The Influence of Input Flooding Toward Eleventh Grade Students' Grammar Mastery

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ABSTRACT

Grammar is one of the important things in learning English and must be mastered by students. However, the problem that students often face is that they cannot understand grammatical elements and arrange words into correct sentences so they tend to be passive. Input Flooding Technique can make students active and more focused on the target object of learning, so that it can help students solve problems in learning grammar. The aim of this research is to determine students' grammatical abilities before and after being taught using input flooding, and to find out whether there is a significant effect of using the input flooding on class XI students at SMK PGRI Kediri in the academic year 2022/2023. Researchers used quasi-experimental research and quantitative approach with one group pretest and posttest. The sample chosen was class XI BDP1 with consisting of 29 students. The instrument in this research is a test. The data obtained from the test was examined and processed using the t-test procedure. The average pre-test result was 56.90; after the pre-test, input flooding treatment was carried out in grammar teaching; During the treatment there was an increase as evidenced by the post-test results which had a mean of 77.59. It can be seen that t-count is greater than t-table, 17.889 > 1.701. As a result, there was a big difference between the pre-test and post-test in the sample group. The results show that the input flooding technique in teaching grammar has an influence and improves students' grammar mastery.

KEYWORDS: Input Flooding, Grammar, Teaching Grammar

INTRODUCTION

One important component in the English learning process is Grammar. Not just mastering vocabulary and phrases. Learning grammar can support speaking and writing skills. Grammar is the rules that apply in the use of language, both spoken and written. Using proper grammar will produce clear sentences and paragraphs. Sentences and paragraphs are arranged neatly. So that what is meant in sentences and paragraphs can be understood, and can help someone convey information and communicate well. Grammatically accurate writing and speaking skills have a unique role in professional level communication (Brown, 2007). Therefore, to avoid this, it is important to learn grammar.

Yet, students often experience difficulties during grammar study. This may be the internal factor of either the student or the external from the environment or the teacher. Among the internal factors, students cannot understand grammar in formulas. Students are also not interested in learning grammar. Students always feel insecure when they want to express their opinions, because students are afraid of being wrong. This is because they do not understand a target in learning grammar and are very passive. Then the external factor that is a problem in grammar learning is the teacher's less-interactive and passive learning method of the student.

An important source of learning for L2 is receiving input (Nassaji & Fotos 2011). Students' difficulties in receiving input can be answered with the input flooding learning technique. The aim is to increase learners' attention to language form by translating input in a relatively more convincingmanner. This enhancement of text by highlighting certain aspects of the input through various tools such as adding bolding, underlining, and italicizing in written input, or symbols such as adding stress or repetition in the mouth. It is hoped that sufficient exposure to the same target form in the input will make it more prominent, and thus, will draw the learner's attention to the linguistic form (Hernández, 2008). In this technique, students are given many examples of certain target forms in the input (both spoken and written). The assumption here is that frequent examples of the same target shape make it stand out perceptibly, drawing the learner's attention to the shape (Nassaji & Fotos, 2011).

Researchers observed English learning at SMK PRGI 2 Kediri. Students appear passive when the teacher explains. Then when the teacher asked for opinions, only a few students answered that this might be caused by several factors, including students not understanding grammar formulas and students' difficulty in arranging words into one correct sentence. Apart from that, students at this school have low speaking skills and low self-confidence. The researcher asked the teacher whether the input flooding technique had been used. The answer to this question is that teachers have never used this technique to teach grammar; the reason is not familiar with this technique. So the teacher only assigns basic activities, such as providing exercises or activities from the handbook, inviting students to read the text, and asking students to answer questions based on the text.

These problems may originate from students' lack of knowledge and understanding of grammar lesson material, limited vocabulary, and fear of making mistakes. Based on the problem formulation, the researcher limits the scope of the research to be carried out. The researcher limited the problem to the influence of the input flooding learning technique in teaching grammar to improve grammar skills, especially in the simple present tense of XI BDP 1 students at SMK PGRI 2 Kediri. This research aims to find out whether the input flooding learning technique has a significant influence on students' grammar skills.

1.0   Input Flooding

Input flooding is a way or technique to increase students' attention to the target goal, both orally and in writing by highlighting or giving a flood of input to the target. Input flooding this is implemented by enlarging and emphasizing a reading text, or by using trending words that can attract students' attention (Nassaji & Fotos, 2011). According to Wong (2005) an input flood can be either written or oral. In the oral mode the target linguistic form is used frequently in natural speech, or a text including the target is written down and then read out loud to students. The target form is not emphasized in any way, but it is assumed that the form is more salient to learners because of its frequency (Han, Park, & Combs, 2008) and will therefore be noticed, leading to eventual learning (Gass, 1997).

Adding or enhancing the quality of a word can make the subject stand out more. According to Sharwood Smith (1991) that changing the quality of input can stimulate the learner's process of

language materials. Based on Sharwood Smith's (1991) that changing the quality of input can stimulate learners' processing of linguistic material. Schmidt's (2001) Noticing Hypothesis provides a theoretical rationale for the use of input enhancement, the aim of which is to draw learners' attention to linguistic forms via formatting techniques such as bolding, italicizing or underlining.

The principles in the input flooding technique for students learning english grammar includes:

a. Increase students' attention to the target goal, both orally and in writing by highlighting or giving a flood of input to the target.
b. Presenting reading to students with enlarging and emphasizing a reading text, or by using trending words that can attract students' attention.
c. In the oral mode the target linguistic form is used frequently in natural speech, or a text including the target is written down and then read out loud to students.

The implementation of the input flooding learning technique on students' grammar skills can be done through several steps. First, by analyzing students' grammar mastery. second, by providing modified reading by giving symbols or emphasis on sentences or words that contain part of the grammar so that it can attract students' attention and students can remember the grammar of the text that has been presented.

1.1 Grammar

Grammar is the rules in a language for changing the form of the word and combining them into sentences, Harmer (2007). According to Harmer (2007) in his book "The Practice of English Language Learning". Grammar of a language is the description of the ways in which words can change their forms and can be combined into sentences in that language. If grammar rules are too cerelessly violated. Grammar rule is extremely difficult. According statement above means that grammar of language reveal about how the word can change their forms and how it can be combined into sentences.

Once we know thwt grammatical rules of a language sub conciously. We are in a position to create an infinite number of sentences. However, while some rules are fairly straight forward. Some rules are given about the use and combination of all these elements into clauses and sentences. The learner then strugglles to translate a foreign language text into the mother tongue, slowly, and painfully, trying to use bits of grammatical information when difficulty.

According to Broughton and Greenwood (1968) in their book "success with English". A feature of success with English which must be obvious is the lack of rules. There is unprescriptive grammar because we are teaching the language and not teaching about the language. From statement above, actually many of rules make unsuccess with English. Because the learner difficult to memorize and apply these rules in learning English. So lack of rulles is a feature success with English. Students need understand not only is a good sentence the correct spelling but it also contains understandable meaning. A good sentence is what fills these two aspects, for there may be sentences that are correct in their semantics and otherwise. Grammar includes: a) Word order, b) Pronouns, c) Modals, d) Use of tenses, e) Passive Voice, f) Active participle.

1.2 Teaching Grammar

Teaching technique is a generalized plan for a lesson which includes structure desired learner behavior in terms of goals of instructions and an outline of planned tactics necessary to implement the . Teaching technique refer to methods used to help students learn the desired course contents and be able to develop achievable goals in the future. Teaching technique identify the different available learning methods to enable them to develop the right technique to deal with the

target group identified. The technique is covered inside the reality of getting to know design. There are come techniques for teaching grammar especially simple present tense such as teaching grammar through translation methode, presentation methode, games, drill and practice, etc. In this study, the writer observes the activities of teaching simple presen tense using input flooding learning technique. There are the activities of teaching simple present using input flooding technique:

a. The writer decides the grammar point (simple present tense), other structure and vocabulary which still dealing with the leasson, then make materials and preparation, for axample prepare a text description in the form of simple present tense by highlighting words that contain grammatical elements, especially simple present tense.
b. Then provides an explanation of grammar (simple present tense) starting from its uses and formulasThen the text is distributed to students.
c. The next step, distributed the teks to students and checking the students are familiar with the words listed under vocabulary and the vocabulary is given in bold.
d. Devide the class into groups of 3-4 students.
e. Ask students to read the text and discuss with group members by setting a time limit.
f. Then from the results of the discussion, each group must answer questions from the description of the text that has been given.
g. At the end of the lesson the writer will provide an explanation of the grammar elements in each sentence given in bold.

METHOD

The research approach in this study is quantitative because this research is presented with numbers. The research design was a guide to the process steps that must be taken when analyzing the research results. Using this research design, researcher can systematically analyze the data. This study used a quasi-experimental research design as a one-group pretest-posttest design. One form of pre-experimental design the researcher chooses is the One Group Pretest - Posttest design. In this one-group pretest-posttest design, the researcher gave the group receiving the treatment a pre-test beforehand and then administered the treatment. After the treatment was completed, the researcher conducted a post-test. This research was conducted from May to June 2023. The place was conducted on the XI BDP 1 class of SMK PGRI 2 Kediri.

So, in this study, the researcher selects class XI BDP 1 that consists of 29 students So, in this study, the researcher selects class XI BDP 1 that consists of 29 students. There is no superior class at SMK PGRI 2 Kediri whose students are divided or evenly (normal) in each class. So, the researcher assumes that the population used is homogeneous. Data collection techniques using observation techniques and giving tests in the form of multiple choice. For the research's instruments, the researcher used test. Then, after the researcher collected all the data, the researcher used SPSS to analyze the data.

RESEARCH FINDING

To analyze the data, the researcher used SPSS version 21 to display the results of the students' pre- and post-test scores in this section. The pre-test mean score was 56,90 with a standard deviation of 9,675 and the post-test mean score was 77,59 with a standard deviation of 8,724. From the analysis of SPSS, there are data output as follow: Paired Sample Statistics, Paired Sample Correlation, and Paired Sample Test:

Table 1: Paired Sample Statistics

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRETEST	56,90	29	9,675	1,797
	POSTEST	77,59	29	8,724	1,620

Table 2: Paired Sample Correlation

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	PRETEST & POSTEST	29	,776	,000

Table 3: Paired Sample Test

Paired Samples Test

	Paired Differences							
				95% Confidence Interval of the Difference				Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	Lower	Upper	T	df	
PRETEST – POSTEST	-20,690	6,228	1,157	-23,059	-18,320	-17,889	28	,000

From the results of the pre-test and post-test, the paired sample statistics table shows that the pretest score is higher than the posttest score. The total pretest score was 1.650, and the total posttest score was 2.250. From this explanation, the student's score increased. Based on the data in table 4.8, the result is that the t-score is -17.889 > t-table with a significant level of 0.05. This means that there is a significant influence before and after using the input flooding learning technique on students' grammar mastery. Conclusion: Input flooding is an influence technique for teaching grammar mastery.

CONCLUSION

Pre-test score obtained from the grammar test conducted before students get treatment. The pre-test result revealed that the mean 29 students is 56.90, which Poor (Need improvement). Meanwhile, Post-test score obtained from the grammar test conducted after students get treatment. The post-test result showed that the mean score was 77.59. Which is considered to be very good. It can be concluded that the students' grammar mastery was significantly influence.

Based on the results of the research above that has been done at SMK PGRI 2 Kediri After analyzing the data obtained from the test, we show that there is a significant influence between the input flooding and students' grammar mastery. Based on the results of the data showing that the

alternative hypothesis is accepted and the null hypothesis is rejected, then this explains that the researcher's assumption proposed by the researcher is correct. The input flooding technique is able to influence students' grammar mastery. This is evidenced by the students' scores in the pre-test being lower than the students' scores after treatment with the input flooding technique. This can be proven from the results of the T-Test test results obtained a significant value (2- tailed) of (0.00), because the Paired Sample T-Test value is sig <0,05, this illustrates that the null hypothesis is rejected and alternative hypothesis is accepted

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