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The Effect of Grammar Consciousness Raising Task Technique on the Ninth Grade Students' Tenses Knowledge at SMPN 2 Krian, Sidoarjo

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Abstract: The focus of this study was to investigate the effect of GCRT (Grammar Consciousness Raising Task) technique on the Ninth Grade Students' tenses knowledge at SMPN 2Krian, Sidoarjo. The research design was a quasi-experimental Research with Posttest Only Non-Equivalent Control Group design. The population of this research was the Ninth Grade Students of SMPN 2 Krian, Sidoarjo. The data were collected by using a tense test. The students' scores of the test were analyzed by applying Independent Sample T-Test formula. The result of the data analysis showed that the value of significant (2-tailed) was 0.000 in which less than 0.05. In addition, the mean score of the experimental group which was 88.86 outperformed the mean score of the control group in which 79.43. In conclusion, there was a significant effect of using GCRT technique on the Ninth Grade Students' tenses knowledge of SMPN 2 Krian, Sidoarjo.

Key Words: *GCRT technique, Tenses knowledge*

Nowadays, English has been famous as an international language in the era of globalization. For that reason, many people around the world have been conscious of the importance of English as the tool of communication. Furthermore, English as an international language is not only well-known as the aid to communicate among people around the world but also noticed by many people as the crucial instrument to absorb the newest science and technology in the world. Consequently, a lot of people in the world try to learn English either as a second language or a foreign language.

In learning EFL (English as a foreign language) the foreign language learners in Indonesia still experience some difficulties concerning all English skills and grammar components. Mutfah and Galea (2013:146) state that in a foreign language context, English grammar is the most problematic area for the language learner. Therefore, almost all foreign language learners claim that learning grammar is not that easy because of its complexity.

The reason why in EFL (English as a foreign language) contexts, language learners particularly Indonesian learners do not grab the knowledge of grammar easily is the distinction between the language learners' mother tongue and the target language (TL). Mutfah and Galea (2013:147) state that the major reason of the problem is the difference between the native language and English as the TL. In this case, one of the differences between Indonesian language as the native language and English as the TL deals with the verb forms. In English, there are three kinds of verb forms that tell us when something happens. Yet, the Indonesian language only has one kind of verb and it does not show any difference in time.

By noticing the above main problem of learning English in Indonesia, the English teacher should be able to solve the problem relatively easily because they might be familiar with English grammar. One of the ways of increasing the grammatical knowledge especially the declarative or explicit knowledge of the language learners is by using discovery activities (Roza, 2014:2). This includes the activities that illustrate a grammatical feature so that they can stimulate their understanding about the specific feature of the target language.

One of the techniques which can be used to provide the discovery activities is GCRT technique. It is a technique which provides some data to make the language

learners aware of a specific language feature (Widodo, 2006:124). Therefore, by applying the technique in the grammar class, the language learners will be focused on noticing a specific grammatical feature in order to make them gain what Ellis (2002: 168) notes as some explicit knowledge of the language. For example, if the English teacher wants to teach the language learners Simple Present Tense, the English teacher can ask the language learners to observe present sentences. Further, the English teacher has to type s/es suffixes existing in some verbs of the sentences in bold letters. By observing the verb of each sentence carefully, the language learners are able to discover the verbs which need s/es suffixes are the verbs following 'he, she, and it' subject pronouns.

In addition, doing such an activity is able to make the language learners learn grammar by themselves since they try to discover the specific feature of the target language from the data provided by the English teacher. By applying GCRT technique, the language learners might learn English grammar better, than they are simply told or explained by the English teacher (Araghi and Shokrzadeh 2014: 208). However in this technique, the language learners are not required to use the pattern or the specific feature of the target language in communication (Widodo, 2008:3). So, this technique requires the language learners to understand the specific feature of a certain grammar without prosecuting them to produce the target language.

By considering the explanation above, that GCRT technique has its advantages in grammar instruction which are increasing the explicit knowledge, increasing the language learner's awareness, and making the language learners become independent learners. It made the researcher decided to apply GCRT technique in teaching English grammar, especially teaching tenses. In this case, the researcher

focused on two tenses only, namely Simple Present Tense and Simple Past Tense because based on the curriculum of 2013, the Ninth Grade Students of Junior High School are required to be able to write Procedure Text which deals with Simple Present Tense and Narrative Text which deals with Simple Past Tense. Furthermore, based on the interview with the English teacher of SMPN 2 Krian, Sidoarjo, he said that he had never taught English grammar by using GCRT technique. He usually teaches English grammar to the students by using Teacher-Fronted Technique. That technique is the technique in which the teacher guides the students directly in classroom activities through lecturing and explaining the material to the students as well as doing questions and answer activities with the students (Lin, 2008:5). Thus, the researcher wanted to conduct a research entitled “The Effect of GCRT technique on the Ninth Grade Students’ Tenses Knowledge at SMPN 2 Krian, Sidoarjo”.

Research Methods

The objective of this research was to know whether or not there is a significant effect of GCRT technique on the Ninth Grade Students’ Tenses knowledge at SMP Negeri 2 Krian, Sidoarjo. So, this research was conducted in quasi-experimental design with the Posttest Only Non-Equivalent Group Design. This design does not deal with randomization which belongs to one of the features of true experimental design. As stated by Cohen et al (2007: 283) that in the Posttest Only Non-Equivalent Group Design, there will be no effort to equate the experimental groups and the control group.

The area of this research was SMP Negeri 2 Krian, Sidoarjo. The area of the research was determined by purposive method. There were two reasons SMP Negeri 2 Krian, Sidoarjo was chosen. The first reason was the Headmaster and the

English teacher of SMP Negeri 2 Krian, Sidoarjo had given permission the researcher to do this quasi-experimental research with the Posttest Only Non-Equivalent Group Design. The second reason was there was no previous research dealing with the effect of GCRT technique in teaching tenses done in SMP Negeri 2 Krian, Sidoarjo.

The population of this research was all the students in the Ninth Grade of SMP Negeri 2 Krian, Sidoarjo. The Ninth Grade Students of 2015/2016 academic year had ten classes and each class has about 34 until 37 students. The total numbers of the Ninth Grade Students in SMP Negeri 2 Krian, Sidoarjo were 352 students. Thus, to determine the respondents the researcher used Cluster Random Sampling. Cohen et al (2007:110) states that Cluster Random Sampling is a sampling technique which belongs to Probability Sampling. This technique deals with the population which consists of some clusters (Cohen et al, 2007:112). This type of sampling chosen because the population is large and it is impossible to choose the students one by one randomly (Cohen et al, 2007:112).

In this research, the researcher needed two classes to be the research respondents. In determining the research respondents, the researcher analyzed the Eighth Grade Students' English scores obtained in the even semester by applying ANOVA formula. The result of ANOVA analysis showed that the research population was homogeneous. Then, the researcher decided the control group and the experimental group by using lottery.

In this research, the researcher treated the experimental group by teaching them tenses using GCRT technique. The treatment was given only twice. Actually, the researcher wanted to give four times treatment to gain the effect of GCRT technique

accurately. However, the English teacher of SMP Negeri 2 Krian, Sidoarjo suggested the researcher to give the treatment only twice due to the denseness of schedule in the school. In addition, the researcher designed the research treatment based on the curriculum which is used by SMP Negeri 2 Krian, Sidoarjo, namely the curriculum of 2013 since this school was the area of this quasi-experimental research.

The primary data of this research were collected by using test. Test is an instrument in form of questions which is used to measure an individual or group cognitive skills (McMillan, 1992:114). Test used in this research was a posttest in form of achievement test. It was used as the instrument to get the primary data (the students' scores). As Hughes (2003:13) has stated that the goal of an achievement test is to measure how far the students or the courses themselves have achieved the learning objectives. In addition, the posttest was in the form of completion test which was made by the researcher herself. There were 20 items in the test, 10 items to test the students' knowledge of Simple Present Tense and the rest 10 items were used to test the students' Simple Past Tense knowledge. In this 40 minutes test, the students were asked to complete each blank space with the right verb.

The scores of posttest obtained by the research respondents both in experimental group and control group were used as the primary data in this research. In this quasi-experimental research, the researcher needed to compare the mean score of the experimental group which was taught tenses (Simple Present Tense and Simple Past Tense) by using GCRT technique and the mean score of the control group that was taught tenses (Simple Present Tense and Simple Past Tense) through Teacher-Fronted Technique. In comparing the mean scores, the researcher applied Independent Sample T-Test formula with 5 % significance level through SPSS.

Research Results

The posttest as the instrument to gain the primary data administered after both of the groups taught by using different techniques. The experimental group learned tenses by using GCRT technique whereas the control group learned tenses through Teacher-Fronted Technique. The posttest was administered to both groups on the same day but in the different period. It was done on August 13th, 2015. Further, the scores of the posttest were analyzed to investigate whether there was a significance difference between the experimental and the control groups. The scores were statistically analyzed by using Independent Sample T-Test formula of SPSS.

Based on the data analysis, each group consisted of 35 students, and the experimental groups' mean score was 88.86. It was higher compared to the control group which got 79.43. This means that the experimental group treated by using GCRT technique outperformed the control group. Further, the value of significant column of Lavene's test was 0.240. It was higher than 0.05, and this means that the variance of both groups was the same. In addition, the degree of freedom was 68 more than the value of significant (2-tailed) was 0.000 which was less than 0.05. Therefore, it can be concluded that there was statistically a significant difference between the experimental and control groups.

Discussion

The result of the primary data analysis in the research showed that applying GCRT technique to teach tenses gave a significant effect to the Ninth Grade Students Tenses' knowledge of SMPN 2 Krian, Sidoarjo. It can be proved from the statistical Independent T-Test analysis on the students' posttest scores. In that result of

analysis, the value of significant (2-tailed) was 0.000 in which less than 0.05. In addition, the mean score of the experimental group which was 88.86 outperformed the mean score of the control group in which 79.43. That result of the data analysis led the researcher to reject the null hypothesis of this Research. Therefore, this research supports the use of GCRT technique for the purpose of teaching English tenses especially Simple Present Tense and Simple Past Tense.

In addition, this result of the research is in line with the theory proposed by some experts. Moumene (2010) who is the proponent of GCRT technique states that GCRT technique outperformed Traditional Grammar in teaching all English tenses to Algerian students. The use of GCRT technique made the experimental group had better explicit knowledge of English tenses. Another research is revealed by Abdalla (2014). In his research, Abdalla confirms that GCRT technique was an effective technique to teach tenses in the case of English foreign language learners. The evidence was the two-tailed level of significance was .006 and it was lower than 0.05 which meant there was a significant difference between the experimental and control groups.

The reason the students in the experimental group got better scores compared to those of the control group because the experimental group was conscious about the rule which they learnt from GCRT technique. Meanwhile, the control group was taught by using Teacher-Fronted Technique in which the technique usually used by the English teacher. The instructions of both groups in this research will be explained below.

To clarify further, the students of the experimental group learned tenses by using GCRT technique in two meetings. They worked in groups of 3 or 4 to solve the

problems in which finding the pattern and the specific feature of the tenses (Simple Present Tense and Simple Past Tense) by themselves. This is in line with McNicoll and Lee's (2011:127) statement that GCRT technique is a technique in which the language learners try to gain grammatical knowledge in cooperative activities. The steps designed by the researcher in the instructions were easily done by the students in the experimental group. They understood all the directions given by the researcher though sometimes the researcher needed to translate the direction in Indonesian language. In addition, the most problematic area of this research was time allocation. The problem occurred in applying this technique was in line with Widodo (2008: 8) who states that GCRT technique is time consuming. In the first meeting the researcher could not finish discussing the last task in communicating phase. Thus, in the second meeting the researcher tried to manage the time as well as she could by giving time limitation to the students in doing each task given.

Further, in the teaching and learning process the students seemed really enthusiastic doing the tasks given. Some of them said that they had never learned grammar by using GCRT technique. The English teacher always teaches them English grammar by explaining all the materials in the whiteboard. In the instruction, it seemed that the students were able to do all the tasks easily because in discussing the tasks they did not require to use English language. As it is stated by Scott and De La Fuente (2008:109) that it is acceptable to use L1 during GCRT technique since though the language teacher forces the language learners to use L2, they will still use L1 to be the medium in planning their discourse. However, based on the observation, it looked as if the easiest task was the first task. In that task almost all the students were able to find each verb of the sentence written on the whiteboard. Further, they were also able to realize what each verb of the sentence written belonged to.

On the other hand, the students of the control group were taught by using Teacher-Fronted Technique. Thus, in the instructions the teacher explained all the materials to the students. The situation in the teaching and learning process of the control group was different from the experimental group. At first, when the teacher explained the material, the students listened and paid attention to the teacher but in the middle of the explanation some of the students were busy with themselves. It might be caused by their boredom. They were bored to listen to all the explanation without doing anything. It contrasted to the students in the experimental group that learned and found the pattern of the tenses by themselves. Thus, they were more active in the teaching and learning process. In addition, GCRT technique made them became independent learners as it is stated by Abdalla (2014:815).

In addition, this research outcome was in line with the previous researches mentioned. The first research was conducted by Al Nuaim (2005). He concluded that GCRT technique gave contribution to young learners' grammatical competence. It was able to improve the writing ability of five young EFL learners using Simple Past Tense. The second research came from Moradkhan and Sohrabian (2009). They claimed that GCRT technique helped the students in the experimental group gained a better grammar mastery of some English tenses compared to the students in the control group. Further, the research respondents of this research were 60 female intermediate-level students at a Junior High School in Babol, Iran. The third research outcome was revealed by Mashhadi and Haghnevis (2012). The result of their finding was Awareness Raising Task Technique was better than Structural Pattern Drills in teaching verb tenses in EFL university students. The fourth research done by Amirian and Sadeghi (2012), they claimed that GCRT technique was an alternative technique which was better to teach Simple Present Tense and Simple Past Tense than Traditional Approaches. The research

respondents were female students of a Senior High School in Sabzevar, Iran. The fifth came from Abdalla (2014), he revealed that GCRT technique was effective to teach tenses to beginning EFL students at Taif University, KSA.

Based on the discussion about the previous research outcomes above, it can be concluded that all those research outcomes have the same research respondents with this research which focused on EFL learners. However, the levels of the research respondents of those research outcomes are different from this research. This research concerned on the EFL students both male and female students at Junior High School. In addition, the materials which were the focus of five researches above were also similar with this research which was English tenses. Therefore, the finding of this quasi-experimental research is able to strengthen those previous research outcomes which were revealed by some experts.

In summary, the discussion result above shows that GCRT technique contributes to increasing the EFL learners' grammatical explicit knowledge especially the explicit knowledge of English tenses. In addition, the result of this research is also in line with the theory which says that GCRT technique is an effective technique to teach English grammar such as tenses. The reason is the finding of this research showed that GCRT technique gave a significant effect on the students' tenses knowledge especially for the Ninth Grade Students at SMPN 2 Krian, Sidoarjo in the 2015/2016 academic year.

Conclusion

Based on the results of the data analysis and discussion, it can be concluded that there was a significant effect of using GCRT technique on the ninth grade students' tenses knowledge at SMPN 2 Krian, Sidoarjo.

Therefore, the English Teachers of SMPN 2 Krian, Sidoarjo should apply GCRT technique as a technique to teach grammar, especially tenses because it provides some benefits in teaching tenses. This technique enables the students to be aware of the specific feature of certain grammatical elements, such as simple present tense and simple past tense. Further, the students have to learn more about grammar by what Hendricks (2010: 25) notes as highlighting and emphasizing the specific feature of certain grammar elements such as tenses. In this way, the students might think the materials they learn are worthier and more memorable.

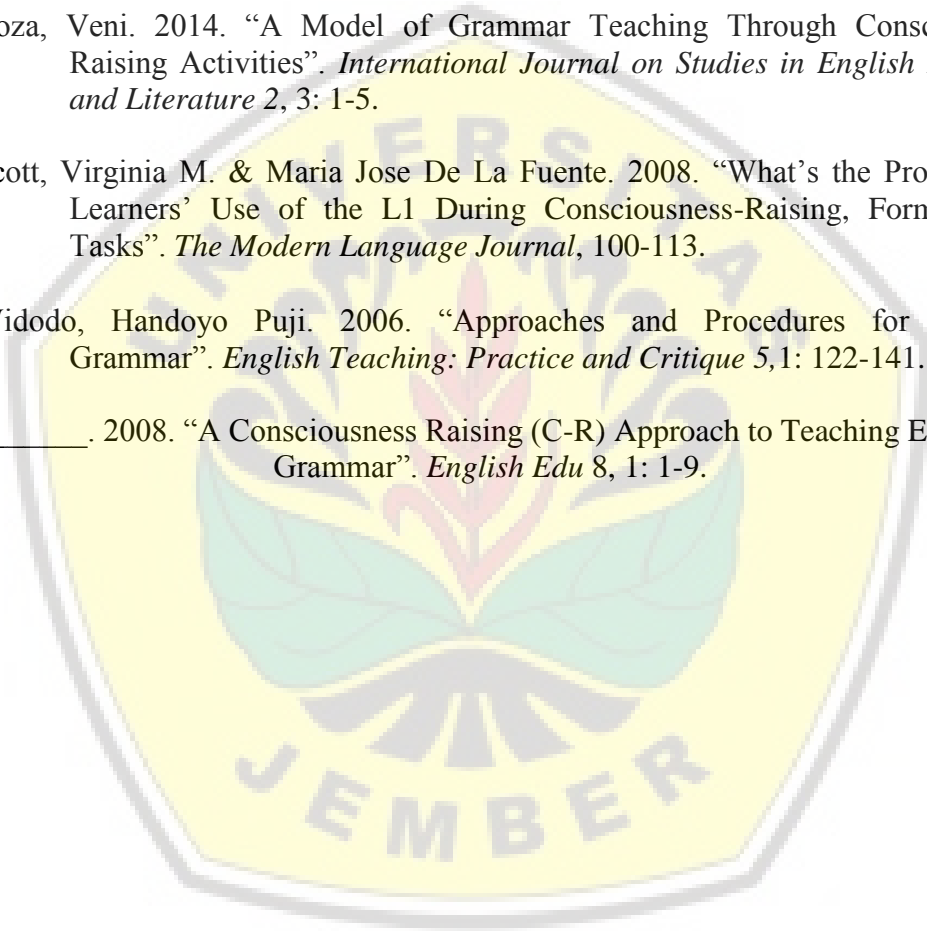
In addition, other researchers should use the result of this research as feedback concerning for example how to allocate the time efficiently. Further, they should be careful in designing the tasks given to the students.

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