learners of 10th Science 3 as experimental group and 36 learners of 10th Science 1 as control group. The data was collected from pre-test and post-test about simple past tense and present perfect tense which totally consisted of 25 items for each test. After getting the data, the researcher analyzed the data by using SPSS 17.0 program.

The research findings showed that there was significant difference between learners in experimental group who were taught by using consciousness raising strategy and learners in control group who were taught by using presentation-practice-production. The researcher found that probability value of both groups was 0,000. It was less than significance level 0,05 ($0,000 < 0,05$). It means that consciousness raising strategy significantly influences learners' grammar achievement. The researcher concluded that consciousness raising strategy gave positive impact towards learners' grammar achievement. Learners were more independent, they were motivated in learning grammar and they understood the grammatical rules of simple past tense and present perfect tense.

The researcher suggests to the English teacher for implementing consciousness raising strategy as an alternative method in teaching grammar. Furthermore, learners must be confident in the classroom and they must have good preparation in learning grammar. The researcher hopes that further research can use this strategy in other components of skill beside grammar for making different with previous studies