

**CONSCIOUSNESS-RAISING STRATEGY IN DEVELOPING
ELT STUDENTS' SPEAKING ACCURACY**

(A Thesis)

By
PANJI WISAstra



**MASTER IN ENGLISH LANGUAGE TEACHING STUDY PROGRAM
LANGUAGE AND ARTS EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
LAMPUNG UNIVERSITY
BANDAR LAMPUNG
2017**

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A Thesis

Submitted in a partial fulfillment of
The requirements for S-2 Degree



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ABSTRACT

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By

PANJI WISASTRA

This research aimed at finding out if consciousness-raising strategy could improve the students' speaking accuracy consciousness and performance. The research used one group pre test-post test design. 26 students of English department at Lampung University became the sample. The researcher used questionnaire and speaking test. Table of specification was provided to achieve the construct validity of the questionnaire. The reliability of the questionnaire was very high reliability (0.936). To achieve the content validity of the speaking test, the test was composed based on the indicators in the syllabus of higher education curriculum and to achieve the construct validity, the test measured the students' speaking accuracy. The reliability of the pre-test was 0.759 and the reliability of the post-test was 0.799. It means the raters had substantial agreement in evaluating the students' speaking accuracy. The data were analyzed statistically by using Paired Sample T -test. For the students' speaking accuracy consciousness, the T-value (6.074) is higher than the T-table (2.060) with alpha level 0.000 or lower than 0.05 ($\alpha = 0.05$). It means there is a significant improvement in the students' speaking accuracy. And for the students' speaking accuracy performance, the T-value (26.820) is higher than the T-table (2.060) with alpha level 0.000 or lower than 0.05 ($\alpha = 0.05$). It means there is a significant improvement in the students' speaking accuracy. Therefore, consciousness- raising strategy can be recommended for teachers to improve their students' speaking accuracy.

Key Words: speaking accuracy, consciousness-raising, strategy

**Research Title : CONSCIOUSNESS-RAISING STRATEGY IN
DEVELOPING ELT STUDENTS' SPEAKING
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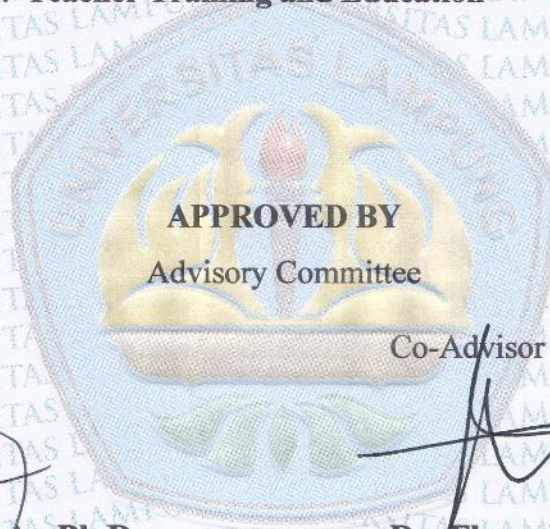
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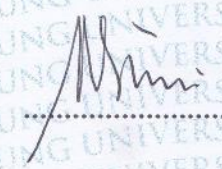
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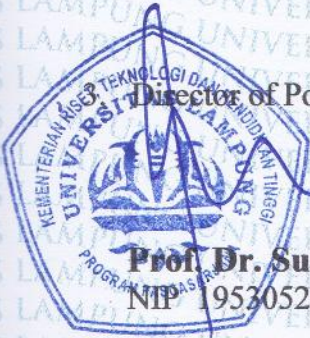


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Yang membuat pernyataan,



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The writer is Panji Wisastra. He was born in Teluk Betung on 9 December 1973. He is the seventh child of a happy couple, Wiwih Tjandra Brata and Iyun. He graduated from SD Pelita Bhakti in 1986. Then, he went to SMP Pelita Bhakti and graduated in 1989. Next, he continued his study at SMPN 4 Tanjung Karang and graduated in 1992. After that he was accepted at English Study Program of Lampung Univeristy in 1992 and graduated in 1997. In 2014, he continued his study at Master in English Language Teaching Study Program of Lampung University. At the present time he teaches English at SMPN 30 Bandar Lampung.

DEDICATION

I dedicate this thesis to:

1. My beloved family
2. My inspiring thesis advisors and examiners: Hery Yufrizal, Ph.D., Dr. Flora, M.Pd., Prof. Dr. Patuan Raja, M.Pd., and Dr. Ari Nurweni. M.A.
4. My juniors and seniors of MPBI
5. My Alma Mater

MOTTO

A good teacher can inspire hope, ignite the imagination,
and instill a love of learning

Brad Henry

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Needless to say, he realizes that this thesis is far from being perfect; therefore, any comments and suggestions for the thesis improvement are greatly appreciated.

The writer hopes that this thesis will be useful for anyone especially for those who concern in English education development.

Bandar lampung, 22 May 2017

The writer

Panji Wisastra

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I. INTRODUCTION

This chapter presents background of study, research questions, research objectives, uses of the study, scope of the study, and definition of terms.

1.1 Background

Speaking is the verbal use of language and a medium through which human beings communicate each other (Fulcher, 2003). It is the most demanding skill that people need to communicate in everyday situations. Generally, speaking is the ability to express something in a spoken language. It is simply concerning putting ideas into words to make other people grasp the message that is conveyed.

The ability to function in another language is generally characterized in terms of being able to speak that language. In recent years, much of the discussion related to proficiency-oriented instruction and testing has focused on the development of oral skills. Many language students consider speaking ability as one of their primary goals of study, either because they would derive some personal satisfaction from being able to speak a second language or because they feel it would be useful in pursuing other interests or career goals. Therefore, language

teachers are demanded to apply effective strategies for enhancing their students' speaking skills.

The importance of speaking skill in language learning and teaching is very obvious. For many years, students have recited and memorized the dialogs, but today they are encouraged to learn how to present themselves and follow social and cultural rules in any situation in order to be able to learn to speak in various communicative situations.

Speaking is one of the most important and essential skills that must be practiced to communicate verbally. People who have ability in speaking will be better in sending and receiving information or message to another. By speaking, the process of building and sharing meaning through the uses of verbal and non verbal symbol in various contexts may occur.

The mastery of speaking skill is a priority for many second and foreign language learners. Learners often evaluate their success in language learning of English on the basis how well their improvement on speaking the language. In everyday communication, speaking is purpose-driven to achieve a particular end, expressing a wish or desire to do something; negotiating or solving a particular problem; or maintaining social relationships and friends. Therefore, speaking as a skill plays a significant role for foreign language learners.

Generally speaking competence mainly covers speaking accuracy and fluency. Speaking accuracy indicates the extent to which the language produced conforms to target language norms (Yuan & Ellis, 2003), which involves the correct and acceptable use of vocabulary, grammar, and pronunciation (Harmer, 2007) while speaking fluency refers to the ability to produce the spoken language without undue pausing or hesitation (Skehan, 1996).

As an essential tool for language teaching and learning, speaking can facilitate language acquisition and development (Goh, 2007), and it can be beneficial to learners' academic achievement as well as professional success (Saunders & O'Brien, 2006). As an important aspect of language skills, English speaking should not be devalued but be developed in its own right (Goh, 2005). Therefore, good speaking competence is essential to English learners, especially for ELT students since English teaching is likely to be their career. For ELT students, their speaking skill covering accuracy and fluency should be a matter of their main concern. Unfortunately, it seems that their English speaking skill is not sufficient enough particularly in accuracy as the basis of fluency.

According to Thornbury (2005), speaking English accurately means doing without or with few errors on not only grammar but vocabulary and pronunciation.

According to Hartmann and Stork (1976), a person is said to be a fluent speaker of a language when he can use its structures accurately whilst concentrating on

content rather than form, using the units and patterns automatically at normal conversational speed when they are needed.

In addition, Schmidt (1992) describes fluency as an automatic procedural skill. According to him, L2 fluency is a performance phenomenon which depends on procedural knowledge, or knowing how to do something, rather than declarative knowledge, or knowledge about something.

Indeed, accuracy and fluency are two key elements in speaking. Unfortunately, in many cases of language learning, error making performance very often occurs when students produce written or spoken English. In spoken English this condition automatically interferes their speaking accuracy and consequently may hinder effective communication. This is the reason why raising students' consciousness on speaking accuracy should actually be one of the main teacher's concerns.

Recent years have witnessed a bulk of research considering the role of consciousness-raising activities on learners' ultimate comprehension and production elements of language enterprise. Quite a number of studies (e.g., Elbro & Petersen, 2004; Nakatani, 2005; Saito, 2007; Shu-Chin, 2012; Svalberg, 2007), have acknowledged a general positive impact of consciousness giving on learners' subsequent performances. Altman (1997), from her personal language learning case study, found that a key to the success of the language learner seems to be the

extensive employment of consciousness—the focusing of attention on all aspects of the language to be learned.

Nakatani (2005) explored the influence of consciousness giving on young Japanese adults' use of oral communication strategies such as maintenance of fluency and negotiation of meaning. The findings revealed that the learners in the experimental group who received consciousness produced longer sentences and used more achievement strategies, and did not leave the message as often as the learners in the comparison group.

In another study, Takimoto's (2009) compared the effectiveness of C-R tasks, structured-input tasks, and comprehension-based tasks. Takimoto investigated the effects of these three types of input-based tasks on teaching English request forms in the Japanese EFL context. The results showed that all the treatment groups benefited from the instruction, and that they indicated a significantly better performance than the control group. However, the better performance of the participants in the structured-input task group during the posttest was not maintained in the follow-up test.

Ahmadi, Ghafar Samar, and Yazdanimoghaddam (2011) set out to conduct a study to explore the effectiveness of the C-R as an input-based task and the dictogloss as an output-based task on the instruction of English requestive downgraders in the Iranian EFL context. The results of the immediate and delayed

post -test on the production and perception measures revealed that both tasks had a significantly positive effect on the participants' use of English requestive downgraders.

In a recent study, Barekat and Mehri (2013) made an attempt to investigate the effect of pedagogical intervention on the development of the Iranian EFL learners' pragmatic competence in requestive downgrades. The study especially compared the effectiveness of C-R activities and C-R with feedback activities. The obtained results demonstrated that the instruction was beneficial for both experimental groups, and that both groups outperformed the control group. However, the participants in the C-R with the feedback group showed a more successful performance than the learners in the C-R group. The results of all these studies demonstrate that C-R tasks provide useful means to merge formal instruction of pragmatic features within a communicative language teaching framework.

Those findings show that to create effective learning, teachers should provide consciousness-raising activities and feedback as an integral part of the activities to ensure their students' successful learning. In addition for feedback to be most helpful to learners, it must consist of more than the provision of correct answers. Feedback ought to be analytical, to be suggestive, and to come at a time when students are interested in it. And then there must be time for students to reflect on the feedback they receive, to make adjustments and to try again. As

Ellis (1994) states, feedback serves as a general cover term for the information provided by listeners on the reception and comprehension of messages.

As mentioned previously, for decades studies in second language have provided some data on the importance of consciousness- raising approach in language learning. After reviewing some literature, the researcher noticed that although a great deal of research has been conducted on the importance of consciousness-raising, no study has been carried out on consciousness -raising strategy in developing students' English speaking accuracy.

Considering the importance of improving speaking accuracy as the most demanding skill for students of English major to develop, this research attempted to discover some findings on consciousness- raising strategy in developing ELT students' speaking accuracy.

1.2 Research Questions

Referring to the facts mentioned previously, this research attempted to find the answers to the following questions:

1. Is there any significant difference in the students' speaking accuracy consciousness before and after the implementation of consciousness- raising strategy?

2. Is there any significant difference in the students' speaking accuracy performance before and after the implementation of consciousness- raising strategy?

1.3 Objectives

Based on the research questions, the following objectives were proposed:

1. To find out if there is any significant difference in the students' speaking accuracy consciousness after the implementation of consciousness- raising strategy.
2. To find out if there is any significant difference in the students' speaking accuracy performance after the implementation of consciousness- raising strategy.

1.4 Uses

The uses of this research were viewed from both theoretical and practical aspects as described below:

1. Theoretically, it is expected that this research can be used as an alternative solution to determine a suitable teaching strategy to improve students' speaking skills particularly speaking accuracy.
2. Practically, this research is expected to give a positive input to English teachers in teaching speaking, especially in order to improve their students' speaking accuracy. It is expected that English teachers are able to apply the teaching strategy to improve their students' speaking accuracy.

1.5 Scope

The research was conducted on the second semester ELT students at Lampung University. The researcher investigated consciousness -raising strategy in developing the students' speaking accuracy.

1.6 Definition of Terms

There are some terms which are defined operationally so as to avoid misunderstanding on the part of the readers as follows:

1. Speaking

Speaking is the verbal use of language and a medium through which human beings communicate each other (Fulcher, 2003).

2. Accuracy

Accuracy is the correct and acceptable use of vocabulary, grammar, and pronunciation (Harmer, 2007).

3. Speaking Accuracy

Speaking accuracy refers to how accurate learners use pronunciation, grammar, and vocabulary in their verbal communication.

4. Consciousness -raising

Consciousness-raising is the deliberate attempt to draw the learner's attention specifically to formal properties of the target language (Rutherford & Sharwood-Smith, 1985). And its aim is to help learners uncover gaps in their knowledge (Thornbury, 2005).

5. Speaking accuracy consciousness

Speaking accuracy consciousness refers to the state of being aware of correct and acceptable verbal use of vocabulary, grammar, and pronunciation.

6. Strategy

Strategy has been defined by Brown (2000) as a specific method of approaching a problem or task, a mode of operation for achieving a particular end, a planned design for controlling and manipulating certain information.

7. Consciousness-raising strategy

Consciousness-raising strategy is a specific method of approaching to help learners uncover gaps in their knowledge by deliberately drawing the learner's attention to the target language for achieving understanding to the target language.

8. Corrective feedback

Corrective feedback refers to any indication to the learners that their use of the target language is incorrect. This includes various responses that the learners receive (Lightbown and Spada, 1999). The feedback can be implicit as in the case of recasts or explicit as in the case of direct correction or metalingual explanation.

To sum up, chapter one has presented the background of the research, the research questions to be addressed, the objectives, the uses, and the scope of the research before ending with definition of terms.

II. FRAME OF THEORIES

This chapter presents the frame of theories based on the relevant theoretical constructs and empirical evidences.

2.1 Concept of Speaking Skill

Speaking is an activity when people use their voice to deliver their opinion, suggestion, information even critic. According to Chastain (1988), speaking is an important element in developing each language skill and conveying culture knowledge. Chaney and Burk (1998) state that speaking is the activity of constructing and sharing meaning through the use of verbal and nonverbal signs in a variety of contexts.

Indeed, speaking skill has always been considered the most demanding skill to develop in the learners of the target language compared to such other skills as listening, reading, and writing. This is in part due to the fact that it involves more than simply knowing the linguistic components of the language. What makes speaking distinct from the other skills is that the speaker needs to have a quick access to all the relevant knowledge required to produce the appropriate language in relatively short lags of time, whereas in other skills

the learners normally have enough time to either match the input with the existing knowledge, e.g., in reading or writing or to search for the accurate forms to produce the language with no immediate recipient who might be waiting even sometimes impatiently to receive the language, e.g., in writing.

It is widely accepted that speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are depending on the context in which it occurs, including the participants themselves, their experiences, the physical environment, and the purposes for speaking. It is often spontaneous, open-ended, and evolving. And speaking requires learners to know how to produce specific points of language such as grammar, pronunciation, or vocabulary (Nunan,1999).

Speaking in a second language has been considered the most challenging of four skills and it involves a complex process of constructing meaning. That indicates that speaking skill is the most important thing to be mastered when people learn English because it covers almost all of language components. Through speaking someone can express their minds, ideas, and thought freely and spontaneously.

In classroom setting students should be guided to use the target language as a common language. In wider scope English speaking ability is useful in many situations and places. That fact requires people to master speaking skill in order to make verbal interaction with people around the world.

From all statements above, it can be concluded that speaking skill is the major skill to be mastered when someone learns about language especially foreign language. Speaking skill becomes the most important skill since people believe that language mastery is able to be judged from how well someone speaks.

2.2 Accuracy and Fluency

Accuracy and fluency are the terms to characterize a successful conversation. Ellis (2009) holds that fluency means the capacity to use language in real time, to emphasize meanings, possibly drawing on more lexicalized systems, and accuracy means the ability to avoid error in performance, possibly reflecting higher levels of control in the language as well as a conservative orientation, that is, avoidance of challenging structures that might provoke error. On the other hand, Crystal (1977), Byrne (1986), and Nation (1991) define fluency as the ability to get across communicative intent without too much hesitation and too many pauses to cause barriers or a breakdown in communication. And Byrne (1988) defines accuracy as the use of correct forms where utterances do not contain errors affecting the phonological, syntactic, semantic or discourse features of a language.

Furthermore Byrne (1987) states that speaking skill consists of accuracy and fluency. Accuracy involves grammar, vocabulary, and pronunciation. Meanwhile, fluency means the ability to fill time to talk easily, clearly, and concisely relating meaning and context, and without significant pauses for an extended period. In other words, fluency describes a level of proficiency in communication and is

frequently stressed in procedural skill, expression proficiency, lexical phrases, social interaction, necessary topics and discourse while accuracy emphasizes precision or exactness and is emphasized in grammar, vocabulary, and pronunciation.

Indeed, accuracy is the basis of fluency while fluency is a further improvement of a person's linguistic competence and a better revelation of his/her communicative competence. Therefore, teachers should be aware of whether their main goal in a speaking activity is accuracy or fluency and adapt their role in classroom activities. If the main aim is to get students to speak, then one way to achieve that would be through reducing teacher's contribution. It is supposed that the less he or she speaks, the more time and space he/she will allow the students to. If the main aim is accuracy, the teacher should concentrate on students' mistakes and devote time to their correction.

Important speaking without mistakes which is a promoted trend at present seems to lead students to a fluent conversation in every day situations. Taking this into consideration, this approach best fits the needs of today's society which is based on fast exchanges of information. And it would be injudicious to qualify accuracy as less important in communication and underestimate its importance since it is also essential for the ability to speak a foreign language well. Thus, it is clear that to be able to give information and ideas or communicate orally, students should master the speaking accuracy components.

2.3 Speaking Accuracy Components

As mentioned previously, speaking accuracy consists of three components namely pronunciation, grammar, and vocabulary.

A. Pronunciation

Pronunciation is the speaker's way to express every single word in correct Language covering the segmental (vowels and consonants) and suprasegmental– (stress and intonation patterns) features . Harmer (2007) states that if students want to be able to speak fluently in English, they need to be able pronounce phonemes correctly, use appropriate stress and intonation patterns and speak in connected speech. In other words, the speaker must be able to articulate the words, and create the physical sounds that carry meaning. Pronunciation is needed to make good understanding between speaker and listener; moreover, clear pronunciation can express the speaker ideas correctly and make the listener understand the ideas easily.

Harris (1974) states the indicators for pronunciation accuracy as follows:

- 5 Has few traces of foreign language.
- 4 Always intelligible, though one is conscious of a definite accent.
- 3 Pronunciation problem necessities concentrated listening and occasionally lead to misunderstanding.
- 2 Very hard to understand because of pronunciation problem, most frequently be asked to repeat.
- 1 Pronunciation problem to serve as to make speech virtually unintelligible.

B. Grammar

It is obvious that in order to be able to speak foreign language, it is necessary to know a certain amount of grammar (Bygate,1987). Grammar is, the basic units of meaning, such as words, and the rules to combine them to form new sentences (Fromkin et al, 2003). Grammar is needed in spoken language in order to arrange the correct sentence. Therefore, grammar is very important in speaking. If the speaker does not master grammar structure, he cannot speak English well.

Harris (1974) states the indicators for grammar accuracy as follows:

- 5 Make few (if any) noticeable errors of grammar and word order.
- 4 Occasionally makes grammatical and or word orders errors that do not, however obscure meaning.
- 3 Make frequent errors of grammar and word order, which occasionally obscure meaning.
- 2 Grammar and word order errors make comprehension difficult, must often rephrases sentence.
- 1 Errors in grammar and word order, so, severe as to make speech virtually unintelligible.

C. Vocabulary

As we know, vocabulary is the basic element in language. Vocabulary is single words, set phrases, variable phrases, phrasal verbs, and idioms (Folse, 2004).

English has a very large vocabulary, which adds greatly to learners' opportunities

to express subtle shades of meaning and to use different styles (McCarthy and O'Dell, 2002). Vocabulary is one of the important components in speaking skill. By mastering enough vocabularies, students can express their idea clearly.

Harris (1974) states the indicators for vocabulary accuracy as follows:

- 5 Use of vocabulary and idioms is virtually that of native speaker.
- 4 Sometimes uses inappropriate terms and must rephrases ideas because of lexical and equities.
- 3 Frequently uses the wrong words conversation somewhat limited because of inadequate vocabulary.
- 2 Misuse of words and very limited vocabulary makes comprehension quite difficult.
- 1 Vocabulary limitation so extreme as to make conversation virtually impossible.

Referring to the explanation above, it can be concluded that speaking accuracy puts on emphasis on the precision or exactness in grammar, vocabulary, and pronunciation. The precision or exactness in grammar, vocabulary, and pronunciation generates intelligible speech.

2.4 Concept of Consciousness

Consciousness is a core issue in the field of second language acquisition. The term consciousness is used to refer to personal recognition of both stimuli in input and of one's own mental processes. The role of consciousness in SLA is of

considerable importance and should be specifically considered if we are to make progress in understanding how this acquisition takes place. Many researchers interested in consciousness start by considering what others have to say about it. This is necessary to develop a comprehensive picture of consciousness.

Vygotsky in Wertsch (1985) defines consciousness as the objectively observable organization of behavior that is imposed on humans through participation in sociocultural practices. Vygotsky sees consciousness as cknowledge which is constructed in interaction, as a sociocultural practice. Consciousness for Vygotsky has two subcomponents: intellect and affect, which are dynamically interconnected, transforming one another constantly. Consciousness, then, organizes human activity - socio-cognitive activity in Vygotsky's scheme - through intellectual and affective processes. This type of consciousness, with its emphasis on the intellectual and affective processes, organizes learning.

Generally the role of consciousness deals with attention, intentionality, and control.

A. Attention

Psychological theories say that consciousness is the product of an attention mechanism (Posner & Rothbart, 1991). It can be voluntarily controlled; that is, we can force ourselves to attend to one stimuli rather than another for a short time.

Therefore, we can see a relationship between this sense of consciousness and that of as intention, but attention is not completely under voluntary control (Vander

Heijden, 1992). Pieneman (1984) has expressed that attention capacity is a limited resource and deals with psychological constraints.

Studies among learners in the L1 have demonstrated that learners identify interest as a condition for attending to any learning activity, and affect as a recognized relevance to attention. It is widely argued in psychology that learning without attention to what is to be learned is impossible (Nissen & Bullemer, 1987) and in applied linguistics, attention is necessary for the conversion of input to intake (Schmidt, 1993)

Schmidt (1990) argues that learners have to pay some kind of attention to language forms in order for the acquisition of accuracy. Schmidt (1994) also points out, attention to the material to be learned is crucial. Attention controls access to conscious experience, thus allowing the acquisition of new items to take place. The relationship between L2 proficiency and attention allocation has been investigated in the framework of the information processing theory. Among them, Bialystok (1993) has extensively explored the relationship between learners' selective attention in L2 input processing and their proficiency in the target language.

B. Intentionality

Intentionality refers to desires, beliefs and other propositional attitudes. It is pertinent to the notion of creature – consciousness; that is, people are capable of

having desires, aims, and beliefs while stones, planets, and computers are not.

Hatch (1983) argues that learners intend to learn only to converse and interact and learn grammar in the process.

Various theorists in applied linguistics have argued that intentional and incidental learning result in different knowledge types. Paradis (1994) argues that incidental acquisition leads to an implicit competence that is used automatically, while deliberate learning leads only to explicit knowledge that is not available for automatic use. The incidental learning can make heavier demands on individual learner's prior knowledge and skill, leading to greater diversity of outcomes than an intentionally-oriented instructional approach that is designed to preorganize the language data and the learning activities.

C. Control

Learning a second language is like learning to drive a car: it has both a skill aspect and a knowledge aspect. In early stages, learners are aware of using mental translation, trying to remember paradigms they have been taught in class and grouping for words and structures to express their intentions. As learning progresses, there is a gradual shift to a stage in which more attention is devoted to what one wants to say. Once learning reaches the stage of automaticity, it may become less accessible to conscious control and therefore resistant to change (McLaughlin, Ross and McLeod, 1983). Anderson (1989) states that spontaneous performance derives from an earlier stage of consciously guided performance.

The statements above show that a multidimensional view of consciousness provides growing support that the role of consciousness is vital for second language learning. By understanding the functions and effects of the three concepts of consciousness in learning language, teachers are expected to be able to help their students to use language consciously and appropriately.

2.5 Level of Consciousness

Writers on consciousness have recognized that there are some degrees or levels of consciousness. Schmidt (1990) states that consciousness implicated in mental processes is crucial to L2 learning. He categorizes consciousness into perception, noticing, and understanding.

Level 1: Perception. It is generally believed that all perception implies mental organization and the ability to create internal representations of external events. However, perceptions are not necessarily conscious, and subliminal perception is possible. It means that perception does not necessarily accompany subjective consciousness. The term detection is worth a mention here. it is one of the subsystems of attention. The term is used to refer to cognitive registration of a particular stimulus without subjective consciousness (Richards & Schmidt, 2002). Tomlin and Villa (1994) argue that detection is the necessary and sufficient condition for further processing and learning.

Level 2: Noticing.

Noticing is to assign significance to some aspects of form relative to others. It is considered to be one degree of consciousness. It refers to private experience which is brought about by drawing learners' selective attention to a certain linguistic form. Schmidt (1990) argues that noticing is necessary for input to become intake, that is, necessary for L2 learning. Noticing is subjective correlation of attention. Noticing can be seen as learners' detection with subjective consciousness plus rehearsal in short-term memory (Robinson, 1995).

According to Schmidt (1990), subliminal language learning is impossible, and the intake is what learners consciously notice. This requirement of noticing is meant to apply equally to all aspects of language. Language learners, however, are limited in what they are able to notice. Schmidt and Frota (1986) emphasize the importance of noticing in L2 learning. They have claimed that if a learner is to learn and use a particular type of verbal form, it is not enough for it to have been taught and drilled in class and that it is also not enough for the form to appear in input. They have argued that noticing is necessary for a learner to be able to use it. This can be taken to support the hypothesis that there is no L2 learning without noticing.

Level 3: Understanding. As stated above, noticing is the basic sense in which we commonly say that we are aware of something, but does not exhaust the possibilities. Having noticed some aspects of the condition, we can analyze it and

compare it to what we have noticed on other occasions. We can reflect on the objects of consciousness and attempt to comprehend their significance, and we can experience insight and understanding. All of this mental activity—what we commonly think of as thinking—goes on within consciousness.

In short, consciousness takes three degrees namely perception, noticing, and understanding. And each level has its own contribution in learning processes.

2.6 Consciousness-Raising Approach

Consciousness-raising is firmly based in second language acquisition research. The concept comes from cognitivist learning theory, which argues that, as a prerequisite for the restructuring of the learner's mental representation of the language, some degree of consciousness is necessary. Linguistically, consciousness-raising is understood as the deliberate attempt to draw the learner's attention specifically to formal properties of the target language (Rutherford & Sharwood-Smith, 1985).

In the consciousness-raising approach, the emphasis is not on explicit rule-giving and immediate practice, but instead on drawing learners' attention receptively to formal and certain features of linguistic forms. Learners are prompted in some way to discover for him or herself how the language works. There is a variety of ways in which consciousness-raising might achieve this such as through

consciousness-raising tasks. In L2 teaching, consciousness-raising aims at helping learners uncover gaps in their knowledge (Thornbury, 2005).

According to Ellis (2002), consciousness-raising can be done either inductively or deductively. In the case of induction, the learner is provided with data and asked to construct an explicit rule to describe the language feature which the data illustrate ; whereas, in the case of deduction, the learner is supplied with a rule which is then used to carry out some tasks.

In brief, consciousness-raising is an approach to language teaching. The point of consciousness-raising in a language classroom is to help students reflect on their ways of learning. This helping takes place in interaction, in the form of consciousness-raising.

2.7 Consciousness-Raising Strategy

Brown (2000) defines strategy as “specific method of approaching a problem or task, modes of operation for achieving a particular end, planned designs for controlling and manipulating certain information. Strategies play a crucial role in the process of learning English. It is believed that instructors can assist the language learning process by helping learners develop appropriate strategies.

Teachers are essential to the success of using alternative learning through their teaching strategy such as consciousness-raising strategy. The strategy is intended

to avoid inefficiency of learning which tends to occur in the process of language learning.

Unlike the traditional classroom setting where instruction is teacher-centered, instruction using consciousness-raising strategy is student-centered, with the teacher playing the role of facilitator in the student's learning process.

Consciousness-raising strategy is designed to provide learners with successful learning and enables them to use the language. A review of literature shows that consciousness raising plays an important role in the process of second language acquisition and learning different skills (e.g., Carr & Curran, 1994; Curran & Keele, 1993; Ghorbani, 2011; Robinson, 1995; Schmidt, 1990, 1993, 1994, 2001)

The principles of consciousness-raising are implemented by the researcher in his teaching strategy. The strategy takes some procedures: drawing the students' attention, building up the students' knowledge of rule initiation, noticing, hypothesis making, hypothesis checking and hypothesis confirming.

2.8 The Procedures of Consciousness-Raising Strategy

The procedures of consciousness-raising strategy are elaborated as follows:

A. Drawing the students' attention.

The students' attention is drawn to the subject matter. Drawing learning attention in language learning is very important as stated by some researchers. Attention is

of key importance for learning. Learning should pay particular attention to the feature of language and this can be an essential condition for learning a second language (Schmidt, 1993). Psychological theories say that consciousness is the product of an attention mechanism (Posner & Rothbart, 1991). It can be voluntarily controlled; that is, we can force ourselves to attend to one stimuli rather than another for a short time. Therefore, we can see a relationship between this sense of consciousness and that of as attention.

However, attention is not completely under voluntary control (Vander Heijden, 1992). Pieneman (1984) has expressed that attention capacity is a limited resource and deals with psychological constraints. Therefore the presence of teacher in students' language learning is necessary to lead their attention to the subject matter for the success of learning. It is widely argued in psychology that learning without attention to what is to be learned is impossible (Nissen & Bullemer, 1987) and in applied linguistic, attention is necessary for the conversion of input to intake (Schmidt, 1990).

B. Building up the students' knowledge of rule initiation.

The students' knowledge of rule initiation is built up to the subject matters. Building up the students' knowledge of rule initiation in language learning is also very important. It refers to private experience which is brought about by drawing learners' selective attention to a certain linguistic form. The researcher elicits

some ideas from the students by asking the comprehension questions related to the subject matters.

C. Noticing

The students' notice is drawn to the subject matters within the usage. Noticing in language learning is very important as well. As stated by Schmidt (1994) that consciousness of input at the level of noticing is a necessary condition for L2 development. Many other researchers support this view. Furthermore, Lewis (2000) notes that noticing is a necessary but not sufficient condition for input to become intake. Noticing can take a number of forms; guided by the teacher i.e. the teacher directs the students' attention to lexical features thought to be useful. In all, noticing enables teachers to raise consciousness of the language in their learners.

D. Making hypothesis

The students are encouraged to find function of the rule of subject matter. Finding function of rule of subject matter learning is very important since it encourages discovery learning which is essential in language learning. Discovery learning is an inquiry-based, constructivist learning theory that takes place in problem solving situations where the learner draws on his or her own past experience and existing knowledge to discover facts and relationships and new truths to be learned. In this step the researcher guided the students by allowing them to work

with the materials provided to figure out concepts. He also presented questions or problems to encourage them to make intuitive guesses.

E. Checking the hypothesis

The students are guided to familiarize with the rule in use through rule practice. They have to check their hypothesis in order to learn a target form. Hypothesis checking will allow students to realize the false hypothesis they form and compare it with the correct rules they are supposed to grasp.

The hypothesis checking technique might assist them to realize their errors and deficiency of knowledge and therefore acquire the correct one. They are then required to provide explanations on how the target form should be used. If learners tend to form wrong hypothesis of how linguistic features work, this leads them into making errors or mistakes in using English. Therefore, in this step teacher's corrective feedbacks are provided. Han (2008) suggests that corrective feedback is a general way of providing some clues, or eliciting some correction, besides the direct correction made by the teacher. Feedbacks perceived by learners are for efficient and effective language learning.

In this research, the researcher gave corrective feedbacks to assist them to realize their errors and deficiency of knowledge and therefore acquire the correct one. This activity would allow them to realize the false hypothesis they formed and compared the correct rules they were supposed to grasp.

The feedbacks could facilitate learners' understanding of the target form. Hence, hypothesis building/checking will enable learners to actively develop accurate understanding of the actual rules.

F. Confirming the hypothesis

The students' comprehension in the subject matter is checked. Confirming the hypothesis by checking their comprehension in subject matters in language learning is very important to ensure whether they are able to comprehend the target matter or not. Consciousness at the level of understanding has also an influential effect on the amount of intake.

To sum up, consciousness-raising strategy takes several procedures: drawing the students' attention, building up the students' knowledge of rule initiation, noticing, hypothesis making, hypothesis checking and hypothesis confirming and each procedure provides different contribution to language learning and corrective feedbacks as part of it are integrally blended with the procedures.

2.9 The Role of Consciousness-Raising in Second Language Learning

Consideration of the role of consciousness in cognition and learning has been respectable over the recent decades. The most prominent supporters of consciousness-raising are Rutherford and Sharwood. In their opinion, the function of consciousness-raising is to highlight certain language features for the learner to develop his or her consciousness of them, then when he or she is ready to insert

these specific features into the developing the second language system, he or she will acquire them.

Rutherford (1987), furthermore, insists on the fact that language learners already have a broad knowledge of language of both specific and universal kind to build on and he calls the language learning process. He consequently sees consciousness-raising as a means of illuminating the learner's path from the known to the unknown, in other words, a facilitator for the acquisition of linguistic competence.

Ellis (2002) shares the idea that consciousness-raising facilitates the acquisition of knowledge needed for communication. He claims consciousness-raising is not only helpful in the formation of explicit knowledge but also contributes to the acquisition of implicit knowledge.

In conclusion, consciousness-raising has been considered important in language learning and to understand the role of consciousness in learning, two different types of knowledge should be perceived. The first is implicit knowledge, which is acquired without consciousness, unavailable to conscious memory even after competence and put to use spontaneously without conscious control. The second is explicit knowledge, which is knowledge that the learner is conscious of and can access on demand.

2.10 Consciousness-Raising Tasks

Andrews (2007) confirms that consciousness – raising places significant demands on the L2 teacher's language consciousness. Consciousness – raising tasks are designed to provide explicit learning. They are intended to develop consciousness at the level of understanding (Ellis, 2003). Therefore, the designed outcome of a consciousness – raising task is consciousness of how some linguistic features work. Consciousness-raising task is not aimed at developing immediate ability to use the target language features but rather attempts to call learner attention to language features, raising their consciousness of them.

Rutherford and Sharwood Smith (1985) believe that consciousness – raising tasks are those which are on a continuum range from the intensive promotion of consciousness via the articulation of pedagogical rules. If consciousness-raising tasks are conducted inductively, they are quite similar to theories of discovery learning.

Furthermore, Ellis (2003) proposes some main characteristics of consciousness-raising tasks as follows:

1. There is an attempt to isolate a specific linguistic feature for focused attention.
2. The learners are provided with data which illustrate the targeted feature and they may also be supplied with an explicit rule describing or explaining the feature.

3. The learners are expected to utilize intellectual effort to understand the targeted feature.
4. Misunderstanding or incomplete understanding of the grammatical structure by the learners leads to clarification in the form of further data and description or explanation.
5. Learners may be required (although this is not obligatory) to articulate the rule describing the grammatical structure.

In short, consciousness-raising tasks are carried to provide explicit learning. In the classroom setting, the immediate aim to consciousness-raising tasks is to help learners notice something about the language that they might not notice on their own.

2.11 The Role of Corrective Feedback in Consciousness-Raising

Lightbown and Spada (1999) define corrective feedback as: any indication to the learners that their use of the target language is incorrect. This includes various responses that the learners receive. The feedback can be implicit as in the case of recasts or explicit as in the case of direct correction or metalingual explanation.

The Noticing Hypothesis by Schmidt (1990), one of basic theories on consciousness, lends support to the usefulness of corrective feedback. It is claimed that corrective feedback has a facilitative role in drawing learner attention to form. From this point of view, corrective feedback serves as a stimulus for noticing

because such feedback triggers learners to recognize the gap between their interlanguage and the target form. Corrective feedback plays a crucial role in language learning, as it pushes learners to notice and attempt to say the targeted form, and therefore students may be more likely to repair their erroneous utterances.

Furthermore Lyster and Ranta,(1997) distinguish six different types of corrective feedback:

1. *Explicit correction* refers to the explicit condition of the correct form. As the teacher provides the correct form, and clearly indicates that what the student said was incorrect (e.g., Oh, you mean, You should say).
2. *Recasts* involve the teacher's reformulation of all or part of a student utterance, minus the error (e.g., S: you must to ask him, T: you must ask him).
3. *Clarification requests* indicate to students either that the teacher has misunderstood their utterance or that the utterance is ill-formed in some way and that a reformulation is necessary (e.g., excuse me, pardon?).
4. *Metalinguistic Feedback* contains either comments, information, or questions related to the well-formedness' of the student's utterance, without explicitly providing the correct form (e.g., you need to have a simple form of the verb after modals).
5. *Elicitation* has three different techniques:
 - i) Eliciting completion of their own utterance by strategically pausing to allow students to fill in the blank' (e.g., No, not that. It's a . . .).

ii) Using questions to elicit the correct forms (e.g., How do we say *X* in English).

iii) Teachers occasionally ask students to reformulate their utterance.

6. *Repetition* refers to the teacher's repetition, in isolation, of the student's erroneous utterance. In most cases, teachers adjust their intonation so as to highlight the error (e.g., must to?).

Referring to the explanation above, it can be concluded that corrective feedback may help learners to notice linguistic forms that they might otherwise ignore and to identify how their deviant utterances differ from the linguistic norms of the language. Corrective feedback, then, plays an important role in developing accuracy in the L2.

2.12 Theoretical Assumption

Speaking is a productive skill that requires the process of understanding the message from the speaker. To fulfill the requirement, learners are demanded to speak English accurately. However, it seems that most learners encounter speaking inaccuracy. Such condition automatically may lead to misunderstanding and hinder effective communication. Thus of some speaking components, accuracy becomes the most demanding skill to develop.

Some studies consider that the role of consciousness-raising approach contributes to positive impact on learners' performances. Hence consciousness-raising strategy can be a way out to assist them to minimize their speaking inaccuracy. In other words, it can be assumed that consciousness-raising strategy can give positive contribution to students' speaking accuracy.

2.13 Hypotheses

Based on the theoretical assumption above, the researcher formulated the hypotheses as follows:

1. There is a significant difference in the students' speaking accuracy consciousness after the implementation of consciousness -raising strategy.
2. There is a significant difference in the students' speaking accuracy performance after the implementation of consciousness -raising strategy.

To conclude, chapter two offers relevant literature review focusing on the theories related to consciousness-raising strategy in developing students' speaking accuracy.

III. METHODS

This chapter elaborates several items which are related to the methods of the research. The items are the research design, variable and data, population and sample, instruments, data collecting technique, data analysis, procedure, criteria of speaking test, marking schema, data treatment, technique of data analysis, and hypothesis testing.

3.1 Design

The research used one-group pre-test and post-test design. It means before the implementation of consciousness-raising strategy, pre-questionnaire and pre-test were carried out and after the implementation of consciousness-raising strategy, post-questionnaire and post-test were conducted. The design was carried out to find out if consciousness-raising strategy could generate significant difference in the students' speaking accuracy consciousness and performance.

The research design is presented as follows:

T1 X T2

T1 : Pre-questionnaire/Pre-test

T2 : Post-questionnaire/Post-test

X : Treatment

3.2 Variables and Data

The research consisted of independent variable and dependent variable.

Independent variable refers to the variable that is changed or controlled in a scientific experiment while dependent variable refers the variable tested and measured in a scientific experiment. In this research, the independent variable was consciousness- raising strategy while the dependent variables were the students' speaking accuracy consciousness and the students' speaking accuracy performance. The data were collected from the results of questionnaires and the results of the speaking tests.

3.3 Population and Sample

The research was conducted at Lampung University. ELT students taking speaking class of pre intermediate level at Lampung University became the population of the research. The sample was drawn from this population through purposive sampling method. The sample consisted of 26 students. The researcher chose the class by considering that the class was relatively homogeneous in terms of their speaking ability.

3.4 Instruments

The instruments for the research were questionnaire and speaking test. Those instruments are described below:

3.4.1 Questionnaire

Questionnaire is a data collection ‘tool’ for collecting and recording information about a particular issue of interest. In order to investigate the students’ consciousness on their speaking accuracy before and after the implementation of consciousness-raising strategy, a thirty-item questionnaire was administered both before and after the implementation of consciousness-raising strategy. Ten items examined their pronunciation accuracy consciousness, ten items examined their grammar accuracy consciousness, and ten items examined their vocabulary accuracy consciousness.

One of criteria of questionnaire as a good instrument is that the instrument must be valid and reliable. Validity can be defined as the extent to which an instrument measures what it supposed to measure while reliability means the consistency or repeatability of the measure.

A. Validity

Two subtypes of validity belong to this form namely content validity and construct validity. Content validity commonly has been held to be the most important type of validity that is needed for criterion-referenced measures (Linn,

1980). It involves two major concepts that are the content relevance and content coverage (Bachman, 1990). To achieve content validity, the items in the questionnaire were composed to represent the subject matters that were measured.

Construct validity was also used to measure the questionnaire. Construct validity is the degree to which an instrument measures the trait or theoretical construct that it is intended to measure.

The research used the following table of specification to achieve the construct validity of the questionnaire.

Table 3.1 Specification Table for the Questionnaire of Speaking Accuracy Consciousness

| Speaking Accuracy Component | Level of Consciousness | | | |
|-----------------------------|------------------------|----------|---------------|-------|
| | Perception | Noticing | Understanding | Total |
| Pronunciation | A, B, E | C,D, H | F, G, I, J | 10 |
| Grammar | A, B, E | C,D, H | F, G, I, J | 10 |
| Vocabulary | A, B, E | C,D, H | F, G, I, J | 10 |

B. Reliability

To achieve reliability of the questionnaire, the research used reliability within a scale - that all the questions designed to measure a particular feature are indeed measuring the same feature.

Cronbach's alpha was used in this research to determine the questionnaire reliability. Cronbach's alpha is the most common way to assess the reliability of self-reported items and provides a correlation coefficient of each item with the sum of all the other items. Cronbach's alpha also can be used for testing reliability when the variables are continuous, e.g. Likert scale.

George and Mallery (2003) provide a guideline to determine the description of the questionnaire reliability.

Table 3.2 The Guideline for Alpha Value Description

| Alpha Value | Description |
|-------------|-------------------------------------|
| 0.9 | Excellent (Very high reliable) |
| 0.7 - 0.9 | Good (High reliable) |
| 0.6 - 0.7 | Acceptable (Medium reliable) |
| 0.5 - 0.6 | Poor (Low reliable) |
| < 0.5 | Unacceptable (Very low reliability) |

To find out the reliability of the questionnaire in this research, SPSS version 22 was used. The data analysis by SPSS shows the following results:

Table 3.3 The Reliability of the Questionnaire

| Reliability Statistics | | |
|------------------------|--|------------|
| Cronbach's Alpha | Cronbach's Alpha Based on Standardized Items | N of Items |
| .936 | .935 | 30 |

The data show that the reliability of the questionnaire was 0.936. It means the questionnaire was in the classification of very high reliability.

3.4.2 Speaking Test

Speaking test was the instrument used to measure the students' speaking accuracy performance before and after the implementation of consciousness-raising strategy. Therefore, it was administered before and after the implementation of consciousness-raising strategy.

The form of the test was subjective test since there was no exact answer. In this test the researcher used inter rater to assess students' speaking accuracy performance. Their oral production was recorded, transcribed, and evaluated. The speaking test was measured based on the criteria of good test namely validity and reliability.

A. Validity

Validity of the test is the degree to which it measures what is intended to measure. And a test is valid if it measures what it has to measure. According to Hatch and Farhady (1982) there are two basic types of validity: content validity and

construct validity.

In the content validity, the material and the test were composed based on the indicators and objectives in syllabus of higher education curriculum, while the construct validity focused on the kind of the test that was used to measure the students' speaking accuracy performance.

B. Reliability

Reliability is used to describe the overall consistency of a measure. A measure is said to have reliability if it produces similar results under consistent conditions. This research used inter-rater reliability to assess students' speaking accuracy performance. The researcher and an experienced English teacher had a role as raters. Before evaluating the students' speaking accuracy performance, they attempted to have similar perception towards the speaking accuracy rating scale developed by Harris (1974). The reliability of each test was examined by using statistical measurement of reliability in Paired Sample T- test of Statistical Package for Social Sciences (SPSS) windows version 22 and referring to Kappa's criteria for the data interpretation.

Table 3.4 Kappa's Criteria for the Reliability Interpretation

| Kappa | Interpretation |
|------------|------------------|
| 0 | Poor agreement |
| 0.0 - 0.20 | Slight agreement |

| | |
|-------------|--------------------------|
| 0.21 - 0.40 | Fair agreement |
| 0.41 - 0.60 | Moderate agreement |
| 0.61 - 0.80 | Substantial agreement |
| 0.81 - 1.00 | Almost perfect agreement |

The reliability of post-test and pre-test can be seen in the following table:

Table 3.5 Inter-rater Reliability of Pre-test

Symmetric Measures

| | Value | Asymp. Std. Error ^a | Approx. T ^b | Approx. Sig. |
|----------------------------|-------|--------------------------------|------------------------|--------------|
| Measure of Agreement Kappa | .759 | .108 | 5.818 | .000 |
| N of Valid Cases | 26 | | | |

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

The data show that the raters had substantial agreement in evaluating the students' speaking accuracy.

Table 3.6 Inter-rater Reliability of Post-test

Symmetric Measures

| | Value | Asymp. Std. Error ^a | Approx. T ^b | Approx. Sig. |
|----------------------------|-------|--------------------------------|------------------------|--------------|
| Measure of Agreement Kappa | .799 | .132 | 5.462 | .000 |
| N of Valid Cases | 26 | | | |

- a. Not assuming the null hypothesis.
- b. Using the asymptotic standard error assuming the null hypothesis.

The data show that the raters had substantial agreement in evaluating the students' speaking accuracy.

3.5 Data Collecting Technique

The data from the questionnaires were classified and analyzed according to the relevant reference to fulfill the requirement for validity and reliability while the data of the two speaking tests were recorded and transcribed. Then the data of the two speaking tests were analyzed and evaluated by two raters. In evaluating the data, the raters would refer to the speaking accuracy rating scale by Harris (1974).

3.6 Procedures

In this research, the researcher conducted some procedures as follows:

- a) First, 26 students were purposely assigned to be in the experimental group.
- b) Then they were given a pre -test in order to measure their speaking accuracy performance before the implementation of consciousness-raising strategy. The test took the form of picture narrating. The students were given a set of picture series. Then they had to tell a story based on the given picture series. Then the students' oral production on the test was recorded and transcribed then evaluated by two raters referring to the speaking accuracy rating scale developed by Harris (1974). This scale rated students' speaking accuracy covering three categories:

pronunciation, grammar and vocabulary. In this case, the researcher and an experienced English teacher had a role as raters. After giving the pre test, the researcher distributed a questionnaire to each student. It aimed at finding out their speaking accuracy consciousness prior to the implementation of consciousness-raising strategy.

c) After knowing the level of their speaking accuracy, the researcher implemented consciousness-raising strategy.

With reference to the theories in the previous chapter, the researcher carried out the following procedures:

Step 1: Drawing student's attention to the target language.

This step aimed at focusing the students' attention on certain target language within context. The presentation of specific language features was presented. At this stage, the students were required to respond to the researcher's questions orally. The researcher did not tell students what target language he was going to explain. Some leading questions would be in the form of yes/no and information (w-h) questions.

Step 2: Building up students' knowledge of the rule or rule initiation.

This step aimed at focusing the students' attention on the use of the target language to make them conscious of the forms and the functions, and more importantly to understand the meanings they conveyed through the context.

Step 3: Noticing.

In this step, the researcher asked students to do some tasks to notice the target language in pairs or in groups.

Step 4: Hypothesis-making.

The aim of this part was to give the students an opportunity to demonstrate their accuracy competence appropriately. Students had to make, test and confirm their hypothesis in order to learn target language features. Corrective feedbacks were possibly given by the researcher to help the students comprehend the target language.

Step 5: Checking the hypothesis.

In this step, the researcher presented some exercises, checked for students' comprehension, and encouraged their active involvement.

Step 6: Confirming the hypothesis.

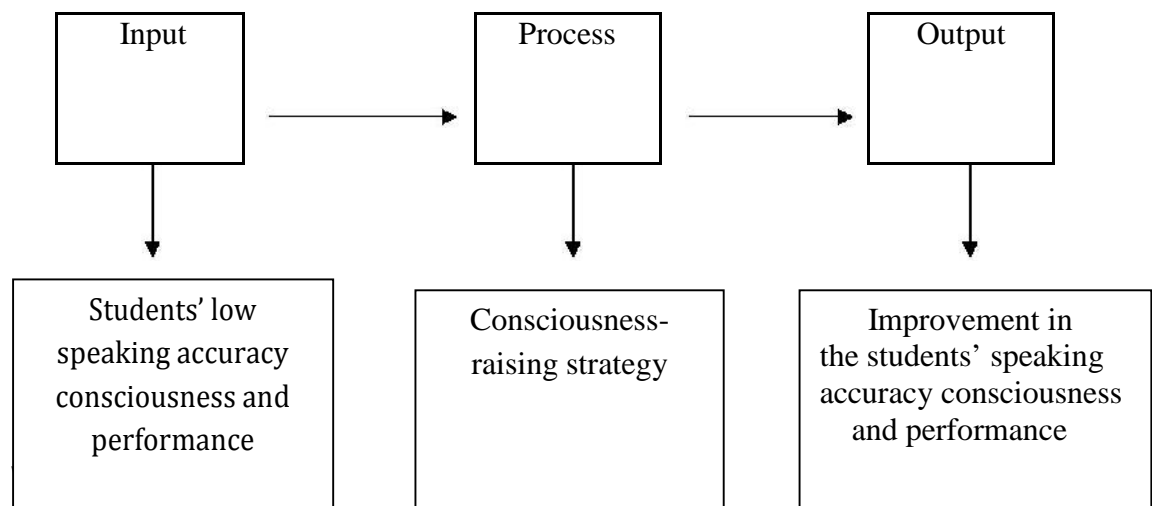
This step was to check students' comprehension of the target language being taught. At this stage, the teacher provided an assessment of students' comprehension to gauge whether the students completely grasped what they had been taught. In this case, the students were required to work individually. He gave the students opportunities to do independent work and set certain tasks from the lesson as an assignment to allow them think analytically.

c. Finally the students were given a post -test in order to find out the improvement of their speaking accuracy performance. The post -test took the same form of pre-test. Their speaking accuracy again was evaluated by the same two raters. After giving the pre test, the researcher distributed another questionnaire to each student. It aimed at finding out their speaking accuracy consciousness after the implementation of consciousness-raising strategy.

3.7 Conceptual Framework

The students were expected to be able to speak English more accurately. However the students faced several problems related to their speaking accuracy. Therefore, the researcher wanted to overcome the problems by conducting consciousness-raising strategy in their speaking class. The strategy was expected to be able to give positive changes in the students' speaking accuracy consciousness and performance.

The conceptual framework of the research is presented in the diagram below:



3.8 Marking Schema

The marking schema applied Harris's speaking accuracy rating scale (1974). The scoring system of each aspect can be seen in the following table:

Table 3.7 Scoring Criteria of Speaking Accuracy

| Score | Pronunciation | Grammar | Vocabulary |
|-------|---|--|---|
| 5 | Has few traces of foreign language. | Make few (if any) noticeable errors of grammar and word order. | Use of vocabulary and idioms is virtually that of native speaker. |
| 4 | Always intelligible, thought one is conscious of a definite accent. | Occasionally makes grammatical and or word orders errors that do not, however obscure meaning. | Sometimes uses inappropriate terms and must rephrases ideas because of lexical and equities. |
| 3 | Pronunciation problem necessities concentrated listening and occasionally lead to misunderstanding. | Make frequent errors of grammar and word order, which occasionally obscure meaning. | Frequently uses the wrong words conversation somewhat limited because of inadequate vocabulary. |
| 2 | Very hard to understand because of pronunciation problem, most frequently be asked to repeat. | Grammar and word order errors make comprehension difficult, must often rephrases sentence. | Misuse of words and very limited vocabulary makes comprehension quite difficult. |
| 1 | Pronunciation problem to serve as to make speech virtually unintelligible. | Errors in grammar and word order, so, severe as to make speech virtually unintelligible. | Vocabulary limitation so extreme as to make conversation virtually impossible. |

The formula of calculating final accuracy:

$$\text{Accuracy} : \frac{\text{score of accuracy}}{\text{total maximum score}} \times 100\%$$

The score of the students' speaking accuracy from the two raters are described in the following table:

Table 3.8 English Speaking Accuracy Test Sheet

| Ss' Code | Pronunciation | | Grammar | | Vocabulary | | Accuracy | |
|-------------|---------------|----|---------|----|------------|----|----------|----|
| | R1 | R2 | R1 | R2 | R1 | R2 | R1 | R2 |
| AAB | | | | | | | | |
| ABB | | | | | | | | |
| ABC | | | | | | | | |
| | | | | | | | | |

3.9 Data Treatment

The hypothesis of the research was analyzed by using Paired Sample T-test of Statistical Package for Social Sciences (SPSS) windows version 22. Before carrying out the T-Test, the researcher conducted the following treatments to the data:

1. Random Test

This was to make sure that the data were random. The researcher used the level of significance 0.05. The random test hypothesis was formulated as follows:

Ho: the data is random.

H1: the data is not random.

Ho is accepted if sig $>$ 0.05

Table 3.9 Random Test of Pre- test

| Runs Test | |
|-------------------------|---------------|
| | Skore_Pretest |
| Test Value ^a | 9.00 |
| Cases < Test Value | 12 |
| Cases \geq Test Value | 14 |
| Total Cases | 26 |
| Number of Runs | 12 |
| Z | -.573 |
| Asymp. Sig. (2-tailed) | .566 |

a. Median

The random test shows that the pre test H_0 is not rejected (significant level). That was 0.566 > 0.05. It can be concluded that the pre test is random.

Table 3.10 Random Test of Post- test

Runs Test

| | Skore_Postest |
|-------------------------|---------------|
| Test Value ^a | 12.00 |
| Cases < Test Value | 3 |
| Cases >= Test Value | 23 |
| Total Cases | 26 |
| Number of Runs | 6 |
| Z | .000 |
| Asymp. Sig. (2-tailed) | 1.000 |

a. Median

The random test shows that the pre- test H_0 is not rejected (significant level). That was 1.000 > 0.05. It can be concluded that the post test is random.

2. Normality Test

It was to find out if the data were distributed normally. The hypothesis was formulated as follows:

H_0 : the data is distributed normally.

H_1 : the data is not distributed normally

In this research, the criteria for the hypothesis was that H_0 is accepted if significance (2-tailed) $>$ L table (significant level) and H_1 is accepted if significance (2-tailed) $<$ L table (significant level). The researcher used the level of significance 0.05.

Table 3.11 Normality Test of Pre- test

One-Sample Kolmogorov-Smirnov Test

| | | Skore_Pretest |
|----------------------------------|----------------|-------------------|
| N | | 26 |
| Normal Parameters ^{a,b} | Mean | 58.8462 |
| | Std. Deviation | 4.51497 |
| Most Extreme Differences | Absolute | .168 |
| | Positive | .168 |
| | Negative | -.139 |
| Test Statistic | | .168 |
| Asymp. Sig. (2-tailed) | | .056 ^c |

- a. Test distribution is Normal.
- b. Calculated from data.
- c. Lilliefors Significance Correction.

The table shows that H_0 $>$ L table. That was 0.056 $>$ 0.05. This result means that H_0 is accepted so that it can be concluded that the data are distributed normally.

Table 3.12 Normality Test of Post- test

One-Sample Kolmogorov-Smirnov Test

| | | Skore_Postest |
|----------------------------------|--------------------------|-------------------|
| N | | 26 |
| Normal Parameters ^{a,b} | Mean | 76.7923 |
| | Std. Deviation | 4.05324 |
| | Most Extreme Differences | |
| | Absolute | .170 |
| | Positive | .152 |
| | Negative | -.170 |
| Test Statistic | | .170 |
| Asymp. Sig. (2-tailed) | | .051 ^c |

- a. Test distribution is Normal.
- b. Calculated from data.
- c. Lilliefors Significance Correction.

The table shows that H_0 is not rejected. That was $0.051 < 0.05$. This result means that H_0 is accepted so that it can be concluded that the data are distributed normally.

3.10 Technique of Data Analysis

To analyze the data, the researcher compared the average score (mean of pre-questionnaire /pre -test and post-questionnaire/post- test) to know whether the students got an improvement in their speaking accuracy consciousness and speaking accuracy performance.

The researcher computed the score of pre-questionnaire /pre -test and the score of post-questionnaire /post -test by using the following formula:

$$M = \frac{\sum x}{N}$$

M= mean (the average score)

X= students' scores

N= number of students

The last was drawing conclusion from the tabulation of the pre-questionnaire/ pre-test and post-questionnaire/post- test result. The data were analyzed statistically by using Paired Sample T -test of Statistical Package for Social Sciences (SPSS) windows version 22.

3.11 Hypothesis Testing

The hypothesis testing was used to prove whether each hypothesis proposed in this research was accepted or not. The hypothesis was analyzed by using Paired Sample T- test of Statistical Package for Social Sciences (SPSS) windows version 22. The researcher used the level of significance 0.05 in which the hypothesis is approved if ≤ 0.05 . It means that the probability of error in the hypothesis is only 5%.

The hypothesis was formulated as follows:

H₀1: There is no significant difference in the students' speaking accuracy consciousness before after the implementation of consciousness –raising strategy.

Ho1 (null hypothesis) is accepted if alpha level is higher than 0.05 (0.05).

Hi1: There is a significant difference in the students' speaking accuracy consciousness before after the implementation of consciousness –raising strategy.

Hi1 is accepted if alpha level is lower than 0.05 (0.05).

Ho2: There is no significant difference in the students' speaking accuracy performance before after being treated with consciousness –raising strategy.

Ho2 (null hypothesis) is accepted if alpha level is higher than 0.05 (0.05).

Hi2: There is a significant difference in the students' speaking accuracy performance before after being treated with consciousness –raising strategy.

Hi2 is accepted if alpha level is lower than 0.05 (0.05).

In short, chapter three has described the methods of the study, including information about design of the research, variables and data, population and sample, instruments, data collecting technique, procedures, conceptual framework, marking scheme, data treatment, technique of data analysis before ending with hypothesis testing.

V. CONCLUSION AND SUGGESTION

This chapter discusses the conclusion of the research and ends with the suggestion for teachers and further research.

5.1 Conclusion

In reference to the results and discussions of the research, some conclusions are drawn dealing with consciousness- raising strategy to improve ELT students' speaking accuracy consciousness and performance as follows:

1. Consciousness-raising strategy could significantly improve the students' speaking accuracy consciousness and the students' speaking accuracy performance. The data analysis of the students' speaking accuracy consciousness shows that the T-value (6.074) is higher than the T-table (2.060) with alpha level (0.000) or lower than 0.05 (0.05). It means the students' consciousness in their speaking accuracy improves significantly after the implementation of consciousness-raising strategy. And the data analysis of the students' speaking accuracy performance shows that the T-value (26.820) is higher than the T-table (2.060) with alpha level (0.000) or lower than 0.05 (0.05). It means the students' speaking accuracy performance improves significantly after the implementation of consciousness-raising strategy.

2. The improvement in the students' speaking accuracy consciousness is likely to happen because the teaching strategy that the researcher applied is adapted from the theory of consciousness in language acquisition. The researcher fostered the students' speaking accuracy consciousness through the strategy which included three major points of consciousness – attention, noticing and understanding. Through the strategy, the students' consciousness in their speaking accuracy was boosted from drawing their attention to the target language to understanding to the target language. The improvement in the students' speaking accuracy consciousness also might occur because the students were provided with the conditions which allowed them to be aware of the target language through given experiences.

3. As mentioned previously, the researcher applied consciousness-raising strategy to improve the students' speaking accuracy performance as well. The improvement in the students' speaking accuracy performance is likely to happen because the strategy takes some procedures that guide the students to consciously understand what is being learned in the process of their learning.

4. Apparently, consciousness-raising strategy can foster student autonomy in learning target language since teacher is regarded as a facilitator to uncover gaps in their knowledge as well as to provide support and feedback when necessary. The students

are guided to utilize their intellectual effort to understand the target language where their analytical ability is developed.

5. It seems that consciousness-raising strategy can also promote cooperative learning as students become the centre. They are encouraged to actively search for rules in the target language and to be able to draw conclusions from the rules. Consequently they are more active while learning the target language. In the learning process, they are asked to observe, identify, analyze and differentiate the rules of the target language. And those activities contribute to cooperative learning that may lower the effective filter.

6. It is expected that the findings of the research can enlighten teachers on how to build up their students' better speaking accuracy consciousness and enhance the opportunity of their students' better speaking accuracy performance.

In brief, having discussed the notions of the two research questions, it is ascertained that consciousness-raising strategy could positively contribute to the improvement of the students' speaking accuracy consciousness and performance. And the improvement indicates that consciousness-raising strategy can be recommended as an alternative solution to be applied by teachers to improve their students' speaking accuracy consciousness and performance.

5.2 Suggestion

In regard to the research findings, the researcher would like to propose some suggestions as follows:

A. For Teachers

1. Consciousness-raising strategy can be used as an alternative solution to develop their students' speaking accuracy consciousness and performance as it can improve their students' accuracy consciousness and performance in pronunciation, grammar, and vocabulary accuracy. Besides, it can lead the students to discovery learning that can generate longer retention of the target language and it can stimulate cooperative learning that promotes the student-centered classroom.

2. Before implementing the strategy, English teachers are suggested to identify their students' speaking accuracy problems in order to ensure the effectiveness of their treatments and to maximize their teaching outcome.

B. For Further Research

1. It is suggested for others to do more comprehensive research on this subject matter since the researcher faced some limitations when conducting the research such as time limit and insufficient institution facility. They are also recommended to make some adjustments to the treatment procedures by considering their students' speaking accuracy problems.

2. It is also recommended for them to take different speaking activities to find out more findings and to apply the treatment procedures to other English skills such as listening, reading, and writing since the researcher believes that consciousness-raising strategy as a pedagogical device can be used very broadly to different areas of language teaching.

All in all, this final chapter has presented the conclusion and the suggestion of the research. The suggestion is intended for teachers and future reserach.

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