

# **CHAPTER I**

## **BACKGROUND**

### **1.1 Background of The Study**

Grammar as the micro skill has important role in English Language Teaching. In mastering English, learners must understand well about grammar because grammar is the foundation or basic for written and oral communication. Ellis (2002) argued that the main purpose of teaching grammar is to help learners in understanding structures or grammatical rules which can be applied for spoken and written communication.

Grammar is a study of language and it emphasizes how the sentences are structured. Gerot and Wignel (1994) stated that grammar is the theory of language. Also, grammar is a way to organize the sentence and make meaningful language (Hirai, 2010). For learners, grammar becomes frightful lesson. They feel difficult to understand and master grammar. Learners also find some problems such as: constructing sentence and understanding grammatical rules or tenses. Nawaz, Sana (2015) explained that students have some problems such as: choosing appropriate verb, constructing sentence and the use of tenses. Most of Indonesian learners are not motivated to learn grammar because their teacher always focuses on explaining grammatical pattern and ask them to memorize it. So, it makes them can't get a good grammar achievement. Meanwhile, they want to learn grammar by themselves. It means that learners know the grammatical pattern from the context, so they can analyze and discover the structure and the function by their own knowledge.

In teaching grammar, teacher also has problem in applying appropriate strategy or method for teaching grammar. Teacher tries to make interactive and interesting learning situation. In contrary, learners feel that teacher applies boring strategy. Teacher implements grammar traditional method which emphasizes the grammatical rules and language form. It means that teacher always gives pattern to learners and learners must understand it. According to Richards & Rodgers (2002), they argued that traditional approach in teaching grammar focuses on grammatical structures and form.

Beside that, teacher always gives explanation and task for the learners without giving learners chance to develop their idea. Moreover, the learners only pay attention to teacher's explanation about grammatical rules without knowing the meaning and use. So, in teaching and learning process, teacher becomes active and learners are passive in the classroom. Duckworth (2009) assumed that teacher centered learning makes learners' thought can't develop well because teacher does not involve the learners in teaching and learning process.

To solve those problems, teacher should change the strategy from traditional to the newest strategy which can make learners develop their ideas by analyzing and discovering grammatical rules from the context. One of the strategies which can be applied by teacher is consciousness raising strategy. It emphasizes the learners to active in teaching and learning process. Based on Svalberg (2005), consciousness raising strategy has correlation with student centered learning because teacher only becomes the counselor who gives correction and advice toward learners' idea. Whereas, learners are active in the classroom for developing their idea.

Furthermore, it is called as consciousness raising strategy because it makes learners aware and notice something about language by themselves. In learning grammar, learners are asked to formulate their own structure or grammatical rules based on example which is given by the teacher. Richards and Schmidt (2002) argued that consciousness raising strategy is a strategy which involves learners to find the grammatical rules from example and it is different with traditional approach which has aim to make learners know and understand the pattern or structure directly from the teacher. Through this strategy, learners are encouraged to learn grammar by themselves through discussion with their classmates about the grammatical rules.

According to Sayyed Mohammad (2012), he found that teaching grammar using consciousness raising strategy was effective than traditional method. So, it was useful for teacher to implement good strategy for teaching grammar. Then, Bouzar (2016) stated that this strategy can be applied for university students on improving their speaking performance, increasing their language awareness and become independent in speaking skill. Next, consciousness raising strategy significantly affected learners' listening skill at university students who enrolled English language translation (Atai and Khatibi, 2010). Furthermore, Niri (2014) also found that consciousness raising strategy was useful for teaching reading in pre-university students at the age 18-20 years old. Nosratinia and Roustayi (2015) proved that consciousness raising strategy gave impact for intermediate students with the age range 20-35 on their writing performance.

Thus, the researcher chose grammar as the focus of the study because some previous studies proved that consciousness raising strategy gave positive impact

for learners' skill such as speaking, listening, reading and writing. So, the researcher tried to focus more specific in the component of the skill that was grammar as the component of writing. Moreover, the researcher decided to choose English learners' of 10<sup>th</sup> grade at SMA NU 1 Gresik as the participants of this study especially for 10<sup>th</sup> grade learners because most of previous studies found that consciousness raising strategies can be implemented for university students. Beside that, 10<sup>th</sup> grade learners still have enough knowledge about grammar.

Then, English teacher at SMA NU 1 Gresik never applied consciousness raising strategy in teaching grammar. It was known from the researcher's interview with English teacher before conducting this study. Beside that, SMA NU 1 Gresik implemented 2013 curriculum which emphasized learners to study independently through discovery learning. Also, this school was well known as one of favorite public senior high school which has good achievement especially in English. It related to the consciousness raising strategy which encourages learners to learn the material from teacher's example or concept. So, learners were accustomed to learn independently.

Based on those explanations above, the researcher conducted the study entitle "The Impact of Consciousness Raising Strategy on English Language Learners' Grammar Achievement".

### **1.1 Statement of The Problem**

Based on the explanation above, the problem of this study is formulated in this question form:

Does consciousness raising strategy significantly affect English language learners' grammar achievement?

## **1.2 Purpose of The Study**

Based on statement of the problem above, the aim of this study is to investigate the effect of consciousness raising strategy on English language learners' grammar achievement.

## **1.3 Significance of The Study**

The researcher hopes that this study gives theoretical and practical significance such as:

### **a. Theoretical Significance**

- Give theoretical contribution about new strategy for improving learners' grammar achievement. That is consciousness raising strategy in English Language Teaching.
- Give theoretical contribution for motivating learners in learning tenses.

### **b. Practical Significance**

- Teacher

The researcher hopes this study gives new information for teacher in teaching grammar. Teacher can try to implement the strategy that is consciousness raising strategy for increasing students' grammar achievement in the classroom.

- Students

Through this study, the researcher hopes that students encourage studying English especially in grammar lesson. Through consciousness raising strategy, it can make students get information from themselves and students learn independently.

- Further Researcher

Other researchers can use this study as their review of literature and may conduct the same topic with this study but in different skill.

#### **1.4 Scope and Limitation of The Study**

The Scope of this study is consciousness raising strategy and learners' grammar achievement. It focuses on grammar consciousness raising strategy which emphasizes the students to analyze grammatical features from the text by themselves especially about simple past tense and present perfect tense. Then, the limitation of this study is focus at 10<sup>th</sup> grade learners' grammar achievement of SMA NU 1 Gresik.

#### **1.5 Hypothesis of The Study**

Based on problem statement above, the hypothesis of this study can be formulated as follows:

There is significant effect of consciousness raising strategy on English language learners' grammar achievement.

## **1.6 Definition of Key Terms**

There are some important key terms in this study, such as:

a. **Consciousness Raising Strategy**

Consciousness Raising Strategy is a strategy which involves learners in teaching and learning grammar by discovering the grammatical rules by themselves from the teacher's example or context.

b. **Grammar Achievement**

Grammar achievement is ability of learners in understanding the grammatical rules, function and use of language. Also, learners can make and produce it in written and spoken form. In this study, the researcher wants learners understand the grammatical rules of simple past tense and present perfect tense.