

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher explains the conclusion from the research findings in previous chapter. Furthermore, this chapter also gives suggestions for the teacher, students and further researchers who related to this study.

5.1 Conclusion

From the result of pre-test, the researcher concluded that the primary ability of learners was homogeneous. It was shown from the results of Levene's test was higher than the level of significance 0,05 ($0,277 > 0,05$) and the mean score of experimental group was 57.6216 and 55.2222 for control group. Then, according to the post-test score, the mean score of experimental group was 78.7027 but control group was 66.4444. Furthermore, the result of post-test showed that sig. (2 tailed) of experimental group and control group was 0,000. It indicated that the significance level less than α (0,05). It means that the null hypothesis can be rejected. So, the researcher can accept H_1 . Thus, we can conclude that consciousness raising strategy gave significant impact towards learners' grammar achievement at 10th grade of SMA NU 1 Gresik.

Based on the research findings, the researcher concluded that the implementation of consciousness raising strategy gave positive impact towards learners' grammar achievement. It can make learners more independent in learning grammar because they were accustomed to study the grammatical rules from the example or context by themselves and they were active to involve in

teaching and learning process. Besides that, they were motivated to learn grammar because through this strategy can create cooperative and interactive situation. This strategy also can improve learners' grammar achievement because they learned grammatical rules from the context. It can make learners understood and remembered the formula, the function and the use of language in written and spoken form. Thus, the implementation of consciousness raising strategy can make learners more understand the grammatical rules, function and the use of language.

From the findings above, the researcher proved that consciousness raising strategy gave significant impact on English Language learners' grammar achievement. This study still has same direction with previous studies because the researcher focused to test the impact of consciousness raising strategy. However, the researcher chose different skill that was learners' grammar achievement because grammar was important for learners especially in writing and chose different participants that was 10th grade learners of SMA NU 1 GRESIK.

5.2 Suggestions

From the conclusion above, researcher gives some suggestions to the teacher, learners and further researcher who implement consciousness raising strategy as the strategy for improving learners' grammar achievement.

5.2.1 Suggestion for Teacher

Researcher recommends the teacher to apply consciousness raising strategy as alternative method in teaching grammar. In teaching and learning grammar, teacher must provide interesting material or media and build fun

situation in the classroom. Not only that, but also teacher must involve the learners to active in the classroom. So, they are interested and motivated to join in grammar class and more understand the material.

5.2.2 Suggestion for Learners

In learning grammar using consciousness raising strategy, learners must involve in teaching and learning. They must active, brave and confidence to share their idea in the classroom. They must have enough knowledge and have good preparation about the material because in this strategy, learners are expected to learn the rules from the context by themselves. So, teacher does not explain the material at the beginning of the lesson, but teacher will give correction and explanation at the end of the lesson.

5.2.3 Suggestion for Further Researchers

For further researchers who conduct the same strategy with this study, they can implement consciousness raising strategy in other components of skill besides grammar because for making it different with previous studies which focused on learners' skill. Furthermore, they can use grammar as their focus but with different level and material.