Developing Consciousness-Raising Based Grammar Material for English Beginner Level at English Course

Nurul Arifin
ALIFIA Institute English Course Pare - Kediri
E-mail address: nurularifin594@gmail.com

Abstract

Second Language Acquisition (SLA) researchers still going on the process of searching for some effective ways in developing grammar learning materials. This study aimed at developing grammar material at an English course in Pare, Kediri. Consciousness-raising (CR) takes a part as the technique in developing the grammar material by providing five processes in delivering material. Those are building the students' background knowledge, leading students to comprehend implicitly the use of the rules, then, students practiced the use of grammar rule through speaking exercises, then researcher made sure the students had known the use of the grammar rule by giving error analysis tasks. and the last, students enrich their knowledge of grammar rules which provided on the book and those activities did in sequence on the book. The research product is a book which used for teaching grammar at beginner level. Product revising based on two experts' judgment. The revised product revised and tried out by 16 students at the course. 10 questioners given to know students' opinion towards the revised product. Questioners got 87.5%. which indicated the revised book is appropriate enough to be used. Furthermore, it helps students comprehend the use of grammar rules easily and also be beneficial for English course teachers who are finding out a way to improve students' comprehension on English language features.

Keywords: Developing, Grammar material, Beginner level, Consciousness-raising.

In having a good communication skill, grammar is needed as the part of word construction skill. Grammar is a fundamental aspect to construct meaningful words. To have a better performance on speaking and writing students need to know more about grammar also having a good grammar skill will make learners be more aware towards language feature as nouns and verbs (Mart, 2013). Therefore, to acquire a language, learners need a good grammar skill to enable them combining words into sentences and get a better result on their language acquisition processes.

Teaching grammar effectively has always been debating in learning a foreign language. knowing grammar is important and make a highly contribution to learners' language competence. Providing a good learning material on students' book needed to help learners understand clearly and easily some language features in grammar and it will enable them to construct sentence accurately which they need to have in having a meaningful communication whether spoken or written. unfortunately, most student's grammar book does not cover those important aspect that should teacher provide and it worsened by applying a monotonous way of teaching. This condition reflected from

students' opinion that has taken and been taking a grammar class which most of their learning goal is having a good communication skill accurately.

As the interview result with the teachers and some alumni of the course, Grammar was taught to help students in constructing words correctly. The target skill of grammar class itself is having a good performance in speaking for daily communication which also considered as the target output of students who take grammar class at beginner level. Therefore, the given materials are part of speech, sentence, Question words and yes / no question, and five frequently used tenses (simple presents, present continuous, present perfect, simple past and simple future). In fulfilling the learning goal, teacher use spoken activities which designed to achieve a good speaking skill. This learning goal can be summed up that teacher should provide a good grammar learning material which can enable students to construct word accurately.

Unfortunately, the learning goal could not be achieved well. This condition reflected on the questioners' sheet that showed the students' opinion and learning needs. It happened because of the book that teacher and students used in delivering and learning grammar was not fulfilled their learning scope as what students told on the interview and need analysis session. There, teacher seemed not effective in delivering material which basically hoped can ease students in noticing ad comparing their own language features with the target language which commonly used in daily conversation context. The approach that teacher used in teaching is inductive approach which only give students chance to practice the use after they discover and understand the use. This approach in contrast with deductive approach which lead students to have more chance in noticing and comparing the grammar rules which given explicitly on the book. Deductive approach has been one package with the implementation of Consciousness-Raising (CR) technique which researcher used in developing the learning material. In Pare, most English courses do not use a book in teaching grammar and also the way of teaching itself are not enabling students to raise their awareness towards the language features they should notice and compare.

In acquiring a language, C-R plays a role in boosting students' attention and enabling them to be conscious of language feature in grammar that contributes towards them (Richards & Schmidt, 2002). by Consciousness-Raising, learners are guided to acquire the target language explicitly and implicitly. It showed truly efficient to improve their grammatical knowledge (Moradkhan & Sohrabian, 2009). The are two good underlying reason in teaching grammar are:

a) Comprehensibility: (Comprehensible sentences will be produced only by knowing the building and using of the structures to know how to make a meaningful communication created successfully. therefore, identifying the structures and teaching grammar well is a must.

b) Acceptability: in social context, accuracy can obstruct and create a perception which someone who construct words incorrectly may not get a good or serious response, consequently learners need to have a high grammatical skill to make a comprehensive meaning. (Richard and Renandya, 2002)

The condition above worsened by the ways of teaching grammar where in formal school or English courses grammar taught in linear, where firstly students learn a grammar item then they step the next item to be mastered considered as the more difficult one. This fact in line with what researcher got from the interview result with teacher and alumni of ALIFIA Institute English course and also supported with an observation that showed a result that language is not acquired by a linear process (Nunan, 1997) and also Accuracy is not got by linear process, sometimes, language elements acquired through interaction and effect from other elements that have close relation in a useful meaning (Nunan, 1997).

Those reason create a framework that language acquisition is not a linear item construct due to its way of work. Consequently, building students' knowledge of grammar rules, should not let students learn a grammar in linear fashion. Providing grammar rules material which work with other grammar rules on the students' handbook can be like: teaching the use of noun in words construction, researcher delivered the use of noun by delivering the use of verb which students will discover that noun is used as something or someone who gets or the actor of an action of verb.

Regarding to the background that views above, the researcher exhorted to conduct a research developing the grammar material by using C-R technique at ALIFIA institute English course, Pare. This research is done to develop the grammar learning material based on the students' needs to facilitate the students with an easy learning material to enable them in having a good speaking skill accurately. In this research, researcher specifically will focus on grammar materials for beginner level who learn English for daily communication purposes only.

Method

The design used in this research is Research and Development (RnD). Latief (2014) stated that "educational research & development is research design aimed at developing educational product like curriculum, syllabus, text books, instructional media, modules, assessment instrument, etc". As noted by Borg and Gall (2003) the steps include ten steps, they are: research and information collecting, planning, development of an initial product, preliminary field testing, preliminary product revision, primary field testing, operational revision of the product, operational field testing, final product revision, dissemination and implementation". Some of reasons researcher used RnD as the research design of this research are: first, RnD refers to a research done by a teacher to develop the educational product used to teach and learn. RnD also consist some stages that will be repeated until the objective is achieved. Second, to improve the quality of English learning material as well as students' achievement in learning English grammar in classroom and also, to describe how the implementation of Consciousness-raising approach and an effective grammar teaching through (CR) which can give impact to the students' comprehension improvement towards grammar learning.

The steps in conducting this Development research as follows:

1. Need Analysis

   In this way, the researcher would analyze the same problem that students faced on grammar for beginner level when they were taught by using an old book which was not in line with students' needs and ability. Firstly, the researcher will give questionnaires to students related to students' needs. Second, the researcher will interview to alumni and teacher of Alifia institute English course.
2. Studying recent theories

   Studying the theories of making new educational product which have big contribution on supporting the document product based on recent theories. The theories were viewed as a references and discussions for teacher and also for educational researcher for further theories
3. Developing the educational product

   In this way, the researcher developed educational product for English grammar learning materials for beginner level at the English course. The materials consisted part of speech and five common tenses in daily used and the materials were provided by implementing inductive approach as the strategy to raise students' consciousness by Widodo. There had some procedure for collecting

appropriate theories such as, review related literature, English Grammar material that in line with students' needs with the syllabus of the English course.

4. Experts validation and revision

   A product that had been developed by the researcher needed an expert to correct the language, content, and handbook layout related on syllabus of the English course, the researcher asked the experts that have credibility in English grammar product. The researcher revised the product after experts gave comments and feedback toward materials that had been developed by the researcher. After, the researcher revised the product related to the comments and feedback, the researcher did a tryout to know the quality of the product.

5. Try out

   The researcher conducted try out in order to know the applicability, appropriateness, usefulness, effectiveness of the product that will be used as a guide book for teaching grammar class at beginner level at the English course. The try out is conducted at ALIFIA Institute Kediri. During the try out the researcher got the students some questions and also interview them to know the real condition that was used for developing writing material.

6. Revision product

   Researcher revise some elements / things regarding with students' opinion after doing the tryout which give a description to researcher about the developed product whether the product will be revised or already affective to be used as the educational product after trying it out.

7. Final Product

   The final product was the last step of the development procedures. The writer needed to recheck the product until the writer felt confidently that the product could be published perfectly. The book aimed to improve students' ability in grammar skill and provide an interesting grammar textbook which would make students motivated to practice their grammar skill in daily use.

The data analyzed were qualitative and quantitative data. The qualitative data obtained from the Interview, and Questioners. Meanwhile the quantitative data obtained from the grading result of students' opinion, needs and expert judgment. To know the students' development in writing a narrative text quantitatively, the researcher used percentage. It was proposed to know how many percent of the that students fill the needs analysis, their opinion towards the tryout product, and also the experts' judgment.

The implementation of Consciousness-Raising (CR) in this research is: Building up students' knowledge of the rule or rule initiation. Here, teacher showed the students' some examples on the book. The examples related to language feature as the topic which were discussing. Then asked them to analyze some signs in the examples that can build the students' knowledge of the grammar rule they caught. Eliciting functions of the rule or rule elicitation. then, the teacher asked the students to catch the use of the language feature in the examples which had been engaged by their use based on the context to ease the students figure out the use of them. Familiarizing students with the rule in use through exercises or rule practice. In this step, students were asked to do some tasks and exercises which had been provided on the book. This way was to get them so familiar with the use of the language feature they were learned. Checking students' comprehension or rule activation. The book which was used in the class had been provided with so many exercises and tasks which were done in the form of spoken activity to build the students' comprehension on the use of the language feature they were learned. And students also were asked to have pair and group activity to check their comprehension one another then teacher try to confirm that the students had come to their comprehension of the language

feature use. Expanding students' knowledge or rule enrichment. The last step is, students got feedback from the teacher to confirm that there was no any miscomprehension of the grammar use that students learned. the feedback was also given to lead students expanding their grammatical competence by giving them some references of some rules which are related to the topic that had just been discussed to enrich their knowledge of the grammar rule. Such as giving them some examples which the rule seems different but still in relation with the use of the rule that had just been discussed or learned by them.

The researcher gave tryout before completing the final product. Then researcher will collect the data of students' opinion towards the developed product to know whether the product should have second revision or not.

Findings and Discussions

The need analysis conducted on July 2nd 2018 at Grammar class for Beginner level of Alifia Institute English Course. 20 questions distributed to know the students' target and learning needs. Then interviewing 5 alumni and the teacher of Alifia Institute English Course to get information related to students' needs in learning and teaching grammar for beginner level in class. The participants were students of English grammar class at beginner level of Alifia institute English Course. There were 16 students as the respondent (5 male and 11 female) and they were 18 to 21 years old.

The researcher had obtained some students' opinion in the questioner, there First is about the difficulties of learning grammar, its importance and the frequency of its usage. Cumulatively, there were 68.75% of students said the grammar learning in the course "Difficult and very difficult to comprehend". 87.5% students said that understanding grammar rule in well-form word construction is important and very important". 81.25% students said they "want to master the grammar use well and correctly". 56.25% said they "almost never to never use the grammar rule in daily speaking". For the target needs, 68.75% of students said they need to know how the "Constructing a sentence well and correctly", and 87.5% said they get "difficulty in practicing the English grammar use". 75% students wanted the task and learning material which are given can Improve their communication skill using English. 62.5% students want the topic input they get is related to tenses material and 56.25% want to have more chance to practice for the material input. There were 50% students want the learning process done by practicing the learning material. All students or 100% of them said "comprehending the use of grammar especially the grammar rules topic (tenses and part of speech) are very needed in English communication". 68.75% want to practice the use of tense and part of speech in speaking during the learning process. 56.25% wanted to study in pair than individually and they also want to learn by discussing and having question and answer session with the class. It caused 50% of them wanted the teacher to give chance to them to practice the learning material use. But when they get difficulty in comprehending the function usage of tense and class of word, so teacher should re-explain them, it voiced by 62.5% of students. A suggestion got by the researcher from alumni and teacher was making a product which can be used in teaching grammar in the purpose of daily communication which the material is related to the syllabus for beginner level of the institution.

Based on the expert judgment grading towards the content of the product. The expert gave "Good to Very good" ($2.5 > x \leq 3.24 – 3.25 > x \leq 4$).

In facing those students' learning problems; researcher implemented consciousness-raising approach in delivering and developing the grammar material to the students to reach the students' goal of learning which is comprehending the use of grammar (five common tenses used in daily communication and also part of speech) in the purpose of communication skill especially orally. There were 27 pages on the product which consisted

of 2 topics, those are Tenses *(simple present, present progressive, present perfect, simple past, simple future)* and Part of speech (pronoun, adjective, noun, adverb, verb, preposition, conjunction, interjection). In addition, 27 pages, and it was easy to comprehend by the learner or teacher because in each topic discussion and task was provided by clear instruction, book-map and the target of learning for each topic, for language of the product, the expert gave "Very good" ($3.25 > x \leq 4$), and for the product layout, expert gave the range score "Very good". Before making the final product, researcher got some suggestions from the two experts which will be used for revising the product, those suggestions are: "the content should provide more exercises or tasks in each topic of the material which is discussed", Second, the expert asked to "get the students checking their comprehension of grammar rules by providing some error analysis tasks", and the third is "the book should provide some tasks related to some topics around students' life which will help students' much by knowing some grammar rules that commonly used and close to their daily life. By providing that tasks, students will be easy to have communication with people around them in some contexts". Then, the last suggestion is "resize the font by making it bigger. Then, conducted the tryout using the revised product.

Conclusion and Suggestions

Conclusion

The researcher found steps that could be used and applied in developing English grammar materials, solving student's problem in learning grammar, and fulfilling the students' learning target and needs by using Consciousness-Raising approach (CR). C-R assists pupils receptively to portray their notice into formal and grammatical features regarding language styles which aims to receive knowledge implicitly which includes inductive learning. no certainty when and where mastering the content will happen to the pupils (Ellis 2003, in Nosratinia & Roustayi, 2014). Based on what students' need as their target learning of English grammar is communication skill whether spoken or written. Consciousness-raising activities work as a track then enabling pupils to get a framework regarding to how language works which can be seen in a spoken or written language performance (Willis and Willis, 1996).

Based on the data analysis result, the learning product of grammar need to be developed in order to fulfill the students' needs. The teacher is suggested to be able to implement the use of consciousness-raising as the approach in delivering the grammar learning material to ease students in comprehending the use of grammar rules in the purpose of communication ability.

Suggestion

For further researcher may conduct another research which uses Consciousness-Raising (CR) as the approach in developing the educational product. The further researchers are also recommended to conduct a similar study on the other level of learners' language proficiency level, different topic of grammar learning material, and conduct it in a formal education institution.

References

Gall, M. D., Gall, J. P., & Borg, W. R. (2003). *Educational research: An introduction* (7th ed.). Boston: Allyn & Bacon.

Latief, M. A. (2014). *Research methods on language learning an introduction*. Malang: State University of Malang Press.

Mart, C. T. (2013) *'Teaching Grammar in Context: Why and How?'* Vol. 3, No. 1, pp. 124-129. doi:10.4304/tpls.3.1.124-129

Nunan, D. (1997). *'Designing and Adapting Materials to Encourage Learner Autonomy*. London, Longman.

Nosratinia, M., & Roustayi, S. (2014). *The Effect of Grammar Consciousness-Raising Tasks on EFL Learners' Reading Comprehension and Writing Ability*. IOSR Journal of Humanities and Social Science (IOSR-JHSS) Volume 19, Issue 3, Ver. II. PP 203-216

Richards, J. C., & Renandya, W. A (2002). *Methodology in Language Teaching: An Anthology of Current Practice*. Cambridge University Press, New York.

Richards, J. C., & Schmidt, R. (2002). *Longman Dictionary of Language Teaching & Applied Linguistics*. Harlow: Pearson Education Limited.

Willis, D., & Willis, J. (1996). *Consciousness-raising activities. In D. Willis & J. Willis (Eds.) Challenge and change in language teaching* (pp. 63-76). Oxford: Macmillan Heinemann