

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Concept of Grammar

2.1.1 Definition of Grammar

Grammar is important part in learning English. When learners can not understand well about grammar, learners will confuse to arrange the sentence in English. Related to grammar, these are some definitions of grammar from experts.

First, according to Hirai (2010), grammar is a way to organize the sentence and create a good language. Moreover, Gerot and Wignel (1994) defined grammar as the theory of language which shows the process of language happened.

Besides that, Scott Thornbury (1999) said that grammar is an analysis of the form of the sentences which has meaning. Also, grammar is the forming of meaning from the combination of words and it describes the language works (Ur, 1991). Crystal (2004) argued that Grammar is the way to state our feeling through the structural form of language.

From description above, it can be concluded that grammar is related to the form of words and sentences. It also shows the process of language can create the structural meaning.

2.1.2 Teaching English Grammar

Teaching English Grammar is a challenging experience for teacher. Teacher must understand well or master in grammar for making learners can understand the material that given by teacher.

Nowadays, teacher changes the method for teaching grammar from traditional method to the communicative method. It emphasizes the learners to understand the meaning and rules of grammar by interactive ways. Teacher does not allow to give the explanation about the formula directly to learners. Learners must learn from the example that given by teacher.

According to Gardner (2008), teacher can apply many techniques for supporting teaching and learning grammar. There is no best way to explain the grammar rules to the students.

H. Douglas (2000) argued that charts, objects, maps and drawing, dialogues, written text are media which can be used in teaching English Grammar in the class.

M.Papinaidu (2014) also stated that there are 2 ways innovative teaching grammar technique for our students. Those are story narration or story with the names of electronic gadgets by using a particular tense and short film making by using different structures. Both of them involve technology as media in teaching grammar.

“Technology is useful for decreasing the anxiety of learners to make mistake in learning grammar and technology is an innovative media as the source of teaching and learning grammar” (Hegelheimer & Fisher, 2006).

From those experts, we can conclude that teacher can apply many techniques or ways in teaching English grammar. It depends on the learners' need and the most important thing that must be considered by teacher is the technique must be communicative for making learners interested and motivate them to study English Grammar.

2.1.3 Deductive and Inductive Approach in Teaching Grammar

In teaching grammar, there are 2 main approaches which can be used by teacher as the principles. Those are deductive approach and inductive approach. Thornburry (1999) explained that both of that approaches are different. Deductive approach focuses on the teacher's explanation about grammatical rules then it is followed by the example from the teacher which related to the rules. It is different with inductive approach which emphasizes the learners to study the grammatical rules from the teacher's example. So, learners know and understand about the rules by themselves.

First, deductive approach is an approach which emphasizes the error correction and the explicit rules (Krashen, 2002). It means that teacher presents the grammatical rules explicitly so learners are ready to finish the task from the teacher. In this approach, teacher must provide various tasks for checking learners' understanding about the rules. Mohammed, dkk (2008) stated that this approach emphasizes the teacher to work from general to specific. It seems that teacher gives explanation the rules first then learners apply it in the form of exercises.

Thornburry (1999) also mentioned that there are some advantages and disadvantages for teacher when implements deductive approach. The advantages are teacher can explain the rules directly or to the point so it can minimize the time, it can improve learners' intelligence especially for cognitive aspects. Then, learners are accustomed to learn in the classroom situation and teacher also focuses on language points. Meanwhile, the disadvantages are it makes learners cannot understand the concept, teacher influence the success of teaching and learning process (teacher-centered). Deductive approach also builds bored situation especially for young learners and it forces learners to memorize the structure or grammatical rules.

Second, inductive approach is related to consciousness raising strategy which emphasizes teacher to give some examples for students then guides them to analyze the rules from those examples (Mautone, 2004 in Mohammed, 2008). Beside that, this approach is appropriate for bright students who have ability to discover and analyze the structures (Ausubel, 1964). Same with deductive approach, this approach has advantages and disadvantages. The advantages are learners encouraged to active in learning process, they are accustomed to learn grammar through discovery learning and problem solving. So, from those strategies, learners have more chance to practice the language from examples.

In the researcher conclusion, teacher must consider in both approaches. The difference is deductive approach emphasizes the role of teacher to explain the rules but in inductive approach, learners get information about the rules by themselves from the examples. Teacher can

implement those approaches based on the situation and the condition of teaching and learning.

2.1.4 Difficulties in Teaching and Learning Grammar

In the classroom, teacher and learners are related each other to make interactive situation in teaching and learning process. Especially in teaching and learning grammar, both of teacher and learners find some problems. According to Mohammed, A and Perun, NR (2015) stated that learners know about the grammatical rules but they are difficult to apply and make the sentence based on their own language. Nawaz, S (2015) argued that students have some problems in learning grammar such as: choosing appropriate verb, constructing sentence and the use of tenses.

Moreover, teacher also finds some problems in teaching grammar. Ali, R (2011) proved that many teachers still use Grammar Translation Method. It seems that teacher has difficulty in applying appropriate strategy for teaching grammar, because Grammar Translation cannot build communicative teaching and learning process in the classroom.

The researcher concludes that in teaching and learning grammar both of teacher and learners find some problems. Most of learners are confused in constructing sentence and understanding the grammatical rules. They should aware to their problems and they can make consultation with the teacher for solving the problems. Then, teacher also feels confused in implementing appropriate strategy which can build communicative situation in the

classroom. So, both of teacher and learners must cooperate each other for sharing and solving their problems.

2.1 Concept of Consciousness Raising Strategy

2.2.1 Definition of Consciousness Raising Strategy

According to Svalberg (2005), consciousness raising strategy is related to the inductive approach and it seems like learner centered learning. In teaching and learning process, learners are involved in teaching and learning process to understand the rules by themselves. Also, there is no chance for teacher to explain the rules at the beginning of the class. Then, Ellis (2002) argued that it is a strategy which has purpose to develop learners' understanding about knowledge explicitly. It means that learners know the information from the context or example.

Consciousness raising strategy is a technique which can be applied for teaching grammar. It encourages learners to study the language form in aware condition and it is different with grammar traditional approach (Richards and Schmidt, 2002). This strategy emphasizes learners to understand the grammatical rules from example, compare and analyze the rules then create their own formula or rules. Furthermore, Rezaei & Hosseinpour (2011) stated that consciousness raising strategy is a teaching grammar approach which emphasizes the learners to discover their grammar knowledge through problem solving.

Thus, consciousness raising strategy is a strategy or technique which can be used for teaching grammar. It emphasizes the learners to study the

grammatical rules by themselves and from the example. So, it almost same with learner centered learning and inductive learning because learners always active in the teaching and learning process and teacher does not give explanation again at the beginning of the class.

2.2.2 Advantages of Consciousness Raising Strategy

Same with other strategies, consciousness raising strategy also have some advantages for teacher and learners. Ellis (2002) mentioned that there are some advantages for learners when teacher applies consciousness raising strategy such as: learners can see example before doing task, it can be implemented for learners who have different learning style and learners understand the context by themselves. It also builds cooperative learning situation and improves learners' ability to peer checking.

Willis and Willis (2007) argued that the use of consciousness raising strategy gives advantages as the following:

- 1) Build interesting and fun situation in the classroom
- 2) It can be implemented in the classroom and outside the classroom
- 3) Build implicit and explicit knowledge
- 4) Give learners more input about material in context
- 5) Create cooperative learning situation

Abdalla, A (2014) proved that consciousness raising strategy can help learners increasing their language awareness and become independent in learning tenses. Next, consciousness raising strategy can motivate

learners to learn grammar because it involves learners in discovery learning (Ostovar and Charmchi, 2016).

From explanation above, many advantages which are gotten by teacher and learners. Those are the situation in the classroom becomes interesting and fun because learners are involved in teaching and learning. Then, they cooperate with their friends for analyzing and solving the problems for getting the information about grammatical rules. So, it motivates learners to study grammar independently.

2.2.3 Procedures of Consciousness Raising Strategy

Ellis (2002) mentioned that procedures of consciousness raising strategy are: setting the scene, comprehension questions, noticing, hypothesizing, checking hypothesis and confirmation about the hypothesis. First, teacher gives students an authentic text which related to the material. Second, from the text learners can find some questions in their mind. Then, learners make assumptions by underlining or making bold the sentences which show important information related to the material and they make a group or in pair to share their assumption. Furthermore, learners check their assumptions by presentation in turn from each group. Finally, teacher summarizes students' assumptions and gives the confirmation about the material.

Willis and Willis (1996) explained that in implementing consciousness raising strategy, we should consider these following steps such as:

- 1) Teacher gives an example or text about the material.
Example: Teacher gives a text which related to simple past tense.
- 2) Learners are asked to make underline toward important information in the text.
Example: Learners underline all verbs in the text and underline all verbal and nominal sentences.
- 3) Learners analyze and compare the differences of information in pair or group.
Example: Learners compare their underline verb and sentences in a group.
- 4) Learners make their own formula or rules.
Example: Learners make the formula of verbal and nominal sentence in simple past tense.
- 5) Teacher gives the evaluation about the lesson.

So, in implementing consciousness raising strategy teacher and learners must know and understand well about the procedures above. The most important thing is learners identify the rules by themselves from the example and they can construct sentences from their rules through the process of analyzing by themselves in a group.

2.2.4 Procedures of Teaching Grammar Consciousness Raising Strategy

There are some procedures which can be done by teacher and learners in teaching grammar using consciousness raising strategy. In these procedures, the researcher uses simple past tense as the example of the material.

1) Pre-Activities

- Teacher gives brainstorming for learners by asking students randomly about their activities in the past or Teacher asks them to change some words from verb 1 into simple past form (verb 2)

2) Whilst-Activities

- Teacher distributes a recount text which related to simple past tense
- Teacher asks learner to find out the grammatical rules about simple past tense in verbal and nominal sentence from the texts by themselves through underlying the rules or the verbs.
- Learners make a group for giving or sharing their opinion about their rules and make their own structure in simple past tense
- Teacher asks learners to make sentences by themselves based on their own structure

3) Post-Strategy

- Teacher gives their correction and summarizes all of students' opinion about the rules.

2.3 Review of Previous Study

There were some previous studies which related to the researcher's variables. Those were consciousness raising strategy and learners' grammar achievement. **First**, the title of the study was "*The Effect of Consciousness Raising Tasks on Improving Algerian EFL Students' Speaking Skill*". It was conducted by Bouzar, S and published in ASRJETS Vol. 22, No. 1 2016 by Global Society of Scientific Research and Researchers. The aim of this study was to consider the effectiveness of consciousness-raising strategy on improving Algerian EFL Students' Speaking skill. 40 students of Algerian University who enrolled in English Department were participants of this study. The instruments of this study were test, questionnaire and interview. The result of this study showed that consciousness-raising strategy had significant effect on improving Algerian EFL Students' Speaking skill.

Furthermore, "*The Effect of Genre Consciousness Raising Tasks on Iranian EFL Learners' Listening Comprehension Performance*" was the **second** study. The objective of this study was to investigate the impact of teaching listening through genre consciousness raising task. It was created by Atai, R.M and Khatibi, M.B and published by The Journal of ASIA TEFL Vol.7 No.3. The researcher gave 2 different listening comprehension tests of new broadcast genre as pre and post test to 120 senior University students who majoring in English Language Translation. The results indicated that genre consciousness raising strategy gave positive effect on Iranian EFL Learners' Listening Comprehension Performance.

Third, the study which entitle “*The Effect of Grammar Consciousness-Raising Tasks on EFL Learners' Reading Comprehension and Writing Ability*” was arranged by Nosratinia, M and Roustayi, S. It was published on IOSR Journal of Humanities and Social Science (IOSR-JHSS) Volume 19, Issue 3, Ver. II March 2014. The participants were 60 female intermediate EFL learners with age range of 20-35. The researcher also gave them reading and writing test for knowing the effect of grammatical consciousness-raising tasks on EFL learners' reading comprehension and writing ability. Then, the study revealed that grammar consciousness-raising tasks result in a better performance on writing than reading comprehension.

The **fourth** study was compiled by Niri, M.B. It was published in the journal of Applied Environment and Biological Science Vol.4 No.10 2014. The title was “*The Effect of Consciousness-raising Strategy on Improving the Reading Comprehension Ability of Iranian Pre-University High School Students*”. Participants were Iranian male Turkish pre-university high school students at Taleghan and Rezvan High School in Nur city around 18-20 years old. The researcher administered pre and post tests of reading comprehension. Based on the findings, the researcher found that consciousness-raising tasks significantly affected pre-university high school students' reading comprehension.

Next, “*The Effect of Task Repetition and Consciousness Raising on Iranian L2 Learners' Writing Performance*” was conducted by Pakbaz, R and Rezai, M.J and published in International Journal of Language and Applied Linguistics, Vol. 1, No. 2 2015. An Experimental research was conducted at 60 lower intermediate EFL learners in a private language institute in Shiraz with pre and post test as the

instruments. The researcher concluded that consciousness raising and task repetition gave significant influence on learners' writing performance.

2.4 Review of Direction

Based on previous studies above, the researcher found some similarities and differences among the studies. The similarities can be seen from the strategy that was consciousness raising strategy. Some previous researchers proved that consciousness raising strategy was effective for teaching English skill. Consciousness raising strategy was a strategy which can encourage learners' awareness and increase students' independent in the classroom. Other similarities were the research design of those studies. Most of previous researchers chose to conduct experimental research and the instrument which they used were test.

Besides the similarities, researcher also analyzed the differences. Those were the subject of the studies. Participants were chosen from various stages such as high school's learners (intermediate) and universities' students (pre-advanced and advanced). Then, the effect of consciousness raising strategy can influence some skills like speaking, listening, reading and writing.

Based on previous studies above, consciousness raising strategy gave positive effect for learners. Nowadays, both of teacher and learners need a strategy which gives positive impact in teaching and learning grammar. Many learners especially in senior high school feel difficult in learning grammar and teacher also confused to apply appropriate strategy in teaching grammar.

So, the researcher decided to choose consciousness raising strategy because it has positive effect for learners. The researcher wanted to test the theories of

consciousness raising strategy towards learners' grammar achievement in Senior High School whether this strategy gave significance effect or not when it was applied at 10th grade learners in SMA NU 1 Gresik.

The researcher chose grammar because some previous studies focused on learners' skill. For making it different with previous studies, researcher focused more specific in the component of skill that was grammar as the component of writing . Then, grammar is important for learners in writing a text. For example in recount text, learners must understand well about simple past tense. If they do not understand well about the rules, they will confuse to arrange sentence for making a good paragraph of recount text. Also, researcher decided to choose 10th grade learners of SMA NU 1 Gresik as the participants of this study and the material talked about simple past tense and present perfect tense.