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ELEVENTH GRADE STUDENTS' GRAMMAR MASTERY  
IN SMK PGRI 2 KEDIRI IN THE ACADEMIC YEAR  
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THE INFLUENCE OF INPUT FLOODING TOWARD ELEVENTH GRADE STUDENTS' GRAMMAR MASTERY IN **SMK PGRI 2 KEDIRI IN THE ACADEMIC YEAR 2022/2023**  
CHAPTER I INTRODUCTION This chapter will be present and discuss about the following points: a) **background of the problem**, b) identification of the problem, c) limitation of the research, d) formulation of the problem, e) objective of the research, f) significant of the research.

Background of The Problem **One of the important components** in the process of learning English is Grammar. Not only mastering vocabulary and phrases. Learning grammar can support speaking and writing skills. Grammar is a rule that applies to the use of language both orally and in writing. The use of proper grammar will produce clear sentences and paragraphs. The arrangement of sentences and paragraphs is neatly structured.

So, what is meant in sentences and paragraphs can be understood, and can help someone convey information and communicate well. Regardless of grammar, sentences or paragraphs that are formed tend to have irregular patterns and ambiguous meanings. Writing and speaking skills with accurate grammar have a unique role in professional level communication (Brown, 2008).

Therefore, to avoid it, learning grammar is important to do. Grammar is the main part of a language that distinguishes it from other languages, which can be said grammar is a language identity. Grammar also has **a significant role in** communication. Communication is two-way, in which one must understand one another.

To avoid misunderstandings, words that are spoken or written should not cause confusion. Here grammar serves to convey the full meaning of these words. The grammar makes the sentence or paragraph obvious. Grammar thus enhances their communication. 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 tend to think grammar is confusing, students cannot understand grammar in formulas, and students don't like grammar lessons because they are boring. 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. Teachers still use the traditional question and answer learning method and use worksheets as a reference.

Extensive examination of the EPHL suggests that, grammatical problems are especially evident in the student's ability to produce accurate written or spoken forms. Even after English as Second Language Learners (ESL) learn to create a form that is rather substantive, well organized and cohesive, many still attempt to free themselves from the linguistic level that distinguishes them from their native speakers (Nassaji & Fotos, 2011).

With these obstacles, it often hinders students' grammar skills in both writing and speaking skills. Moreover, they can even influence the audience's opinion about the language ability of the writer or speaker (Nassaji & Fotos, 2011). Considering these vital contextual issues, this research study offers a brief argument for the role **of input flooding through** text tasks **in the form of** mastery of grammar targets among **students of SMK PGRI 2 Kediri**.

Input **flooding is a focus-on-form intervention in which the input that is provided to learners is seeded with multiple examples of a target structure.** 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 convincing manner. 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).

Based on the description above, the authors are interested in conducting research on the influence of input flooding techniques on grammar skills, especially the simple present tense in eleventh grade students of SMK PGRI 2 Kediri in academic year 2022/2023. Identification of the Problem In relation to background of the problem above, the following problems can be identified: Teachers still use the traditional question and answer learning method and use worksheets as a reference.

Students feel bored and do not pay attention. Students tend to think grammar is confusing and students don't like grammar lessons because they are boring. 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. Students have difficulty in using grammatical formulas and also combining a word to form a sentence using the correct grammar. The use of vocabulary in input flooding that must be adjusted to the ability of students so that students can understand the subject according to the target.

Limitation of the research Based on the identification of the problem above, a limiting problem will be needed in order for the study to focus on the problem at hand. As for the problems in this research are limited as follows: 1. The students referred to in this study are students of Eleventh Grade SMK PGRI 2 Kediri academic year 2022/2023. 2.

Input Flooding: Input flood is a learning technique by giving students lots of explanations or examples of targets both orally and in writing so that these targets stand out and attract students' attention. Input flood is a form of focus intervention in which the input given to the learner is seeded with several examples of the target structure. 3.

Teaching technique: Teaching technique is a teaching method used by a teacher to assist students in the learning process so that the target material can be met properly. The teaching technique usually contains the steps in teaching. 4. Grammar Mastery: Grammar mastery is knowledge in the structure of language and the ability to combine sentence units so that they become sentences that can be understood and fulfill the grammatical rules. 5.

Simple present tense: simple present tense is a form of tenses that is used to express events that occur regularly, routinely, or are usually done in the present. 6. This research is focused on understanding grammar teaching especially the simple present tense by using input flooding. By providing sufficient exposure to the target form so that it can attract the attention of students in the field of grammar. D. Formulation of the Problem 1.

How is the students' grammar score before being taught by using input flooding technique? 2. How is the students' grammar score after being taught by using input flooding technique? 3. How is input flooding influence to increase students' grammar score? E.

Objectives of the research Based on the formulation of the problem above, objectives of the research are as follows: 1. To find out students' grammar mastery before being taught by using the input flooding technique. 2. To find out the students' grammar mastery after being taught by using the input flooding technique. 3.

To find out the influence of the input flooding learning technique on students' grammar mastery. F. Significance of the Research The results of this study are expected to be beneficial both theoretically and practically elaborated in the following section. Theoretical Significances This research provides a solution to find the right method in teaching grammar. 2. Practical Significance a.

For Students The results of this study can be used as a reference to improve students' ability to understand more about grammar mastery. b. For Teachers The results of this study can help teachers to more easily present material related to grammar. c. Other Researchers To provide additional information for other researchers who wish to conduct further research in the field related to grammar.

CHAPTER II REVIEW OF RELATED LITERATURE The review of related literature is intended to sharpen the theoretical review and give a brief description of concepts discussed in this study. This chapter presents four topics in the following order: a) theoretical review, b) previous study, c) thinking framework, d) rationale, and e) hypothesis.

Theoretical Review 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** carelessly 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 struggles **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 unsucces with English. Because the learner difficult to memorize and apply these rules in learning English.

So lack of ruelles is a feature success with English. Grammar is a major part of a language that distinguishes it from another. Grammar or grammatical in other words, is a description involving the structure of language or how to combine the language units such as phrases or words to produce sentences consistent with the language's rules Richard & Haryanto (2007:10).

In the writing, Richard also notes that grammar consists of two elements, which are aspects of structure and semantics (meaning). These two aspects make it possible for a sentence to be understood and grammatically correct. It may be concluded that grammar isa set of linguistic rules, whether oral or written that allows others to grasp its meaning and express words so that the idea is acceptable. In **the description of the** previous vocabulary, content is defined as knowledge or mastery on a particular thing.

Another definition states that greatness is the ability to understand something learned, thus it can be said that grammar is knowledge in the structure of language **and the ability to combine** the units of sentences so as to become a comprehensible one and fulfill the grammatical rule. According to his opinion, the system of rules is classified into three main components of grammar, syntax, phonology and semantics.

Syntax is knowledge of the construction of words and sentences, phonology represents knowledge of the sounds of language according to function, whereas semantics is the

science of the meaning of words. Further, semantics as part of grammar is essential because it is semantics that will govern what a sentence means. 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. Simple Present Tense  
Simple present tense is the rules in grammatical structures which express event or situation that always, usually, habitually.

The simple present tense says that something was true in the past, is true in the present, and will be true in the future. In other words simple present is used for general statements of fact. Raymond Murphy (1994) in his book "English in Grammar Use" stated that: "We use the simple present tense to talk about things general.

We are not thinking only about now. We use it to say that something happens in all the time or repeatedly, or that something is true in general. It is not important whether the action is happening at the time of speaking".

According to statement above it means that simple present tense is used to talk about things in general and something happens in all time or repeatedly. But simple present tense didn't attend about the time of speaking. For beginners, it is always introduced to them how to say the general statement of fact and habitually in real life.

In other words simple present is a first base to learn English. The simple present tense formula is Subject + Verb 1(s/es) + Complement for positive sentences with verbal patterns. If the pattern is nominal, then the present tense formula becomes Subject + Auxiliary Verb (to be) + Complement.

Nominal Simple Present Tense, simple present tense formula: (+) Subject + To be + Complement (-) Subject + To be + Not + Complement (?) To be + Subject + Complement Verbal Simple Present Tense Rumus (+) (-) (?) dari simple present tense untuk pola verbal adalah: (+) Subject + Verb 1 (+ is/es) + Complement (-) Subject + Do/Does Not + verb 1 + Complement (?) Do/does + subject + verb 1 + Complement ? 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) input flood can be either written or oral. In the oral mode the target linguistic form is used frequently in natural speech, or in 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. 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. Based on Nunan (1995), explained that: "The most contemporary course book and materials for teaching grammar attempt to establish game like situations in which the repetitive practice of the structure occurs through a task which has a meaningful dimension. In other words, the learner is not simply performing drills".

According to Nunan, there are two learning theories in teaching grammar: Deductive learning. Deductive learning **is an approach to language teaching in which learners are taught rules and give** specific information about language. The learners then apply this rule when they use language. 1) Explain the rules, form, pattern, meaning, and use 2) Give examples 3) Give exercise. Using deductive learning, it enables for students to be



passive, because they just receive the explanation from the teacher.

Inductive learning Inductive learning is an approach to language teaching in which the learners are not taught grammatical or other types of rules directly but are left to discover or induce rules from their experience of using language. 1) Give examples 2) Find the rules, form, pattern, meaning, and use 3) Give exercise Using inductive learning, it is able for student to be active because they are used to find the rules, pattern, meaning, and use by themselves.

According to Nunan, there are three stages in teaching grammar: EGRA (Exposure/experience) To give the students exposure/experience to the new grammatical item. 1) Generalization 2) To find out the form, meaning, and use of the grammatical item. b. PGR 1) Practice To let the students practice the new grammatical item. 2) Generalization To find out the for, meaning, and the use of the new grammatical item.

3) Reinforcement To reinforce the grammatical item which the students have just learned. c. PPP 1) Presentation To present the new language/grammatical item. To identify the for, meaning and use of the new language item. 2) Practice To practice the language/grammatical item which the students have just learned (in controlled or limited way like the given example).

3) Production To let the students produce the language they have just learned for free communication, either in speaking or writing. Other simple opini about stage approach to teaching of grammar items also revealed by Nunan (1995), there are: Presentation Making the structure salient through an input text in which the item appears. Isolation and Explanation Ensuring that students understand the vairous aspects of the structure under investigation.

Practice Getting students to absorb and master the language. Test Getting learners to demonstrate. There are some techniques for teaching grammar especially simple present tense such as teaching grammar through translation method, presentation method, games, drill and practice, etc. In this study, the writer observes the activities of teaching simple present 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 lesson, then make materials and preparation, for example 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 formulas. Then the text is distributed to students. c. The next step, distributed the texts to students and checking the **students are familiar with** the words listed under vocabulary and the vocabulary is given in bold. d. Divide 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. B. Previous study iThere are several previous studies using input flooding technique.

Balcom & Bouffard (2015) research entitled The Effect of Input Flooding and Explicit Instruction on Learning Adverb Placement in L3 French. The conclusion obtained from this study is that there are benefits and positive effects. The research conducted by Arani & Yazdanmoghaddam, (2016) entitled The Impact of Input Flooding and Textual Enhancement on Iranian EFL Learners' Syntactic Development is an attempt to examine the impact of input flood (if) and text improvement (TIE) on learners' EFL syntax development.

Four homogeneous groups were selected based on the pre-test and placement test. During the treatment, the first group (that is, if) received a reading comprehension text in which the structure was flooded. The second group (if, tie) received reading comprehension passages in which the structure experienced an increase in the text.

The third group (if + TIE) received a reading comprehension passage with improved structure through input flooding and text enhancement. The fourth group received a reading text in which the structure was neither flooded nor increased in text. **The results show that** text improvement and input flooding have a positive effect on the recognition and production of syntactic development.

These techniques result in higher acquisition scores in production and recognition when combined. Next is the research of Szaturski and Carter (2014) entitled **The Role of The Flood of Inputs and Inputs Increase in EFL Student Acquisition from Collocation**. This study investigated L2 learners' acquisition of verb- noun and adjective collocations following two types of instruction: flood input **only and input flood plus input enhancement** (underlined form). This research was conducted by taking a sample of

students with their first language, namely Polish.

Learners of English as a foreign language are rarely exposed to collocations embedded in stories read three times in a row week. Their collocation competence is then assessed in the battery delayed test that utilizes productive and receptive collocation rates mastery. A flood of inputs plus inputs increases yield collocation but only at the level of shape memory and shape recognition.

On these findings are discussed with reference to the complexity of obtaining and measuring L2 collocation knowledge. The latest research conducted by Teyebi and Bazargani (2018) entitled The Impact of Flooding Input in Teacher Talk on the Advanced EFL Learners' Knowledge of Cleft Sentences. The study sought to investigate the effectiveness of the flood of inputs through teacher talks in Iran advanced EFL learner knowledge of pseudo-gap structures.

To achieve this goal, 60 male participants in age range 15-18 who study for about 25 semesters at the Shokouh institute in Rasht are selected from among 85 learners based on their performance in IQPT. There are two groups in this study, and each group consists of 30 students. A pretest, which involves a topic with a specific situation is given.

Then, the experimental group received 10 treatment sessions, namely the use of input flooding from the pseudo-cleft structure through teacher lectures. Meanwhile, the control group received 10-session placebo traditional methods without using redundant pseudo-gap structures. A posttest was then given to both groups.

The results of this study reveal that the experimental group that utilizes input flooding pseudo-gap structure through teacher talk achieves higher proficiency for use regarding structure in topic-based writing than the control group. Based on the findings of this study, language teachers can take advantage of input flooding this structure is to increase students' knowledge about the pseudo-gap structure in writing.

finding shows that the flood of input from the structures mentioned through the teacher's lectures makes for the right context to have incidental learning for learners leading to higher proficiency in their writing. Thus, teachers can use it to contribute to student learning. From the research above, it was found that the teaching technique of Input Flooding had a great influence on student learning.

Students can receive more information and have a positive impact on students. So, the researchers conducted a study using Input Flooding to improve students' grammar mastery with the title " The Influence of Input Flooding Toward Eleventh Grade Students' Grammar Mastery in SMK PGRI 2 Kediri in Academic Year 2022/2023."

This study focuses on learning grammar especially simple present tense by using the input flood learning model whose sentence does have an influence on motivation and learning outcomes that are applied to English education subjects effects on the use of the input flooding technique. C.Thinking Framework Based on background issues and library reviews, then this theoretical framework is as follows: Input Flooding Input flooding is a way or technique to increase students' attention to the target, both orally and in writing by highlighting or providing input to the target (Nassaji & Fotos, 2011).

Input flooding is done by enlarging and emphasizing the reading text, or by using trending words that can attract students' attention. In the spoken mode the target linguistic form is often used in natural speech, or the text including the target is written and then read aloud to students. The target form is not emphasized in any way, but it is assumed that the form stands out more to the learner because of its frequency and will therefore be noticed, which leads to learning.

For example, if the intention is to make certain salient features, oral or written stories can be used or built which contains many examples of that form. However, level the input presented must be in accordance with the language level of the student's proficiency. Language proficiency is an important factor to consider when designing a focus on form an activity because if the activity is beyond the level of the learner's ability, it can ineffective. So that students can in order to pay attention to linguistic forms in meaningful input, they must be able to process text with attention.

In this research, it is hoped that the use of this input flooding learning technique can make students interested in learning grammar and increase student interest in learning. Teaching Technique iTeaching itechnique iis ia igeneralized iplan ifor ia ilesson iwch includes istructure idesired ilearner ibehavior iin iterns iof igoals iof iinstructions iand ian ioutline iof iplanned itactics inecessary ito iimplement ithe i.

iTeaching itechnique irefer ito imethods iused ito ihelp istudents ilearn ithe idesired icourse icontents iand ibe iable ito idevelop iachievable igoals iin ithe ifuture. iTeaching itechnique iidntify ithe idifferent iavailable ilearning imethods ito ienable ithem ito idevelop ithe iright itechnique ito ideal iwth ithe itarget igroup iidntified. iThe itechnique iis icovered iinside ithe ireality iof igetting ito iknow idesign.

The improvement of the method as technology has evolved beginning from the army international after which was utilized in education. In warfare, its approach is to reap victory. Likewise, with the studying system, educators have to discover all the ones associated with the studying system to be carried out.

Educators want to recognize who may be their students, how exclusive stages of intelligence, from what history they arrive from, how they may be motivated, and so forth. **In this study, the researcher hopes that** a good learning technique will help the problems of students who are not interested and have no interest in learning grammar.

The following is a framework for thinking about the differences in the use of conventional learning and **the use of input flooding** learning techniques: / Grammar Mastery **Grammar mastery is knowledge in** the structure of language **and the ability to combine sentence units so that** they become sentences **that can be understood** and fulfill the grammatical rules Harmer (2007).

In the learning process, there is a transfer of information obtained by good students from teachers and other sources such as books, mass media and other sources learn another. An information conveyed will be understood clearly if students can identify the subject, predicate and how are the subject and predicate related. In this case, **the use of language** plays a role. Grammar allows there are many ways to interpret a text, in relation to interpreting or create a text.

In this study, **the use of input flooding** learning technique during grammar learning may affect students' grammar mastery. The following is a research framework of learning grammar using the input flooding technique: / Rationale Learning grammar is an active activity that requires high concentration. **Students must be able to** understand the rules in the language to change **the form of words and** combine them into sentences.

Understanding grammar functions and being able to use sentences according to grammar word order is the aim of learning grammar. First, students experience difficulties in understanding a sentence. Second, students do not know how to find grammar formulas and the uses of each formula in grammar. In particular, students cannot arrange words into sentences according to the correct grammar. Third, students get bored in English lessons.

Fourth, students are not enthusiastic in learning English and some of them also have different knowledge backgrounds. In learning grammar, there is a teaching technique **that can be used by** teachers, namely input flooding. The teacher gives modified text by

highlighting words that are considered to contain grammar elements in it and students are required to analyze the text then try to find the formula contained in the highlighted words according to the specified time limit.

Input Flooding learning technique can help students focus more on learning targets and make students more active in learning grammar, because students are required to analyze and discuss the text that has been modified. 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). In conclusion, the researcher have perception that teachers are able to applied this technique well.

Beside that, it can be an effective technique in teaching grammar. Because it can help the students to master grammar. Hypothesis Based on the problem formulation, it can be hypothesized that the application of Input flooding in grammar teaching with the teacher providing a flood of input by providing readings that have been modified and the quality of the text improved, then more exposure to students, can attract students' attention and increase interest in learning English for Eleventh Grade BDP 1 SMK PGRI 2 Kediri.

The researcher argues that there is a difference between before using the input flooding technique and after using the input flooding technique for grammar mastery. And based on the results of previous studies, there are results that Input flooding is quite influential on students' understanding. According to Ary et.al (2010: 81) the hypothesis present thw researcher's expectation about relationship betwen variables within the question.

It means that, the hypothesis is the temporary answer to the formulation of the problem that looks for relationships between variables. The hypothesis in this thesis: 1. The Null Hypothesis (Ho), there is no influence of using input flooding learning technique to the students' grammar mastery of the eleventh grade students of BDP1 SMK PGRI 2 KEDIRI academic year 2022/2023. 2.

The Alternative Hypothesis (Ha), there is influence of using input flooding learning technique to the students' grammar mastery of the eleventh grade students of BDP1 SMK PGRI 2 KEDIRI academic year 2022/2023. CHAPTER III RESEARCH METHOD 1.1 Variables of the Research Creswell (2009:50) said, "A Variable refers to a characteristic or attribute of an individual or an organization that can be measured or observed and that varies among the people or organization being studied".

Based on the explanation, a variable is the important thing of the research to get the information in the research. The most important classification is on the

classified as independent variables or independent variables (Ary, 1985; 130).

Identification of research variables Research Variables This research contains two variables, including: a. The independent variable is a variable that can affect other variables, in this study the independent variable is the input flooding (X). b. The dependent variable is a variable that is influenced by other variables, in this study the dependent variable is grammar mastery (Y). 2.

Operational Definition a. The independent variable: Input Flooding Input flooding is a way or technique to increase students' attention to the target, both orally and in writing by highlighting or providing input to the target. Input flooding is done by enlarging and emphasizing the text, or by using trending words that can attract students' attention.

Indicator : Explicit word improvement. Measuring scale : Interval The dependent variable: Grammar Mastery of simple present tense Grammar is a knowledge of the English structure and the ability to combine the sentences into sentences that become meaningful and fulfil the rules of grammar.

In this study, grammar is limited to the rules necessary for understanding text in the learning activity: tenses, word orders, verb, positive, negative, interrogative sentence, time signal. Indicator : Grammar mastery of simple present tense test scores. Measuring scale : Interval B. Approaches and Techniques of the Research 1. Research Approach This research approach is quantitative approach.

This research used quantitative because the data is in the form of number that students' score of grammar mastery. According to Ary et.al (2010) Quantitative research uses objective measurement to gather numeric data that are used to answer questions or test predetermined hypothesis. It is called as quantitative because the research data are in form of numeric and the analysis were using statistic.

Quantitative research methods can be interpreted as methods used to examine certain populations or samples, data collection using research instruments, statistical data analysis, with the aim of testing predetermined hypotheses. The understanding that emerges among developers of quantitative research is that researchers can intentionally make changes to the world around them by conducting experiments.

The approach used in this study is a quantitative approach that focuses on the application of input flooding teaching technique in students' mastery of grammar. Research Technique Experimental method involves a study of the effect of the

systematic manipulation of one variable(s) on another variable Ary et.al (2007). It means that this research method is used to find the effect of one variable that being observed.

In a study activity, a data-gathering technique is a way of obtaining data. Proper use of engineering and data-collection tools enables objective data. The type of methods selected in data collection must, of course, be consistent with the nature and characteristics of the research done. In this study, the data-collection technique used is tests. There are two tests that will be carried out, namely pre-test and post- test.

Experimental Method In this study, the researcher uses quantitative research with experimental research methods with a quasi experimental design with pre-test and post-test design. Test Method Pretest and Posttest In this study, the test method was used to obtain data on grammar mastery before and after the implementation of the Input Flooding learning technique student of the eleventh grade students of B C.

Place and Time of the Research Research Place This research was conducted at SMK PGRI 2 Kediri, which is located at Jl. KH. Abd Karim No.5, Bandar Lor, Kec. Mojoroto, Kabupaten Kediri, Jawa Timur 64117. The author chose to carry out research at the school because the author had carried out observations on students there and the teacher doesn't use any technique and still use conventional method to teach grammar so that students often get bored, disinterested, and uncaring with learning.

Researcher tried to bring input flooding technique in the classroom to measure whether it can help students' achievement in grammar mastery or not. Research Time This research will be carried out during from May to June in the 2022/2023 academic year. The followed this: / D. Population and Sample 1. i iPopulation iAccording to iAry iet.al i(2007) istate ipopulation idefined ias iall imembers iof iany iwell-idefined iclass iof ipeople, ievents, ior iobjects.

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It means that a sample is the smaller number that taken from the population that will be observed and analyzed by the researcher. The sample in this study were students in this study, the test method was used to obtain data on grammar mastery before and after the implementation of the Input Flooding learning technique of the eleventh grade students of IBDP1 SMK PGRI 2 KEDIRI academic year 2022/2023, and many is 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. E. Research Instrument and Data Collecting 1. Instrument Development The role of the research instrument is very important while conducting a research.

The instrument in this research is a test for grammar mastery. The use of the test instrument is to measure grammar mastery before and after the application of input flooding. There are 2 types of tests that will be carried out, namely pre-test which is carried out before treatment and post-test after treatment.

In this research, the researcher did one group pretest-posttest design to get the data from the students. According to Ary et.al (2010) explain that one-group pretest-posttest design usually involves three steps: (1) administering a pretest measuring the independent variable; (2) applying the experimental treatment to the subjects; (3) administering a posttest, again measure the independent variable.

Tests are systemic procedures that are devised in the form of standardized tasks and given to individuals to be worked on, answered, or redone, whether in written, verbal, or deed. Below is the table indicator test: Table 3.2: Development pre-test and post-test / 2. Instrument Validity and Reliability Instrument Validity Validity is a measure that shows the levels of variance or durability of an instrument.

A valid or valid instrument has high validity. Conversely, a less valid instrument means having low validity. In this case, validity cannot be determined by combining a criterion, as the test itself is the criterion of a work force. To test the level of validity of the instrument, researchers may try the instrument on target in research. This step is called a try-out instrument.

To know the accuracy of this data requires a validity test. The validity test in this study will be carried out using the SPSS for windows. Instrument Reliability The validity test in

this study will be carried out using the SPSS v.21 for windows. To gain the researcher used technique T-test. Below is the table indicator test: 3. Step of Collecting Data a.

Data source This data is the main data used to answer the questions that have been mentioned in the formulation of the problem. This data is obtained from the results test and experiment (quasi experimental design). In this study, the primary data were students of SMK PGRI 2 Kediri, especially students of Eleventh Grade BDP 1.

This data was sourced from complementary data that supported the results of the study. This data was obtained from the test results before and after using Input Flooding. b. Data collection steps 1) Pre-test Pre-test is used to measure students' grammar mastery before the learning process with the Input Flooding learning technique is carried out. The researcher gave the test that contains 20 multiple choice tests relating of grammar especially simple present tense.

The first meeting until the last meeting is 50 minutes. 2) Treatment by using input flooding Researchers gave treatment to students after completing the pre-test. The treatment uses the input flooding learning technique, first in pre-teaching, the researcher gives the grammar text that has been modified with the input flooding technique to the students and the researcher asks the students to read the text, discuss with the group members that have been formed, present the results of the discussion. Then, the researcher gave several draft questions to students related to the text.

Second, in post teaching, the researcher gives other grammar text to students and asks students to read and analyze text individually Students are asked to analyze the simple present tense grammar formula and the meaning of the text. Then the students worked on the exercises given by the researcher. 3) Post test The post-test is used to determine the final grammar mastery after learning the application of Input Flooding and is also analyzed to determine the development score of each student. F. Technique of Data Analysis 1. T-test iThe idata ianalysis imethod ithat iused iin ithis iresearch iis iSPSS iv.21 ifor iwindows ianalyze ithe iresults iof ithe istudents' iscores iof ithe ipretest iand iposttest.

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The description of students' grammar mastery before being taught using input flooding learning technique. The t-test is used to test the effect of the independent variable. This test was carried out through the SPSS v.21. According to Santoso (2014: 265), guidelines for decision making in the t-test based on the significance value (sig.)

of the SPSS output results, are as follows: a. if  $t_{count} > t_{table}$  /  $sig < \alpha$ , then  $H_0$  is rejected and  $H_a$  is accepted. b. if  $t_{count} < t_{table}$  /  $sig > \alpha$ , then  $H_0$  is accepted and  $H_a$  is rejected. CHAPTER IV RESEARCH FINDING AND DISCUSSION In this chapter, the researcher discusses the result of pretest, posttest and the data analysis.

The research finding is used to know the influence of input flooding learning technique to students' grammar mastery to the eleventh grade students of IDP1 SMK PGRI 2 KEDIRI academic year 2022/2023.. The writer explains the discussion about the results as well. There are four main sub-chapters on research finding, those are; a) description of the research variable, b) data analysis, c) hypothesis testing, and d) discussion. In this research, the researcher tried to find out the implementation of input flooding to the students' grammar mastery.

Input flooding is a way or technique to increase students' attention to the target goal, both orally 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. Using the input flooding learning technique by giving descriptive text to students, which has been modified by giving highlights such as bold on words that have grammar elements. The research was conducted in several times; pre test, treatment, and post test. Pre test was conducted in the first meeting.

The researcher gave a test to the students which it is contained of 20 multiple choice questions. Student are asked to do it in 50 minutes. This activity has aim to measure the students' grammar mastery before being taught using input flooding learning technique. The score was assessed the researcher convert the score in each indicator by using converting score: Table 4.1

Frequency of Pretest Pretest Frequency Table

Interval	Frequency	Percent
45-49	5	17%
50-54	7	24%
55-59	5	17%
60-64	5	17%
65-69	0	0%
70-74	5	17%
75-79	2	8%
Total	29	100%

/ Based on the data above, some information can be obtained, including: First, the highest pre-test score was 75 and the lowest score was 45.

Second, from the table above, 5 student (17%) got score 45, 7 students (24%) got score 50, 5 students (17%) got score 55, 5 students (17%) got score 60, 5 students (17%) got score 70, 2 students (8%) got score 75. From that explanation, it can be concluded that students' grammar mastery before implementing learning with the input flooding technique were mostly still moderate.

After the research conducted pre-test in the first meeting. The researcher continued to conduct treatment in the second and third meeting. In second meeting, students were taught using input flooding learning technique and asked to apply it in group. The researcher explains briefly about grammar, especially the simple present tense, regarding the uses, formulas, and elements of the simple present tense.

They were asked to read the text that had been prepared by the researcher and discuss with group members about the bolded vocabulary, then examine the elements of the simple present tense in the text. After that, the results of the discussion each group had to answer questions about the text they had read and analyzed. In each activity in the first treatment, students were asked to discuss the texts with their friends.

After students are asked to find elements of grammar (simple present tense) in the text. After that each group briefly presented the results of the group discussions they had done. Then they also had to answer questions about the text. In the end of the first treatment, the researcher asked the students about their understanding of the materials.

Treatment in the third meeting almost has the same activity in the second meeting, but students must find elements of grammar (simple present tense) in the text that has been modified by adding highlights such as bold to words that have grammar elements. They are trained to find grammar elements in the text to practice their ability to understand a sentence.

This activity aims to ensure that students can use the input flooding technique to analyze the grammar of the text. Post test was conducted in the fourth meeting. The researcher asked the students to do the same test in pre test about 50 minutes. Posttest consists of 20 questions also in multiple choice. After giving tests to the students concerning with the implementation of input flooding learning technique to the students' grammar mastery, the progress and the score frequency as follows: Table 4.2

Frequency of Posttest Posttest Frequency Table

Interval	Frequency	Precent
65-68	5	17%
69-72	5	17%
73-76	4	14%
77-80	4	14%
81-84	0	0%
85-89	7	24%
90-93	4	14%
Total	29	100%

iFrom that itable, i5 istudent i(17%) igot iscore i65, i5 istudents i(17%) igot iscore i70, i4 istudents i(14%) igot iscore i75, i4

14 students (14%) got score 80, 17 students (24%) got score 85, and 14 students (14%) got score 90.

It means that the students' grammar mastery was increasing after the time. In this part, the researcher presented the procedure of data analysis and getting the result of pretest and posttest. In this part is to answer the question about whether there is an influence in teaching grammar to student of **the eleventh grade students of IBDP1 SMK PGRI 2 KEDIRI** academic year 2022/2023. The procedure of analyzing data comes from corrected in pretest and posttest.

Then, getting the score based on each criterion that have been determined before. After that, the researcher enters the score into SPSS application version 21. In this part, the researcher presented about the result of data analysis from students' pretest and posttest using SPSS version 21.

The normality test was carried out by researchers using SPSS V.21 to determine the normality of the distribution of the data that had been obtained. The following presents **the results of the** data normality test: Table 4.3 Normality Test One-Sample Kolmogorov-Smirnov Test \_\_ Unstandardized Residual \_\_ N 29 \_\_ Normal Parameters, b Mean .0000000 \_\_ Std.

Deviation .550749233 \_\_ Most Extreme Differences Absolute .102 \_\_ Positive .102 \_\_ Negative -.099 \_\_ Kolmogorov-Smirnov Z .550 \_\_ Asymp. Sig. (2-tailed) .922 \_\_ a. Test distribution is Normal. \_\_ b. Calculated from data. \_\_ **The results of the normality test** using SPSS v.21 for windows show that the Asymp.Sig.(2-tailed) value is 0.922 > 0.05 and in accordance with the decision making on the normality test using the Kolmogorov-Smirnov technique, **it can be concluded that the data is normally distributed.**

In this part, the researcher presented about the result of data analysis from students' pretest and posttest using SPSS version 21. From the analysis of SPSS, there are data output as follow: Paired Sample Statistics, Paired Sample Correlation, and Paired Sample Test. Table 4.4 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 \_\_ Based on the result above, the interpretation of the data is obtained as follow: a. The average value (mean) of the pre test is known to be 56,90 while the post test is 77,59. So, that descriptively there is a difference **between the pretest and posttest.** b. The amount of data for each variable is 29. Table 4.5

/ Based on the results above, the interpretation of the data is obtained as follows: a. The results of p.value (sig) before and after implementation show the number 0.000. From the data it is found that the p value (sig) < Alpha or  $0.00 < 0,05$ , then  $H_0$  is rejected. So it can be concluded that there is a relationship between the pretest and posttest of Eleventh Grade BDP 1. b.

The correlation between the pretest and posttest has a positive relationship that is equal to 0.776 or 77.6%. Table 4.6 / Based on the results above, the interpretation of the data obtained as follows: a. The t-count results from before and after the treatment show a number of -17,889. b. The degree of freedom (df) is 28. With an Alpha of 0.05, the t table is 1,701. c. So that is found that t count > t table or  $17,889 > 1,701$ .

Then  $H_0$  is rejected (negative is removed because it uses one-tailed test). So it can be concluded that there is a significant difference between the pretest and posttest of Eleventh Grade BDP 1. Based on the hypotheses and data previously analyzed, the researchers concluded that the input flooding learning technique had a significant influence on the students' grammar mastery of the eleventh grade students of BDP1 SMK PGRI 2 KEDIRI academic year 2022/2023.

This can be proven 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. In conclusion, the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_a$ ) is accepted. 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). Researchers adopt one of the grammar teaching theories from Nunan (1991), namely inductive learning. Inductive learning is an approach to language teaching in which the learners are not taught grammatical or other types of rules directly but are left to discover or induce rules from their experience of using language. The stages include: 1. Give examples, 2. Find the rules, pattern, meaning, and use, 3. Give exercise.

Using inductive learning, enable students to be active because they are used to find the rules, pattern, meaning, and use by themselves. By combining inductive learning grammar teaching theory with input flooding learning techniques, students become more active and focus on the subject being taught, students are also more enthusiastic about learning grammar.

This time the researcher explained about the discussion of pretest, post-test, and t-test by differentiating them from the results of previous studies. Related to the research hypothesis, there is a null hypothesis ( $H_0$ ) and an alternative hypothesis ( $H_a$ ). The null hypothesis ( $H_0$ ) means that there is no influence of using input flooding learning techniques on students' grammar mastery, **on the other hand** the alternative hypothesis ( $H_a$ ) means that there is influence of using input flooding learning techniques on students' grammar mastery.

The researcher analysed the pretest and posttest scores with SPSS version 21. Based on the calculation, total score of posttest was higher than pretest, total score of pretest was 1650, and the total score of posttest was 2250. The researcher concluded that input flooding technique is influence for increase students' grammar mastery.

From this analysis **it shows that the** t-score is higher than the t-table at a significant level of 0.05 ( $17.889 > 1.701$ ) with 28 degrees of freedom (df) is 2.048, so the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_a$ ) is accepted. Actually, the problem most **students in learning grammar** is the lack of interest in English subjects and students tend to be passive when learning.

So before the researcher gave the input flooding learning technique as a treatment to students, some students had difficulty understanding grammar, had difficulty knowing sentence structure, students also had difficulty finding grammatical elements in sentences. In applying the teaching method, there are advantages and disadvantages as well.

Based on **the results of the** treatment that has been carried out by the researcher, the advantage of this method is that it makes students more active in class, because they are asked to discuss assignments with their friends, besides that the input flooding learning technique also helps students focus more on important subjects in grammar learning so that students can easily receive material. They can ask questions or share many things at that time with their group.

By using this method, the teacher teaches grammar to students based on the situation in the class. In addition, students are asked to determine the choice of steps they want to do. Starting from finding grammar formulas in sentences, explaining the uses of the grammatical elements that have been analyzed, and sharing tasks with group members to solve the problems given. Finally, after being given treatment using the input flooding learning technique as an effort to improve students' grammar skills.

Some students have good abilities in identifying grammar, especially the simple present tense in sentences, can understand the function or use of word order, time signal, use of negative and interrogative sentences in the simple present tense. So, from this explanation, the input flooding learning technique has an influence on students' grammar mastery.

The findings of this study supported several previous studies related to this research. Bazargani, Teyebi (2018), with the title "The Impact of Input Flooding in Teacher Talk on the Advanced EFL Learners' Knowledge of Cleft Sentences", states that language teachers can utilize this input flooding structure to increase students' knowledge.

In line with this theory, research from Arani & Yazdanimoghaddam (2016) entitled "The Impact of Input Flooding and Textual Enhancement on Iranian EFL Learners' Syntactic Development is an attempt to examine the impact of input flood (if) and text improvement (TIE) on learners' EFL syntax development".

The results show that text improvement and input flooding have a positive influence on the recognition and production of syntactic development. These techniques result in higher acquisition scores in production and recognition. However, there are some limitations in this study using the input flooding technique in learning grammar.

The limitations of this study include that this research only uses a quantitative approach. This research is also still limited to the competence of just one grammar, namely the simple present tense. There is still room for other researcher using the input flooding technique for other grammatical points and different approaches.

Based on the explanation above, the input flooding learning technique is proven to have a significant influence on students' grammar mastery or has an effect on students' grammar mastery. In addition, teachers can use this learning technique to become a reference in teaching grammar. CHAPTER IV CONCLUSION AND SUGGESTION In this chapter, the researcher discuss about: a) conclusion, b) suggestion of the research.



The result of the research discussed in conclusion is shown the result of data analysis from previous chapter. While, the suggestion discuss about some suggestion that the researcher give for the teacher and school board. The researcher took some conclusions from this research based on the result of research finding in previous chapter.

The result showed the input flooding teaching technique is an effective teaching technique to teach grammar of the eleventh grade students of BDP1 SMK PGRI 2 KEDIRI academic year 2022/2023. It is supported by the result of analyzing pretest and posttest with the level of significance. In line with that, the students' grammar mastery are increased after being taught by using input flooding learning technique that its mean score of post test are higher than score of pretest.

It can be concluded that there is a significant influence of input flooding learning technique in students' grammar mastery. In addition, teaching grammar using input flooding learning technique helps the student to solve the problem. This method also gives good influence to make the students' active and responsible.

Moreover, the result between students score before and after teaching using input flooding learning technique explained the significant influence to the students' grammar mastery. It is taking from the change of students' score in post test which better than students' score of pretest. Based on the research finding above, there are some suggestion that are given to the teacher, the students, and the other.

The teacher should explain first the activities of using input flooding learning technique before applied in the class. The teacher is able to use input flooding learning technique in learning grammar that may be seen from the result of calculate students' score between pretest and posttest also before and after being taught with input flooding learning technique.

The students should more active and responsible when learning grammar uses input flooding learning technique is applied in the class. It is also help them to understand the sentence easily. They are able to do the steps of this method to find the answer of question or analyzing the text.

By using this technique, the students enjoy in learning grammar and the students

It will never feel bored. And also for sure, the researcher wants to give some suggestions to the other researchers who will do the same research. Firstly, they should use input flooding learning technique for different grammar tenses, for example simple past tense, present continuous tense, and so on. They may also apply this method by their own or based on what they have understood to use the steps.

Secondly, they may apply input flooding learning technique in different levels of education like Junior High School or Senior High School. Third, they can also apply input flooding learning techniques to other English skills such as reading or writing. Fourth, they can also use different research approaches such as qualitative.

Lastly, the researcher hopes that this research can be a reference for other researchers when they will do the same research to students teaching grammar using input flooding technique.

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