

**THE INFLUENCE OF INPUT FLOODING TOWARD ELEVENTH  
GRADE STUDENTS' GRAMMAR MASTERY IN SMK PGRI 2 KEDIRI IN  
THE ACADEMIC YEAR 2022/2023**

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**Presented in Partial Fulfillment of The Requirements to Obtain the Sarjana  
Pendidikan Degree (S.Pd) of the English Education Department  
Faculty of Teacher Training and Education  
University of Nusantara PGRI Kediri**



**By :**

**ARESTU MULYA MARJUKI TANJUNG**

**NPM: 19.1.01.08.0040**

**ENGLISH DEPARTMENT  
FACULTY OF TEACHER TRAINING AND EDUCATION  
UNIVERSITY OF NUSANTARA PGRI KEDIRI  
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**APPROVAL PAGE**

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**By:**

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Approved by the Advisors to be proposed  
the English Language Education Examination Committee of  
University of Nusantara PGRI Kediri

Kediri, 26 July 2023

The Advisors,

First Advisor,



DR. SULISTYANI, M.Pd  
NIDN. 0701056803

Second Advisor,



AGUNG WICAKSONO, M.Pd  
NIDN. 0711076802

**APPROVAL SHEET**

**SKRIPSI**

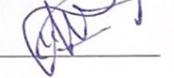
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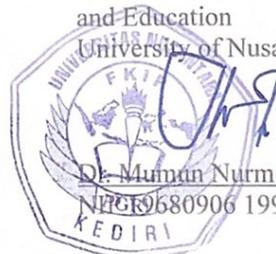
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**Board of Examiners,**

- |                    |                                 |   |
|--------------------|---------------------------------|---|
| 1. Chairman        | : Drs. Sulistyani, M.Pd         |  |
| 2. First examiner  | : Hj. Rika Riwayatningsih, M.Pd |  |
| 3. Second examiner | : Agung Wicaksono, M.Pd         |  |

The Dean of the Faculty of Teacher Training  
and Education  
University of Nusantara PGRI Kediri



Dr. Murni Nurmilawati, M.Pd  
NPM 680906 1994 032001

## THE STATEMENT OF WRITING ORIGINALITY

The undersigned below, I:

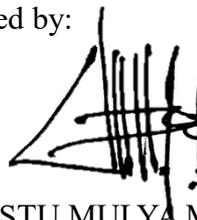
Name : Arestu Mulya Marjuki Tanjung  
Gender : Female  
Place/Date of Birth : Kediri, October 6<sup>th</sup>, 2001  
NPM : 19.1.01.08.0040  
Fac/Dep : FKIP/S1 English Education Department

Stated that:

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ARESTU MULYA M. TANJUNG

NPM: 19.1.01.08.0040

## **MOTTO AND DEDICATION**

### **MOTTO :**

*Yakinkan dengan iman, usahakan dengan ilmu, sampaikan dengan amal.*

### **DEDICATION :**

*“Mr. Marzuki Tanjung my beloved father and Mrs. Sri Mulyani my beloved mother, The researcher’s beloved parents who always pray all the time for finishing this thesis and their greatest support, love and impression. Special thanks to all of my lecturers. Thank you for everything to my support system all of my friends in campus. And I want to thank me for believing in me, for doing all this hard work, for having no days off, for never quitting, for always try to do more right than wrong. I want to thank me for just being me at all times.”*

## ABSTRACT

**Arestu Mulya Marjuki Tanjung:** The Influence of Input Flooding Toward Eleventh Grade Students' Grammar Mastery in SMK PGRI 2 Kediri in the Academic Year 2022/2023, Skripsi, English Department, The Faculty of Teacher Training and Education, Nusantara PGRI Kediri University, 2023.

Key words: input flooding, grammar mastery, teaching technique

Grammar is the main part of a language that distinguishes it from other languages, which can be said grammar is the identity of the language. Grammar is one of the important things in learning English and must be mastered by students. The problem that is often faced by students is that students cannot understand grammar elements and arrange words into grammatically correct sentences. The solution, teachers are required to design learning techniques as innovation. One of the techniques that can be applied in learning grammar is input flooding. Input flooding can create a grammar teaching and learning process that makes students active and more focused on learning target objects, so that it can help students solve problems in learning grammar. The purpose of this study was to determine students' grammar skills before and after being taught using input flooding, and to find out whether there was a significant influence of using input flooding techniques to the eleventh-grade students of SMK PGRI Kediri in the 2021/2022 academic year.

Researchers used quasi-experimental research and a quantitative approach with one group pretest and posttest. This research was conducted at SMK PGRI 2 Kediri. The subjects of this study were students of Eleventh grade BDP1, the population of this study consisted of 432 students and the sample was Eleventh grade BDP1 consisting of 25 - 30 students. Students are given a pretest, treatment, and posttest. The treatment was carried out once to find out whether there was a significant influence of using the Input Flooding technique in teaching grammar on students' grammar mastery. The results of the data were obtained from the students' pretest and posttest values which were analyzed using the t-test formula. Researchers use SPSS version 21.

The data result shows that t-score is higher than t-table in the level significant of 0,05. The mean score of pretest is 56,90 with the total score 1.650 and mean score of posttest is 77,59 with the total score 2.250. The result of the research shows that there is any significant influence of using input flooding technique, it is proven by the different score between pretest and posttest. This technique helps the students to solve their problems in grammar learning. Students are able to understand the material easily and enjoy in learning.

Based on the research conclusion result, the writer proposes suggestions to the English teacher. English teachers are advised to use the input flooding technique as a teaching technique because it can influence students' grammar mastery. Therefore, teachers must be able to use it in teaching grammar based on appropriate materials and situations. By using the input flooding technique, teachers can help students better understand the material and focus on learning objectives.

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The skripsi entitled “The Influence of Input Flooding Toward Eleventh Grade Students’ Grammar Mastery in SMK PGRI 2 Kediri in the Academic Year 2022/2023”. The researcher realizes that this skripsi is far from perfect and has many weaknesses, thus she still needs criticism and suggestion to make it better. Therefore, she would like to express her gratitude to:

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It is realized that this Skripsil still has many shortcomings, so it is expected that criticisms and suggestions from various parties are expected.

Kediri, 26 July 2023

  
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NPM: 19.1.01.08.0040

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## **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) significance of the research.

#### **A. 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 academic year 2022/2023.

## **B. Identification of the Problem**

In relation to background of the problem above, the following problems can be identified:

1. Teachers still use the traditional question and answer learning method and use worksheets as a reference.
2. 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.
3. 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.
4. Students have difficulty in using grammatical formulas and also combining a word to form a sentence using the correct grammar.
5. 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.

## **C. 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. Objective of the Research**

Based on the formulation of the problems 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.

#### **1. 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.

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