

THE EFFECT OF CONSCIOUSNESS-RAISING TASK (CRT) ON STUDENTS' GRAMMARCOMPETENCE

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Abstract

This study aims to investigate the implementation of Consciousness Raising Task on learners' grammar competence. The aims of this research was to discover the effect of consciousness raising task of students' grammar competence of basic level at Al-Fitrah English Course pare Kediri. This study utilized pre-experimental design also, this study was finished in six meetings. First meeting was pre-test, second until fifth meeting was treatment and the sixth meeting was post test. The data was collected by utilizing multiple choice of Grammar test. The data gained were analyzed by using paired sample t-test formula. After doing the pre-experimental research steps, the researcher got some data. The data gave information that there was significant difference on students' grammar competence by using Consciousness Raising Task. It was discovered that the mean score of the pre-test was 57.40 and the mean score of the post-test was 73.80. From the data it can be concluded that there are differences of the results because mean score pretest 57.40 is lower than the mean score of post test 73.80. Therefore, it could be inferred that the application of Consciousness Raising Task is compelling.

Keywords: *Consciousness Raising Task, Grammar Competence*

INTRODUCTION

English has four essential language abilities; among others Reading, Listening, Writing and Speaking. Writing is one of the four language ability which are more complex than the other skills (Cahyono & Widiati 2006). Miller (1998) (cited in Cahyono & Widiati) classified writing abilities into

four fundamental methodologies of teaching they are text-based, correspondence based, writer based and context-based. Text based approaches became the focus of the study.

Text based approaches focus on the grammatical rules and according to Magendans (2003:17) (cited in Halim. S) Grammar of language is the arrangement of rules that administer its structure, grammar arbitrated how words are masterminded to be important units while according to Carter and McCarthy (2006) Grammar is concerned of forming the sentences and the utterance.

English structure is one of English skills that comprise of arrangement of a language which should be grasped and dominated by English language students. Understanding and dominating structure are difficult because the learners need to comprehend three elements of language, for example, structure, meaning, and the utilization. Murcia & Larsen (2000, p. 99) (cited in Iskandar, J) stated that "grammar is not only a collection of forms but also the three dimensions of what linguistic studies which refer to as syntax, semantics, and pragmatics". Additionally in Indonesia English is just educated in schools as a subject of guidance; English isn't a language that is spoken in their day by day life (Cahyono&Widiati2006).

Consciousness Raising Tasks (CRT) is one of teaching strategies that enables to help learners for developing their explicit knowledge of grammar. Richards and Schmidt (2002) characterized Consciousness Raising as procedures that enforce students to focus on language structure in the believe that an attention of form will contribute by implication to language acquisition. Besides, they are intended to expand students' attention of how the objective structure is utilized. Specifically, they are intended to build students' awareness with how the objective structure is utilized. Fotos (1998: 304) stated that grammar consciousness raising task could even be a valuable methodology of teaching grammar.

Some researchers found that consciousness raising task has an effect to the student's grammar competence. One of previous research on Consciousness Raising Task was conducted by Amirian, S. M. R.,(2012) through Quasi-Experimental design with two sample groups They used t-test formula to analyze the data. After he had given treatment to the students, the result of t-test formula was p score ($p=0,5$) affirmed the equality of differences and $t(58) = -2.37$, $p < ,05$ indicated that the mean differences of 4.93 is significant and the null hypothesis could be safely rejected. Therefore it can be said that there is huge impact of utilizing consciousness raising task on students' grammar competence.

Another previous research was conducted by Iskandar Joni & Dewi Fita(2015) through experimental method. His research aims to explore the implementation of grammar consciousness-raising activities for the students' grammatical competence at vocational high school of Malang. The sample of the research was the 1st grade of State Vocational High School at Malang, which

consist of 70 participants they were broken down into groups of two, 35 participants in experimental group and 35 participants in control group. After he had offered treatment to the students, the result of post-test between both of groups shows that the mean score of the experimental group is 77.09, while the mean score of the control group is 70.74. Therefore it could be concluded that the effectiveness of grammar consciousness raising activities on student's grammar competence was measurably found.

From the background above the researcher is extracted in applying Consciousness Raising Task technique that will focus on achievement test of part of speech because there is no previous research which used this material as the instrument of the research. Therefore the researcher will conduct research under the title: The Effect of Consciousness-Raising Task on Student's Grammar Competence. The aim of this research is to determine whether the students achieve better on grammar after being taught by consciousness raising task or not.

METHOD

RESEARCH DESIGN

The research design used in this research was pre experimental design. This research was conducted without control group, and it only consisted of one class with two types of test pre-test and post-test. Treatment was given after pre-test to see the student's achievement. After giving treatment through consciousness raising task for six meetings, students were given post-test to investigate students grammar score after treatment. The data was analyzed by using SPSS to take conclusion of this research.

SUBJECT

The respondents of this research were the basic level of grammar class at Al-Fitrah English Course Pare Kediri. The researcher took basic level as the sample, and the sample consists of 20 students. The respondent of this study was analyzed by using independent sample t-test and the sample was selected non randomly based on the teacher's suggestion.

TREATMENT

This research used Consciousness Raising Task as the treatment of teaching part of speech. The treatment was held for 6 meetings included pre-test and post-test. The Treatment was held by following steps below:

- 1) Students are given numerous instances of sentence structure center which are being taught by the teacher by underlining the linguistic principles or action words.

- 2) Students are grilled to recognize specific linguistic guidelines.
- 3) Students are urged to find out the similarities or contrasts between two sentences given in examples.
- 4) Students are grilled to clarify the two contrasts of linguistic guidelines provided in example by the teacher by underlining the linguistic principles or action words.

This research used two types of tests they were pre-test and post test. The teaching process was held by online with zoom and whatsapp application as the learning process media.

Pre-test was given to the students to know their achievement before giving treatment in experimental research. In this case, pre-test was given before being taught by using certain strategy. The test consisted of 30 items in form of multiple choices. Time was allocated 60 minutes for doing the test by using whatsapp application.

The last step was giving Post-test, the post test was given after doing the treatments. It was given to investigate students grammar score after treatment. The topic of the text in post-test was different from the topic in pre-test. The test consisted of 30 items in form of multiple choices. Time was allocated 60 minutes for complete the test. The deatil explanation of the treatment was clearly discribed in the table below.

Table. 1 Teaching Scenario

Meeting	Activities	Material/ English Content	Learning Activities
1st Meeting	Test	Test	Pre-test
2nd Meeting	Treatment	Pronoun & Noun	❖ Giving a brief explanation of the word classes/part of speech ❖ The students were given some examples and ask them to determine the word classes in the form of pronoun and noun on the underlined word. Here are the following examples: 1. <u>I</u> brought <u>mybook</u> for <u>me</u> by <u>myself</u> because that book is <u>mine</u>. 2. <u>I</u> invaited <u>her</u>. 3. <u>She</u> visited <u>me</u> last night. 4. <u>We</u> enjoy <u>our</u> meals <u>ourselves</u>. 5. We must call the <u>ambulanceto</u> catch the robber. 6. That is <u>mybook</u>. 7. My <u>father</u> is reading <u>newspaper</u> in the office now. 8. <u>My</u> grandmother always tell <u>me</u> to wash my <u>hands</u>before eating something. 9. That home is<u>mine</u>.

			10. The <u>mice</u> in that empty house are so many. 11. My father buy me a <u>pen</u> 12. <u>He</u> called <u>Dinda</u> last night. 13. The <u>boys</u> want to speed up more. 14. <u>She</u> always joins her favourite <u>organisation</u>. 15. My sister buys many <u>books</u> ❖ The students were inquired to assimilate the typical of Pronoun and noun in the table below of Collum A & B: <table><tr><th>A</th><th>B</th></tr><tr><td>I invited her.</td><td>She invited me.</td></tr><tr><td>That is my book.</td><td>That home is mine.</td></tr><tr><td>My sister buys many books.</td><td>My father buy me a pen.</td></tr><tr><td>The mice in that empty house are so many.</td><td>My frineds love to p with mouse.</td></tr><tr><td>She always joins her favourite organisation.</td><td>They are going to fing a new information on the board.</td></tr></table> ❖ Givingquestions to the students Correcting and providing an explanation of their work, especially on the use of pronouns and nouns	A	B	I invited her.	She invited me.	That is my book.	That home is mine.	My sister buys many books.	My father buy me a pen.	The mice in that empty house are so many.	My frineds love to p with mouse.	She always joins her favourite organisation.	They are going to fing a new information on the board.
A	B														
I invited her.	She invited me.														
That is my book.	That home is mine.														
My sister buys many books.	My father buy me a pen.														
The mice in that empty house are so many.	My frineds love to p with mouse.														
She always joins her favourite organisation.	They are going to fing a new information on the board.														
3rd Meeting	Treatment	Verb & Adjective	❖ The students were given some examples and ask them to determine the word classes in the form of verband adjective on the underlined word. Here are the following examples: 1. My best friend <u>went</u> to Bromo last week. 2. A <u>great</u> day is my birthday. 3. An <u>arrogant</u> man <u>drove</u> car quickly. 4. The tourism place is very <u>crowded</u>. 5. Some people <u>like</u> shopping in traditional market. 6. Linda has <u>cookeddelicious</u> food today. 7. A<u>beautifulyoung</u>girl is<u>sitting</u> at the corner. 8. We will <u>create</u> our account. 9. Are you <u>doing</u> homework now? 10. Doni finished his <u>daily</u> work last night. 11. <u>Running</u> is my daily routine ❖ The students were inquired to assimilate												

			the typical of verb and adjective in the table below: <table><tr><td>My best friend went to Bromo last week.</td></tr><tr><td>A beautiful young girl is sitting at the corner.</td></tr><tr><td>My friends have gone to the library.</td></tr><tr><td>Some people like shopping in traditional market.</td></tr><tr><td>She loves reading book every morning.</td></tr><tr><td>An arrogant man drove car quickly.</td></tr><tr><td>My friends are very smart.</td></tr></table> ❖ Giving questions to the students Correcting and providing an explanation of their work, especially on the use of verb and adjective	My best friend went to Bromo last week.	A beautiful young girl is sitting at the corner.	My friends have gone to the library.	Some people like shopping in traditional market.	She loves reading book every morning.	An arrogant man drove car quickly.	My friends are very smart.
My best friend went to Bromo last week.										
A beautiful young girl is sitting at the corner.										
My friends have gone to the library.										
Some people like shopping in traditional market.										
She loves reading book every morning.										
An arrogant man drove car quickly.										
My friends are very smart.										
4th Meeting	Treatment	Adverb & Preposition	❖ Giving short story text then the students were asked to determine the word classes in the form of Adverb and Preposition on the underlined word. Here are the following examples: "Lula is a smart girl. She always gets in her subjects at school. She studies hard even in holiday time. She performs in annual debate competition very well. Also, she is very fast to understand new things. As an addition, she is quite diligent. She puts her things in the appropriate places. She folds neatly her clothes based on the colors. She cleans regularly her shoes and bags every two weeks. However, the best thing of her is her smile. She is a nice girl for everyone. I am so proud of being her sister." ❖ The students were inquired to assimilate the typical of Adverb and Preposition in the table below: <table><tr><th>A</th><th>B</th></tr><tr><td>She looked "up" and saw the bird</td><td>My room is "up" on second floor</td></tr><tr><td>Please turn off the TV</td><td>Please turn the TV off</td></tr></table> ❖ Giving questions to the students Correcting and providing an explanation of their work, especially on the use of verb and adjective	A	B	She looked "up" and saw the bird	My room is "up" on second floor	Please turn off the TV	Please turn the TV off	
A	B									
She looked "up" and saw the bird	My room is "up" on second floor									
Please turn off the TV	Please turn the TV off									
5th Meeting	Treatment	Conjunction	❖ Giving short story text then the students							

		& Interjection	were asked to determine the word classes in the form of Conjunction and Pinterjection on the underlined word. Here are the following examples: Last night, my friend and i went to the theater. We have a very good seat, but we didn't enjoy the movie because a young man and a young woman set behind us and talked loudly. My friend got angry and asked me to stay in our seat or to move. I wanted to enjoy watching the movie, so i decided to move. The movie started at 9 pm and finished at 11 pm, in the end of the movie every body sais wow!this is the best movie ever. ❖ Giving questions to the students Correctting and providing an explanation of their work, especially on the use of verb and adjective
6th Meeting	Test	Test	Post-Test

TEST RELIABILITY

The reliability analysis in this research was done through tryout. The researcher did tryout test in different class from experimental class which consisted of 22 students with 40 items of multiple choice. Then, the result was analyzed by using split half correlation through SPSS. Based on the analysis, the results of the calculation of reliability by SPSS amounted to 0.908. Based on the criteria of reliability, it can be concluded that 0.908 is reliable. Therefore It can be said that the 40 items tested in this research are fairly consistent.

DATA ANALYSIS

Independent t-test was used in analyzing the data of the research through Statistical Package for Social Science (SPSS). The researcher used independent t-test.

Significant level showed how likely a result was due to chance. The significant level set by the researcher is 95% (0.05 level of significance). This means that finding had a 95% chance for being true. If the result of analysis data through SPSS is (t-value < $\alpha.05$), it can be concluded that null hypothesis is rejected.

RESULT AND DISCUSSION

The test was conducted by online because of pandemic covid-19. The test was given in the form of multiple choice which consist of 30 items. To test whether this research instrument is effective as a means of collecting research data, a reliability test was conducted. The researcher used Cronbach's Alpha in SPSS to find out the reliability scale of the test that researcher used in this study.

Table 4.1 Case Processing Summary

		N	%
Cases	Valid	20	100.0
	Excluded ^a	0	.0
	Total	20	100.0

The result of table above shows about the number of samples or respondents (N) analyzed with 20 students. In this table there are no blank data of respondents then the valid amount is 100%.

Table 4.2 Reliability Statistics

Cronbach's Alpha	Part 1	Value	.773
		N of Items	20 ^a
	Part 2	Value	.751
		N of Items	20 ^b
	Total N of Items		40
Correlation Between Forms			.832
Spearman-Brown Coefficient	Equal Length		.908
	Unequal Length		.908
Guttman Split-Half Coefficient			.908

From the reliability output of the table above, it is known that the number of items there are 40 items with Cronbach's Alpha (the results of the calculation of reliability by SPSS) amounted to 0.908. Based on the criteria of it can be concluded that 0.908 is reliable. It can be said that the 40 items tested in this research are fairly consistent.

The next step after the data collection tool is declared reliable is research did test of normality. Normality test is done to find out whether the data is typically appropriated or not and here is the finding:

Table 4.3 The Result of Tests of Normality

Tests of Normality

Kolmogorov-Smirnov ^a			Shapiro-Wilk		
Statistic	df	Sig.	Statistic	df	Sig.
.259	20	.001	.763	20	.000
.144	20	.200*	.915	20	.080

Based on the calculation results above, it is known df (degrees of freedom) for the pretest and posttest is 20. Researcher used the Shapiro-Wilk technique to detect normality of data. From the normality result by SPSS known that significant value (sig.) for posttest is 0.058. Because of the sig. value $0.080 > 0.05$, it could be terminated that the information is ordinary distributed. The result of mean score of pre-test and post test are clarified in the table below:

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 pretest	57.40	20	13.682	3.059
posttest	73.80	20	8.180	1.829

The result showed that the mean score of pretest is 57.40 and the mean score of posttest is 73.80. From the data it can be said there are differences of the results because mean score pretest $57.40 < \text{posttest } 73.80$. furthermore, to prove whether the difference is significant or not, it is necessary to describe the result of the paired sample t-test below.

Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 pretest & posttest	20	.759	.000

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	pretest - posttest	-16.400	9.179	2.052	-20.696	-12.104	-7.990	19	.000

The table above give information that the significant value (p) is $0.000 < 0.05$. Thus it can be interpreted that the students achieve better score on grammar competence after being taught by Consciousness Raising Task.

DISCUSSION

The results of the data analysis gave information that there were significant differences before and after given consciousness raising task exercises. This significant effect can be seen from the post test score which results are better than the pretest score in the use of consciousness raising task of student understanding in learning grammar.

In the application of consciousness raising task, the findings of this study indicate that exposure to material that focuses on increasing student awareness of the position and function of a word in a sentence makes it easy for students to analyze the type of word class in each sentence. And with consciousness raising task students are more conscious of the types of language that motivated the students to learn language obtaining by implication and students can build their insight into punctuation which can influence their grammatical knowlege. In addition, students are more operative in class when they find out about grammar in the educating and learning measure, since they were approached to notice, investigate and recognize the instances of grammar point, separate two instances of grammatical rules, examine agreeably about the linguistic guidelines discusses and develop sentences without help. In addition, the application of consciousness raising task will increasethe awareness of students who will easily understand the word order in an English sentence without mastering in detail the components of the word classes.

CONCLUSION

Based on the result of data analysis, it can be concluded that the students achieve better score on grammar competence after being taught by Consciousness Raising Task. It can be seen from $p=0.000 < \alpha=0.050$. The improvement of students grammar competence by using Consciousness Raising Task is also known from the mean score of posttest is 73.80 higher than the mean score of pre test 57.40

The use of Consciousness Raising Task on teaching part of speech has proved to give a significant effect on students' grammar competences. The suggestion that the research provide is for teacher and for the next researcher. The English teacher able to apply this method in teaching grammar because it has been proved that using Consciousness raising task make students achieve better in understanding grammar. In addition, it is suggested that the result of this research can also be used as reference on the use of Consciousness Raising Task through individual project.

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