

**Astuti, I.D.** 2011. The Effectiveness of explicit grammar teaching to increase students' grammar (A Case Study at 2<sup>nd</sup> Year SMA 1 Mejayan, Caruban, Madiun 2010/2011) Submitted as partial fulfilment of requirements for the *Sarjana* degree of English Department Faculty of Humanities Airlangga University Surabaya

#### Abstract

English is the most important foreign language in Indonesia. English is also the only compulsory foreign language subject in Indonesia's schools. Focusing in grammar of English, the writer aims to find out whether or not explicit grammar teaching is more effective to increase grammar ability of English foreign learners in senior high school compared implicit grammar teaching. The participants of this study were two classes of EFL learners at 2<sup>nd</sup> year SMA 1 Mejayan, Caruban, Madiun. Taking 27 students as the subject of control group and 29 students as subject as experimental group, they would be asked to do pre-test about past continuous tense, simple past tense, action and linking verbs with multiple-choice exercises, fill-in-blank exercises, true false questions, and combining word questions. They would also have treatments and post-test. The learners' ability in doing the tests became the result of explicit grammar teaching. The result of analysis using SPSS 16.0 showed that the mean of the post-test score of experimental group was higher than the mean of the pre-test score of control group. Moreover, the result from independent sample T-test showed that there is difference of mean values between explicit and implicit grammar teaching group and it can be said that explicit grammar teaching is more effective than implicit one.

**Keywords:** explicit grammar teaching, implicit grammar teaching, EFL, and grammar ability