

AN UNDERGRADUATE THESIS

**IMPROVING STUDENTS GRAMMAR MASTERY BY USING
INPUT FLOODING TECHNIQUE AT THE EIGHTH GRADE OF
MTS EL – QODAR LABUHAN RATU
LAMPUNG TIMUR**

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**TARBIYAH AND TEACHER TRAINING FACULTY
ENGLISH EDUCATION STUDY PROGRAM**

**STATE ISLAMIC UNIVERSITY OF JURAI SIWO LAMPUNG
1447 H/ 2026 M**

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**IMPROVING STUDENTS GRAMMAR MASTERY BY USING
INPUT FLOODING TECHNIQUE AT THE EIGHTH GRADE OF
MTS EL – QODAR LABUHAN RATU
LAMPUNG TIMUR**

Presented as Partial Fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
In English Education Study Program

By:
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APPROVAL PAGE

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Sudah kami setuju dan dapat diajukan ke Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Jurai Siwo Lampung untuk dimunasaqosyahkan.

Demikian harapan kami dan atas perhatiannya saya ucapkan terima kasih.

Wassalamu'alaikumWr.Wb.



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RATIFICATION PAGE

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An Undergraduate thesis entitled: IMPROVING STUDENTS' GRAMMAR MASTERY BY USING INPUT FLOODING TECHNIQUE AT THE EIGHTH GRADE OF MTS EL – QODAR LABUHAN RATU LAMPUNG TIMUR, written by Devina Mustika Anzari, student number: 1901050009, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Monday, June 23th, 2026 at 15.00-17.00 a.m.

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**IMPROVING STUDENTS GRAMMAR MASTERY BY USING
INPUT FLOODING TECHNIQUE AT THE EIGHTH GRADE OF
MTS EL – QODAR LABUHAN RATU
LAMPUNG TIMUR**

**BY:
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ABSTRACTS

Grammar is a key part of learning a language, as it influences overall language skills. In formal language studies, grammar should be deeply explored, providing students with the necessary resources to develop strong language skills. Many students find grammar challenging and unappealing, which impacts their learning success. Even those who study grammar in college often have trouble forming correct sentences. A useful teaching method for grammar is input flooding. In this approach, students receive a lot of examples of a grammar form without direct emphasis, helping them notice and learn the rules naturally.

This study uses a classroom action research (CAR) method conducted in two cycles. Each cycle consists of planning, action, observation, and reflection. In this study, students were given a pre-test before the treatment and a post-test after the treatment. The subjects of this study are 25 eighth-grade students at MTS El-Qodar.

The results of this study show that there is an improvement in students' grammar mastery skills and learning activities. The pre-test results showed that students who passed with mediocre scores were 20%. The percentage of students who passed with mediocre scores in cycle I was 32%, in cycle II was 80%, and in the post-test was 100%. In addition, the results of students' learning activities in cycle I were 48% and in cycle II were 60%. This can indicate that the input flooding technique can improve students' grammar mastery skills and learning activities.

Keyword: *Grammar mastery by using input flooding, Classroom Action Research (CAR)*

**MENINGKATKAN PENGUASAAN TATA BAHASA SISWA DENGAN
MENGUNAKAN TEKNIK INPUT FLOODING DI KELAS DELAPAN
MTS EL – QODAR LABUHAN RATU LAMPUNG TIMUR**

ABSTRAK

**BY
DEVINA MUSTIKA ANZARI**

Tata bahasa adalah bagian penting dari pembelajaran bahasa, karena mempengaruhi keterampilan bahasa secara keseluruhan. Dalam studi bahasa formal, tata bahasa seharusnya dieksplorasi secara mendalam, memberikan siswa sumber daya yang diperlukan untuk mengembangkan keterampilan bahasa yang kuat. Banyak siswa merasa tata bahasa sulit dan tidak menarik, yang memengaruhi keberhasilan belajar mereka. Bahkan mereka yang mempelajari tata bahasa di perguruan tinggi sering kesulitan membentuk kalimat yang benar. Metode pengajaran yang berguna untuk tata bahasa adalah input flooding. Dalam pendekatan ini, siswa menerima banyak contoh dari suatu bentuk tata bahasa tanpa penekanan langsung, membantu mereka memperhatikan dan mempelajari aturan secara alami.

Penelitian ini menggunakan metode penelitian tindakan kelas (PTK) yang dilakukan dalam dua siklus. Setiap siklus terdiri dari perencanaan, tindakan, observasi, dan refleksi. Dalam penelitian ini, siswa diberikan pre-test sebelum perlakuan dan post-test setelah perlakuan. Subjek penelitian ini adalah 25 siswa kelas VIII di MTS El - Qodar.

Hasil dari penelitian ini menunjukkan bahwa terdapat peningkatan kemampuan penguasaan tata bahasa siswa dan aktivitas belajar. Hasil pre-test menunjukkan bahwa siswa yang lulus nilai pas-pasan adalah 20%. Persentase siswa yang lulus nilai pas-pasan pada siklus I adalah 32%, pada cycle II adalah 80% dan pada post-test 100%. Selain itu, hasil aktivitas belajar siswa pada siklus I adalah 48% dan pada siklus II adalah 60%. Hal ini dapat menunjukkan bahwa Input flooding teknik dapat meningkatkan kemampuan penguasaan tata bahasa siswa dan aktivitas belajar.

Keyword: *Penguasaan tata bahasa dengan menggunakan input flooding, Penelitian Tindakan Kelas (PTK)*

STATEMENT OF RESEARCH ORIGINALITY

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Menyatakan bahwa skripsi ini secara keseluruhan adalah asli hasil penelitian saya kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

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MOTTO

وَكَيْلًا بِاللّٰهِ وَكَفَىٰ اللّٰهُ عَلٰى وَتَوَكَّلْ

"And rely upon Allah; and sufficient is Allah as Disposer of affairs."

(Q.S Al-Ahzab: 3)

"Sincerity is a secret between a servant and his Lord."

(Fudhail bin Iyadh)

This an Undergraduate-thesis is special dedicated to:

I highly dedicate this undergraduate thesis to my beloved mother Mrs. Muji Lestari who always support me with her endless love and guiding me for finishing my study.

My beloved sister Ayuning Agusti who always boost my mood, give me support and love.

All my beloved lecturers of English Department State Islamic University of Jurai Siwo Lampung and my beloved almamater.

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This Undergraduate-thesis is entitled "Improving Students Grammar Mastery by Using Input Flooding Technique At The Eighth Grade Of MTS El – Qodar Lampung Timur ."

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7. All of my friends in UIN Jurai Siwo Metro Lampung, thanks for everything in helping to finish this Undergraduate Thesis.

Hopefully this Undergraduate Thesis can be meaningful benefit for the researcher especially and for our campus and all reader generally.

Metro, 05 Juni 2026
Researcher,

A handwritten signature in black ink, appearing to be 'DM' or similar, written over a horizontal line.

DEVINA MUSTIKA ANZARI
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CHAPTER I

INTRODUCTION

A. Background of The Study

Grammar is an important element of a language. Mastering the grammar of a language will affect the mastery of language skills. Therefore, in studying language formally, grammar is a subject that should be studied in depth. The students need to be given adequate provision of grammar so that they have good language skills. For many students, grammar is considered a difficult and unattractive subject. They do not like learning grammar and therefore they cannot have good achievement in learning it. Even students who have learnt grammar for some years in college still get difficulty to construct good and correct sentences.¹

Grammar is a set of rules that contain meaningful structures and patterns to form sentences to convey meaning in a language. Learning grammar is part of learning English. It connects language components with each other.

Having good grammar will have an impact on the communicative ability of students. Students who master Grammar will be able to build the ability to form sentences and understand this means that according to the rules in English so that students will be able to communicate in English².

¹ Megasari, Azhary Tambusai, dan Ahmad Laut Hasibuan, “*The Correlation Between Students’ Ability in Grammar and Vocabulary With Students’ Writing Paragraph Achievements at the Eighth Grade MTs Negeri 4 Mandailing Natal*,” International Journal of Educational Research Excellence (IJERE), Vol. 1, No. 1 (2022): 12.

² Oktha Ika Rahmawati dan Meiga Ratih Tirtanawati, “*Investigating Grammar Learning Strategy Employed by Student English Study Program*,” PROJECT (Professional Journal of English Education), Vol. 7, No. 4 (2024): 946.

Grammar is an important element of language. Communication cannot occur without structure or grammar. The problem lies not in the nature of grammar itself but in its teaching. Teachers, researchers, and educational practitioners have been encouraged to make efforts to maintain proper ways of teaching and learning language in general and in grammar in particular.

The grammar learning process is supported by various important things that must be considered by teachers, one of which is the teacher's efforts to equip students with mastery of linguistic components that support students in understanding grammar, such as mastery of English vocabulary and the process of writing training in English. Another thing that is very important in the process of learning grammar is the application of the right teaching techniques, it is because effective teaching techniques will greatly help students in processing and understanding grammar so that students can apply grammar concepts in the process of communication both oral and written. In this case, it is important for teachers to think about which grammar is the best approach so that their teaching becomes effective and efficient, especially in grammar³.

A teaching technique that can be used in the grammar learning process is input flooding. Input flooding, a process in which inputs are enhanced to accommodate multiple instances of the target form. In flooding input, the input received by students is filled with forms that are expected to be noticed and may

³ Marianne Celce-Murcia and Diane Larsen-Freeman, "*Teaching Grammar, Structure, and Meaning*," (Cambridge: Cambridge University Press, 2016), 18

be obtained by students. It usually does not highlight the shape in any way to attract attention, nor does it tell students to pay attention to the shape.

Input flooding can be in the form of writing or oral. In oral mode, the target linguistic form is often used in natural conversation, or a text that includes the target is written and then read aloud to the student. The target form is not emphasized in any way, but it is assumed that the shape is more prominent for the student due to its frequency and will therefore be noticed, leading to learning in the end.

Input flooding is a form-focused intervention, in which the input given to students is peppered with several examples of target structures. The hope is that sufficient exposure to the same target form in the input will make it stand out more, and thus, will draw students' attention to linguistic forms. This entry explains the reasons, research considerations, and theoretical frameworks that support the use of flood inputs, and then discusses how to apply them in the classroom.

The benefit of input flood is that this technique provides sufficient exposure to the learner to the target form. Since this technique does not involve direct intervention, it also provides an implicit method for focusing on shapes. Making the task of input flooding is easy. For example, if the goal is to create a specific feature that stands out, an oral or written story can be used or that contains many examples of the form. However, the level of input presented must be in accordance with the level of language proficiency of the student.

The process of learning grammar is not an easy thing for students to undergo, especially in countries that make English a foreign language, it is because most students experience obstacles in understanding the concept of grammar because grammar material is very complex and complicated to understand without assistance or explanation from the teacher. In addition, for example, students experience problems in understanding tenses and applying them in writing and oral activities correctly. The students' grammar limitations are also caused by their low interest in learning grammar because they feel unfamiliar with the concept of grammar⁴.

Regarding grammar problems, the researcher conducted a pre-survey to find out students' abilities in English, especially in relation to grammar. The pre-survey was held on 20 November 2023 In class VIII , in the pre-survey process, the researcher obtained an archive of English scores from English teachers related to grammar, while the students' grammar scores are explained in the following table.

⁴ Marianne Celce-Murcia and Diane Larsen-Freeman, “*Teaching Grammar, Structure, and Meaning*,”. (Cambridge: Cambridge University Press, 2016), 43.

Table I
The Pre-survey Result
The Students' Grammar mastery of the Second Grade
At Mts El - Qodar, Lampung Timur

(Source: the archive of studens' grammar assignment taken on 20 November 2023)

No.	Name	Score	Interpretetion
1.	AA	70	Complete
2.	A	20	Incomplete
3.	AE	40	Incomplete
4.	AZA	40	Incomplete
5.	CA	70	Complete
6.	DM	30	Incomplete
7.	D	50	Incomplete
8.	D	50	Incomplete
9.	E	40	Incomplete
10.	FM	20	Incomplete
11.	F	50	Incomplete
12.	F	60	Incomplete
13.	FWS	70	Complete
14.	F	40	Incomplete
15.	JF	70	Complete
16.	KA	30	Incomplete
17.	LA	70	Complete
18.	M	60	Incomplete
19.	MKR	20	Incomplete
20.	N	60	Incomplete
21.	NE	30	Incomplete
22.	RP	50	Incomplete
23.	RA	60	Incomplete
24.	R	30	Incomplete
25.	Z	60	Incomplete
Total			1.240
Average			49,6

Table II
The Criteria of Learning Result

No.	Grade	Frequency	Percentage	Criteria
1.	< 70	5 Students	20%	Complete
2.	≥ 70	20 Students	80%	Incomplete
Total		25 Students	100%	

(Source: the archive of students' grammar assignment taken on 20 November 2023)

From the results of the pre-survey, it is known that the percentage of students whose grammar ability reaches passing grade is less than the grammar ability of students who do not achieve passing grade, which shows students' problems in learning grammar.

Based on the results of the pre-survey through the interview process with English teachers, it is known that students' grammar problems are caused by students having difficulty understanding the complex grammar material contained in their reading. In other words, they are not able to understand the grammar that they must apply in the process of reading, writing, and speaking. In addition, the low mastery of grammar is caused because they are not supported by a good mastery of English vocabulary, in other words, students have limitations in vocabulary review. Another problem is that students are not given supplementary materials that specifically discuss grammar because the grammar teaching process is integrated with the overall reading learning process.

With all these descriptions, the writer tries to respond to students' problems in their grammar limitations by planning to conduct classroom action research through the application of input flooding techniques. The action research will be carried out in class the eighth grade at Mts El-Qodar

School by focusing on students' grammar mastery. Therefore, the researcher constructs a research proposal entitled “Improving Students' Grammar Mastery by Using Input Flooding Technique at the Grade of MTS El-Qodar”.

B. Identification of the Problem

The research problems are identified in the following presentation:

1. Students have difficulty understanding complex grammar material.
2. Low mastery of English vocabulary.
3. Students have low writing skills
4. The intensity of providing grammar material is not too incentivized

C. Problem Limitation

Based on the problems identified, the writer limits the problems by focusing on the students' difficulties in understanding grammar material which is shown by the low mastery of students' grammar.

D. Problem Formulation

The writer constructs the problem of this research in the form of: "Can input flooding technique improve study learning grammar mastery and learning activity?"

E. The objective and Benefit Research

1. The Objectives of Research

The research aims to investigate whether input flooding technique can improve students learning grammar mastery and learning activity.

2. The Benefits of Research

This research has several benefits for several parties including:

a. For students

Through this research, students can be actively involved in learning English, especially in grammar material with the application of learning techniques that can help students concentrate in understanding grammar material effectively.

b. For teachers

Through this research, teachers can help students to be more active and focused in the English learning process, especially those related to grammar so that specific targets of learning can be achieved.

c. For other researchers

This research is expected to be useful for other researchers as one of the references that can be followed up or developed in other research related to grammar learning through the use of flooding inputs.

F. Relevant research

This research will be conducted by considering several relevant studies that have been carried out by various researchers related to the application of input flooding techniques in grammar teaching, particularly in English grammar. The first relevant research was conducted by Zafer Susoy and Elham Zarfsaz who conducted research in 2024 in Turkish. The purpose of the study assessed the effects of input flooding and visual input

enhancement on grammar acquisition of Turkish EFL learners and the research method was quantitative. The findings showed that the input flooding and visual input enhancement were statistically beneficial in boosting participants' grammar acquisition. Students in the control group did not significantly improve, in contrast to those in the input flooding and visual input enhancement groups. Furthermore, it was discovered the visual enhancement group performed better than the input flood group⁵.

The research has both similarities and differences compared to the writer's research. The main difference is in the research method. The research uses a quantitative method, while the writer's research uses a classroom action research method. Another difference is in the independent variable. The research includes input flooding and visual input enhancement, while the writer's research focuses only on input flooding. There is also a difference in the purpose of the research. The writer's research aims to examine how input flooding can improve grammar ability, grammar mastery, and student learning activities. Their research, on the other hand, aims to determine the effects of input flooding and visual input enhancement on Turkish students. However, there is a similarity in the dependent variable, as both studies focus on grammar mastery.

The second relevant research is conducted by Ebtisam W. Alwaheebi with the research title A Critical Examination of Input and Output Enhancement

⁵ Zafer Susoy and Elham Zarfsaz, "The Effects of Input Flooding vs. Visual Input Enhancement Techniques on EFL Learners' Grammar Uptake," *International Journal of Turkish Education Sciences* 12, no. 3 (2024): 1169

Techniques in Grammar Instruction for Saudi EFL Students. The researcher implemented a strategy centered on augmenting both input and output to facilitate the acquisition of grammar within meaningful and communicative contexts. The findings reveal that the proposed instructional strategy effectively enhanced the grammatical proficiency of the students. Moreover, the provision of carefully timed combinations of metalinguistic feedback and recasts proved highly effective in improving students' grammatical competence. It is recommended that EFL instructors incorporate appropriate blends of input and output enhancement techniques to deliver efficient grammar instruction to their students.

There are similarities between the writer's research and the second relevant research. The similarity lies in one of the independent variables, namely the input flooding technique, while the difference lies in the research method because the writer's research is in the form of classroom action research while the relevant research is in the form of quantitative research. Another difference lies in the purpose because the purpose of the second research focuses on the application in the form of experiments to find out the difference between the input and output enhancement techniques in grammar teaching while the writer's research focuses on improving grammar by using only flooding input⁶.

The last relevant research is conducted by Arestu Mulya Marjuki Tanjung, Sulistyani, and Agung Wicaksono with the research title The

⁶ Ebtisam W. Alwaheebi, "A Critical Examination of Input and Output Enhancement Techniques in Grammar Instruction for Saudi EFL Students," *Annals of the Faculty of Arts* 52, no. 3 (January–March 2024): 302

Influence of Input Flooding Toward Eleventh Grade Students' Grammar Mastery. 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. The research method used is qualitative, 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 mastery⁷.

The research has similarities and differences with the writer's research, the difference lies in the research method, because the research uses a quantitative research method, while the writer's research uses the classroom action research method. The similarity between the research and the writer lies in the commonality of the topic input flooding, While the difference lies

⁷ Arestu Mulya Marjuki Tanjung, Sulistyani, and Agung Wicaksono, "The Influence of Input Flooding Toward Eleventh Grade Students' Grammar Mastery," *Journal of English Education* (University of Nusantara PGRI Kediri) 30 (October 9, 2023): 30

in the research method, it is because the research method that the writer uses is classroom action research while the relevant research method is qualitative research method.

With all the above explanations, it can be concluded that all relevant research uses quantitative research methods in the form of experimental research. One of the studies focuses on the use of flooding inputs as an independent variable while the other two studies use two teaching techniques, one of which is flooding input. Based on this, the researcher followed up on the relevant research by conducting a class action study that only concentrated on the use of input flooding as an independent variable and grammar mastery as the frontal variable. The latest in this study is the addition of the use of native speaker voices related to English writing input which will also strengthen students' listening skills.

CHAPTER II

LITERATURE REVIEW

A. Concept of Grammar Mastery

1. The Nature of grammar mastery

Grammar is partly the study of what forms (or structures) are possible in a language. Traditionally, grammar has been concerned almost exclusively with analysis at the level of the sentence. Thus a grammar is is a description of the rules that govern how a language's sentences are formed.¹

Grammar may be roughly defined as the way a language manipulates and combines word (or bits of words) in order to form longer units of meaning. For example, in English the present form of the verb be in the present tense has two distinct forms, one (is) being used with a singular subject, the result is usually unacceptable or 'ungrammatical'. Thus, a sentence like : this is a book is grammatical, whereas this are a book is not. There is a set of rules which govern how units of meaning may be constructed in any language : we may say that a learner who 'knows grammar' is one who has mastered and can apply these rules to express him or herself in what would be considered acceptable language forms.²

¹ Jeremy Harmer, *How to Teach Grammar* (Charlbury: Oxfordshire, 2002), 1

² Penny Ur, *Grammar Practice Activities* (Cambridge: Cambridge University Press, 2006) 4

2. The importance of grammar mastery

The importance of grammar is not only limited to the academic world, grammar is something we need and use in our daily lives. In modern language, the purpose of grammar is to support effective communication.

Good grammar allows us to express ideas accurately in A wide range of contexts, from casual conversation to academic text writing.³

Grammar is regarded as one of the fundamentals of language. Regardless of any language, competence in grammar is foundational to one's ability to communicate in a particular language.

Grammar mastery plays great role in determining the success of foreign language learning. One of the key elements in learning a foreign language is mastering the grammar.⁴

3. Grammar Instruction

Grammar teaching helps students express their written ideas clearly and correctly. This allows them to understand grammar, usage, and writing techniques better, so they can improve their writing skills. The significance of grammar instruction in language acquisition is subject to frequent fluctuations in expert perspectives. It is also contingent upon the types of

³ Estrella C. Sioco & Dr. Presley V. De Vera,” *Grammartical Competence of Junior High School Student*”, TESOL International Journal 13, no.1 (2018) 83

⁴ Pipin Hayadi “*The Eeffects of Reading Habit and Grammar Mastery Towards Student's Reading Comprehension at Private Senior High School in Serang Banten*”, Indonesia Research journal on Education 4, no.3 (2024) 655

learners. Providing young children with practical experience and assisting them in building their vocabulary is more beneficial than focusing on grammar instruction.⁵

The prescriptive view of grammar focuses on the rules of grammar, to develop learners' explicit

knowledge about grammar for its own sake. The attention is on the correctness and accuracy of

grammatical structures and as such, the teaching of grammar will emphasize grammar rules, errors, and grammar drills.⁶

4. Grammar teaching strategy

A teaching strategy is a general plan of a lesson that includes the desired structure of learner behavior in relation to instructional objectives and an outline of planned strategies necessary to achieve those objectives. Applying teaching techniques refers to methods used to help students learn the desired English language and be able to develop grammar.

There are some grammar teaching strategies including of:

a. Cognitive Strategy

It is discovered that the popular cognitive strategy used by students to learn how to use correct grammar is reading different texts and watching tv shows. Extensive reading shows positive gains in grammar

⁵ Lam Ky Nhan," *An Examination of Teaching Methods For Grammar Instruction in Young Learners: A Comprehensive Review*", *Internasional Journal of Science And Management Studies* 7 no.1 (2024) 127

⁶ Christine Anita Xavier, "Teaching Grammar as Meaning-Making in The Writing Class : An Inclusive Approach." *Nasional Institute Of Education, Singapore* (2023): 111

knowledge from pretest to later tests. Besides, watching tv shows give some good impact to the students' English acquisition. The students will learn new words, phrases, or sentences. Watching them with subtitles improves the quality of understanding. Knowing the advantages of watching tv series and reading different.

b. Metacognitive strategy

The most popular metacognitive strategy is trying to notice their grammatical mistakes and trying to look the difference with the correct version. By checking the correctness, it can help students to understand the good grammar and learn how to use it correctly. Moreover, the students rarely used to preview the materials for the upcoming subject even this strategy can help them in understanding the materials.

c. Affective strategy

The next most popular of affective strategy is to encourage themselves to use the rules they have learnt. The ability to encourage themselves to implement what they have learnt includes in regulation of motivation and emotions as a part of self-regulation. By having good self-regulation, the students will be able to learn independently and manage their learning which can effect to their achievement. Meanwhile, the unpopular strategy from affective is asking the teacher's correction on the grammar mistakes. It could be happened because the students felt afraid of asking it and there was no time in the class for having discussion about the correction of the mistake.

d. Memory strategy

Memory strategy uses new structures in a sentence to remember them. By using them in a sentence, it gains a positive effect on writing performance. Moreover, if grammar input is intrinsically linked to the demands of the writing being taught, a significant positive impact on writing results. It can be concluded that the strategy use by the students can give positive impact to their writing skill.

e. Social strategy

Social strategy deals with listening to any feedback that the teacher gives about the structure used by students. Feedback is one of the most powerful influence on learning and achievement. It can effect to the students attitude toward the learning. Therefore, teachers should give positive feedback that can effect to the students' learning.

f. Compensation

The most popular is trying to improve grammatical mistake when someone gives the corrections. In line with the previous strategy, the students will try to learn from correction of the mistakes given by the teacher or their friends. By giving positive feedback can influence the students learning achievement. Those strategies are interconnected one to another. Cognitive strategies enable students to use grammar in a meaningful context; memory strategy helps students to store and call the information related to grammar used; metacognitive strategies help students to control and regular their grammar learning; affective

strategies deals with students' feeling and emotion; compensation strategies, on the other hand, are employed when learners need to keep communication going despite a gap in their linguistic knowledge.

Among the strategies, metacognitive and compensation were frequently mentioned as grammar learning strategy used by students. The students will try to notice their grammar mistake and try to find the different from the answer key. Even the most popular strategy is checking their own mistakes in the answer keys, the students will also try to improve their grammar knowledge when someone give the correction. It related to compensation strategy

The following of the most popular in memory strategy is using new structures in a sentence to remember them. By using them in a sentence, it gains a positive effect on writing performanc. Moreover, if grammar input is intrinsically linked to the demands of the writing being taught, a significant positive impact on writing results. It can be concluded that the strategy use by the students can give positive impact to their writing skill.⁷

⁷ Oktha ika rahmawati & meiga ratih tirtanawati, " *Investigating grammar learning strategy employed by student english study program.*" IKIP PGRI Bojonegoro, Indonesia 7, no.4 (2024): 950.

5 . Assesment of Grammar

Table III
The Grammar Rubric⁸

	PERFORMANS LEVELS			
	VERY GOOD 4	GOOD 3	MODERATE 2	POOR 1
1.Content	Content is fully relevant it consists of sentences that are completely consistent and supports the main idea.	Content is generally relevant. With a few deficiencies, it consists that are generally consistent and supports the main idea.	Content is partially relevant. It doesn't fully support the main idea due to some inconsistent sentences.	Content is irrelevant. It consists of sentences there are inconsistent, and not supporting the main idea.
2.Paragraph structure	Paragraph structure is fully relevant. There is a thesis statement, supporting sentences and a conclusion sentence	Paragraph structure is generally relevant. There are a few deficiencies that doesn't affect the coherence of the paragraph.	Paragraph structure is partially relevant. There are some deficiencies that affect the coherence of the paragraph.	Paragraph structure is irrelevant. It is incoherent.
3.Grammer	Grammar is fully relevant. There are a lot of and complicated grammar structures.	Grammar is generally relevant. There are some different and complicated grammar structures.	Grammar is partially relevant. There are some repetitive simple grammar structures.	Grammar is generally irrelevant. There are a lot of grammar mistakes that make difficult to understand the paragraph.

⁸ Sebnem İlhan Agan dan Sabahattin Deniz, "A Rubric Study for Assessing Paragraph Level Written Texts," Journal of Education and Training Studies, Vol. 8, No. 1 (2020): 50

4.Vocabulay	Vocabulary is fully relevant in terms of genre and meaning.	Vocabulary is generally relevant in terms of genre and meaning.	Vocabulary is partially relevant. There are some repetitive vocabulary mistakes that affect the meaning in the pargraph.	Vocabulary is generally irrelevant. There are a lot of genre and meaning mistakes that make difficult to understand the paragraph.
5.Spelling and Punctuation	Spelling and punctuation is fully relevant. (punctuation , Capital letter,spelling)..	Spelling and punctuation is generally relevant.	Speling and puntuatuin is partially relevant. There are some repetitive mistakes that affect the meaning in the paragraph.	Spelling and punctuation is generally irrelevant. There are a lot of repetitive mistake that affect the understang of the paragraph.

B. Concept of input flooding technique

1. The Nature of inpt flooding technique

Input flood is an implicit pedagogical intervention to grammar instruction where L2 learners receive input saturated with the target form.⁹One such technique is input flooding, where learners are presented with large amounts of input in which the targeted feature is present.¹⁰ Another form of input enhancement is an input flood. In this technique,

⁹ Alessandro G. Benati, “Key Questions In Language Teaching An(Alessandro G. Benati “Key Questions In Language Teaching An Introduction .” (American University of Sharjah: Cambridge University Press 2020.),284.

¹⁰ Alderson, J. Charles & Lyle F. Bachman, “assesing Grammar” : The Cambridge Language Assessment Series. (Cambridge: Cambridge University Press,2004),40.

learners are provided with numerous examples of a certain target form in the input (either oral or written).¹¹

2. The Principles of input flood

The input learners receive must be modified so that it contains many instances of the same form/structure. This is to provide language learners with ample opportunities to encounter a certain linguistic feature (increase frequency in the input). Learners are likely to notice the form, and its meaning unconsciously and without metalinguistic explanations or error corrections.¹² input flood “the input learners received is saturated with the form that we hope learners will notice and possibly acquire. We do not usually highlight the form in any way to draw attention to it nor do we tell learners to pay attention to the form. We merely saturate the input with the form.”¹³

3. The Advantages and Disadvantages of input flooding technique

a. The Advantages of input flooding technique

The Advantages of input flooding technique are listed as follow:¹⁴

- 1) Helping learners be exposed to a greater amount of input containing the target form that allow (hopefully) L2 learners to notice and subsequently acquire the input form.

¹¹ Hossein Nassaji & Sandra Fotos, “*Teaching Grammar in Second Language Classrooms.*” () 2011 ,42

¹² Alessandro G. Benati “*Key Questions In Language Teaching An Introduction .*” American University of Sharjah Cambridge University Press 2020.)284.

¹³ Jamea F. Lee & Alessandro G. Benati, “*Research and Perspectives on Processing Instructoin.*” (Mouton de Gruyter Berlin: New York 2009) 73.

¹⁴ Alessandro G. Benati, “*Key Questions In Language An Introduction.*” “American: University of Sharjah Cambridge University Press 2020.

- 2) being accommodated easily to any subject in which learners are interested and the instructor can simply manipulate any materials so that this input contains many uses of a particular target form. Input flood might be an effective “focus on form” subject to factors such as the length of the treatment and the nature of the linguistic feature.
- 3) providing comprehensible meaning-bearing input. It is also effective, as it does not disrupt the flow of communication.
- 4) providing the learner with ample exposure to the target form. Since this technique does not involve any direct intervention, it also provides an implicit method of focus on form.¹⁵

b. The Disadvantages of input flooding technique

- 1) Being so implicit, it is difficult for instructors to know whether learners are learning anything through the flood
- 2) the level of the input presented should be appropriate for the learner’s level of language proficiency. If the text is too difficult or contains too many difficult words, it may make the text incomprehensible. In such cases, even if the learner notices the target form, he or she may not be able to create the kind of form-mapping required for its acquisition.¹⁶

¹⁵ Hossein Nassaji & Sandra Fotos, “*Teaching Grammar In Second Language Classrooms.*” New York: Routledge 2011) 43

¹⁶ Hossein Nassaji & Sandra Fotos, “*Teaching Grammar In Second Language Classrooms.*” New York: Routledge 2011) 43

4. The teaching steps of input flooding technique

Input flood can be incorporated in the classroom through stories, which students listen to or read, that have been modified to stress specific grammatical structures, and through the use of the targeted structures in instructions and classroom language.

- a. The teacher prepares open materials related to specific grammatical strategies in the form of short stories, which emphasize specific grammar material targets.
- b. The teacher distributes the short story to the students, then the teacher asks the students to read the short story, then the teacher asks the students to pay attention and diagnose certain grammatical structures related to the grammar topic being studied. The example of input flood

The following provides an example of an input flood task. The target forms are the English definite and indefinite articles. Thus, the text has been designed to include numerous instances of those forms. It should be noted that in the input flood the target items should not be typographically highlighted.¹⁷

C. Action Hypothesis

Action Hypothesis of this study is that grammar input flooding technique can improve grammar mastery in eighth grade students of Mts El – Qod

¹⁷ Ron Cowan. “*The Teacher’s Grammar of English*”, Cambridge: Cambridge University Press (2008) 40

CHAPTER III

RESEARCH METHOD

A. Variable and Operational Definition of Variable

1. Variable of Research

This research consists of two variables. They are independent variable and dependent variable. The two variables are explained as follow:

a. Independent Variable (X)

Independent variable is variable that affects or causes changes in dependent variables. The independent variable in this research is input flooding technique. It is a strategy to better understand grammar in which the input given to students is distributed with various examples of target structures.

b. Dependent Variable (Y)

Dependent variable is variable that is influenced or become the result of independent variables. The dependent variable of this research is the students' grammar mastery.

2. Operational Definition of Variable

a. Independent Variable (X)

The independent variable of this research is input flooding technique. The operational definitions of this variable are:

- 1) The students are able to diagnose certain grammatical structures that are studied
- 2) Students are able to find grammar concepts contained in a reading input.

b. Dependent Variable (Y)

The dependent variable of this research is grammar mastery. The operational definition of this variable is that Students are able to apply grammar concepts in the form of appropriate writing activities.¹

B. Research Location

This research will be carried out at MTS El – Qodar Rajabasa Lama, Labuhan Ratu, Lampung Timur which consist of 25 students.

The researcher choose this class because most of students have low grammar mastery.

C. Subject and Object of Study

1. Subject of Study

The subjects studied in this study are the eighth grade students of MTS EL - Qodar which consists of 25 students of Class A. This research will be conducted on the eighth graders because most students have low English skill, especially in mastering grammar

2. Object of Study

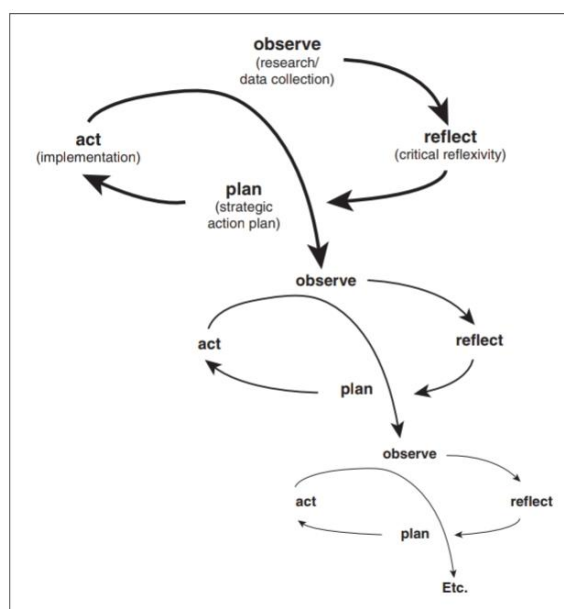
The object studied in this study is the grammar mastery of the Eighth grade students at MTS EL- Qodar Rajabasa Lama, especially in Grammar mastery.

¹ Ron Cowan. *"The Teacher's Grammar of English"*, Cambridge: Cambridge University Press (2008) 40

D. Action Plan

According to Bridget Somekh, action research is conducted by a collaborative partnership of participants and the writer, whose roles and relationships are sufficiently fluid to maximize mutual support and sufficiently differentiated to allow individuals to make appropriate contribution given existing constraints.²

Picture 1



Zina O'leary Model³

From the picture above, the explanation of the four steps in each sirkel is as follows:

²BridgetSomekh, "Action Research: A Methodology for Change and Development", (New York: Open University Press, 2006), 7.

³ Zina O'leary, "The Essential Guide to Doing Research", (London: SAGE Publications, Ltd, 2004), 141

1. Cycle 1

a. Planning

At this stage, a strategy or plan will be prepared before the research. The arrangement of the plan is made in detail about the actions that will be carried out on class action research. Such as material, techniques & tactics, methods, steps and even predictions of problems that will occur when the research is carried out. At this stage the writer performs the following steps:

1. The writer discusses with the class teacher to identify problems that occurred in student pronunciation.
2. The writer prepares syllabuses and lesson plans.
3. The writer prepares learning resources.
4. The writer prepares research instruments such as test sheets, observation sheets, field notes and documentation tools.
5. The writer evaluates student test results to determine indicators of success.

b. Acting

This stage is the implementation of any strategy or plan that has been made before. This acting will be carried out in the classroom. Some of

the stages that the writer will carry out at this stage include the following:

1. The writer prepares open materials related to input flooding in the form of short stories, which emphasize specific grammar material targets.
2. The writer distributes the short story to the students.
3. The writer asks the students to read the short story.
4. the writer asks the students to pay attention and diagnose certain grammatical structures related to the grammar topic being studied.

c. Observing

Observation is the activity of recording everything that happens during the process of action. The results obtained in this observation are the impact of the actions already carried out. The success of the process can be judged by changes in students' Grammar Mastery using input flooding technique. The results of observation will be used to perform actions in the next cycle.

d. Reflecting

Reflection is an attempt to examine what has happened during the process of action. At this stage, the writer and the English teacher analyzes the results of observations in cycle I. In the process of reflection can be find several components such as analysis, meaning, explanation, preparation, conclusion and follow-up identification. This stage will be carried out in order to plan the actions of cycle II.

2. Cycle 2

a. Planning

1. The writer identified problems from cycle I.
2. The writer prepares lesson plans.
3. The writer determines the object of matter. In cycle II, the material presented is Greetings.
4. The writer prepares learning resources.
5. The writer evaluates students "learning activity after the learning process.

b. Acting

The writer applies the action plan II.

c. Observing

In this stage, the writer observes the teaching and learning process to collect data on action plan II.

d. Reflecting

In this stage, the writer will compare the results of the pre-test and post-test grade. This will be done to find out whether the next cycle will be carried out or not.

E. Data Collection Technique

The data will be collected in three ways, namely:

1. Test

Tests are procedures used in measurement and assessment activities.

The type of test that will be used in this study is an writing test to determine the student's Grammar mastery The test takers in this study are the eight grade students of Mts El – Qodar . There are two types of tests in this study, namely Pre- test and Post-test. The meaning of the two tests is:

The students must complete the sentences by using appropriate gramatical concept

a. Pre-test

Pre-test is an initial test that is carried out to determine students' abilities before taking part in learning. This is one way to diagnose students' Mastery in Grammar.

b. Post-test

Post-test or evaluation test is a test that is carried out after the learning process is complete. Post-test is the final series of learning that carried out to find out whether the technique use diseffective to improve students' Grammar mastery.

2. Observation

In Classroom Action Research, observation is the basic method used to obtain data. Observation is the activity of recording all events that occurred during the course of the action. In this study, the writer will

observe the learning process by recording things that happen during actions and describe students' learning activities by observing students' mastery in grammar and the writer will take data on the eight grade students of Mts El – Qodar.

3. Documentation

Documentation is particularly useful when reporting an action research study involving organizational change. It can provide evidence that the account of the author is an accurate report.⁴ Documentation can be the state of the school, teachers, students, teaching and learning activities or pictures when conducting research. In this study, the writer will document data in the form of the state of the school environment, teachers, learning activities and student activity results.

4. Field Note

Field note is the data collection technique used to find out the actual conditions that occur in the classroom and to collect research data. By using field notes, the writer will cooperate with the collaborator to note English learning activities related to pronunciation skill by using field note sheets.

⁴David Kember, "Action Learning and Action Research: Improving the Quality of Teaching & Learning", (London: Taylor & Francis e-Library, 2005), 45.

F. Data Collection Instrument

Data collection instrument is a tool used by the writer to collect data. In this study, the instruments used are as follows:

1. Test

The test is a test instrument given to students to assess their level of understanding. In this study, the question item used is a number image. The students must complete the sentences by using appropriate grammatical concept

2. Observation Sheet

Observation sheets are records of observations in the field. This observation sheet contains records of the learning process including teacher activities, student activities and environmental conditions in the learning process.

3. Field Note Sheet

Field note sheet is used to record or describe the behavior and activities of teachers and students during the learning process.

4. Documentation Sheet

Documentation sheet is a tool used to collect data and documentation archives. In this study, the documentation attached is in the form of photos in each cycle.

G. Data Analysis Technique

a. Formula

Data analysis will be taken by determining the average scores of

pre-test and post test students in each cycle. The formula for determining such an average value is as follows:

$$\bar{X} = \frac{\sum xi}{N}$$

The Formula of Average Score⁵

Note $\bar{X}$ = Average Score

$\sum xi$ = Total Score of the Students

N = Total of the Students

In addition, to determine the percentage of increase in student learning activities, the following formula is allowed to use

$$P = \frac{\text{Total Percentage Score}}{N} \times 100\%$$

The Formula of Class Percentage

Note

P = The Class Percentage

F = Total Percentage Score

N = Total of the Students

H. Indicators of Success

This research can be said to be successful if 75% of students get a Passing grade score above 70. This means that input flooding technique can improve the students' Grammar mastery and their learning activity in the eight grade of Mts El – Qodar .

⁵James N Miller and Jane C Miller, "Statistics and Chemometrics for Analytical Chemistry", (Harlow: Ashford Colour Press Ltd, 2010), 18.

CHAPTER IV

RESEARCH RESULT AND DISCUSSION

A. Research Result

1. Description of Research Location

a. History of Mts el – Qodar Lampung timur

The existence of MTs El Qodar Labuhan Ratu cannot be separated from the presence of the Khoirunnasi Al Amin Islamic Boarding School, which wanted to have a Madrasah Tsanawiyah (MTs). The Khoirunnasi Al Amin Islamic Boarding School had previously established educational institutions such as Raudhatul Athfal (RA) and Madrasah Ibtidaiyah (MI). This Madrasah Tsanawiyah was established in 1989 and began operating on July 18, 1989. The Madrasah Tsanawiyah was founded by religious and educational figures with the approval of the boarding school's caretaker, Mr. KH. Imam Muadzin. The founders included Mr. H. Ma'sum Mulyono, Mr. Ky. Imam Fadholi, Mr. Samiran, Mr. H. Handoko, Mr. Rusin, and Mr. H. Mularot. The first head of the madrasah was Mr. Drs. H. Popon Saiful Anwar.

The establishment of this madrasah is based on the desire of these figures to have a religion-based educational institution within the pesantren environment so that children can continue their education at the Madrasah Tsanawiyah level.

From that background, a junior high school level Islamic school was established, named MTs Khoirunnasi Al Amin, located in Rajabasa Lama Village, Way Jepara District, Central Lampung Regency (before the formation of East Lampung Regency in 1998). However, in 2004, due to internal issues, MTs Khoirunnasi Al Amin declared its separation from the Khoirunnasi Al Amin Islamic Boarding School and changed its name to MTs El Qodar Labuhan Ratu, which was legalized according to Notary Deed Number 05 dated July 16, 2004, and later updated by Notary Deed Number 18 dated August 11, 2016.

2. Description of Research Data

This research used the classroom action research method which has been carried out in two cycles consisting of cycle I and cycle II. Each cycle consists of two meetings that take 1 X 60 minutes. Each cycle includes of planning, action, observation and reflection. In this research, the researcher made a lesson plan to manage the classroom based on the syllabus used by the class teacher. The action of this research uses Input Flooding technique to improve students' Grammar mastery.

a. Pre-Test Activity

The researcher conducted a pre-test on Monday, November 20, 2023, from 10:00 to 11:00. When the researcher entered the classroom, the students were already inside after the school break. The researcher greeted the students and then informed them that they

wanted to conduct a pre-test in their class to investigate their vocabulary skills. The students had to complete the pre-test individually, with the type of test used being a written test. In this pre-test, the researcher provided 5 questions containing simple sentences, and then the students had to answer individually with their best responses. In addition, the students' pre-test results are presented in the following table:

Tabel 4

The students' score in Pre – test

No.	Name	Score	Interpretation
1.	AA	75	Complete
2.	A	30	Incomplete
3.	AE	50	Incomplete
4.	AZA	50	Incomplete
5.	CA	75	Complete
6.	DM	45	Incomplete
7.	D	60	Incomplete
8.	D	55	Incomplete
9.	E	50	Incomplete
10.	FM	35	Incomplete
11.	F	70	Incomplete
12.	F	65	Incomplete
13.	FWS	75	Complete
14.	F	40	Incomplete
15.	JF	75	Complete
16.	KA	30	Incomplete
17.	LA	75	Complete

18.	M	65	Incomplete
19.	MKR	35	Incomplete
20.	N	70	Complete
21.	NE	50	Incomplete
22.	RP	60	Incomplete
23.	RA	65	Incomplete
24.	R	50	Incomplete
25.	Z	65	Incomplete
Total			1.415
Average			56,6

From the data table above, we can see that the number of students with complete criteria is fewer compared to students with incomplete criteria. The average student score is only 55, while the KKM score is 70. This means that the students have not yet met the required standard. These scores are assessed using a speaking rubric with the following formula:

$$\text{Mean} = \frac{\text{Students' Score}}{\text{Maximum Score}} \times 100\%$$

To calculate the average score, the formula is as follows:

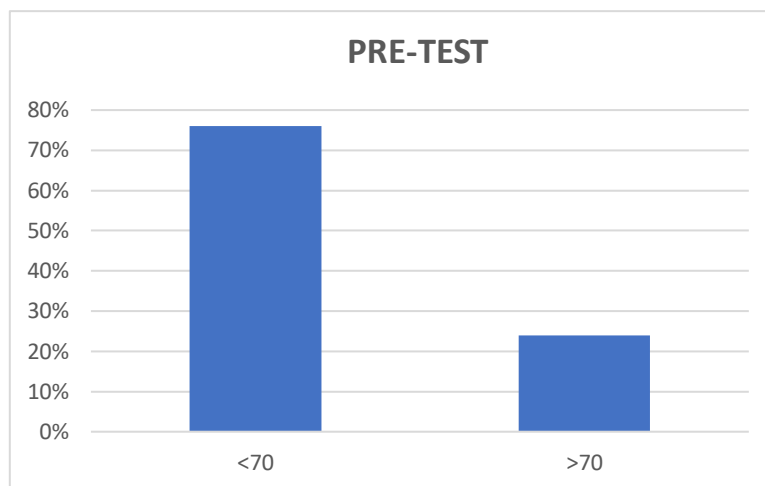
$$\text{Percentage} = \frac{\text{Total score of Students}}{\text{Total of students}} \times 100\%$$

Table 5

The students' score in Pre – test

No.	Grade	Frequency	Percentage	Criteria
1.	< 70	6 Students	24%	Complete
2.	≥ 70	20 Students	76%	Incomplete
Total		25 Students	100%	

Figure 1



Based on the pre-test data above, it is known that seventh-grade students (76%) did not succeed and one student (24%) succeeded. The successful student is the one who obtained a passing grade in the English subject at Mts El – Qodar Labuhan Ratu, with a minimum score of 70. The number of successful students is fewer compared to the students who did not succeed. From the pre-test results, the researcher obtained an average score of 50, so the results were not satisfactory. Therefore, the researcher used the Input Flooding technique to improve the students' grammar mastery.

b. Cycle I

1) Planning

In this stage, the researcher and the collaborator prepared several things related to the teaching and learning process. The things are prepared such as lesson plan, instrument for the post-

test in the cycle I, the material, the observation sheet of the students' activity, identified the problem and found the causes of problem at the beginning and the end of learning activities. The researcher also planned to give an evaluation to measure the students' mastery of the given materials.

2) Action

The Second The first was held on Wednesday, Monday 27, 2023, from 10:00 to 11:00 and was attended by twenty-five students. The meeting began with a prayer, greetings, and attendance check. At this stage, the classroom conditions were less effective because the children felt tired and sleepy. However, after paying attention by listening to their stories during the break, the classroom conditions became effective and the students were ready to start learning.

To begin, the researcher explained the material that would be studied in this meeting, which was about hobbies. Before starting to explain the material, the researcher asked the students for their opinions about the topic to be studied, "Do you know what a hobby is?" Then the students gave different answers; some answered "something you like," some answered "what you enjoy," and some remained silent. The researcher said, "Good answers, some of your answers are correct and some are not entirely correct. So, let's discuss and find out what storytelling is."

The students responded simultaneously, "okay!" Then, the researcher began explaining the material. Next, the researcher provided material about hobbies. The researcher also gave a brief explanation and provided some examples about hobbies. Then, the researcher asked the students to make a conversation 'what is your hobby?'. After that, the students were asked to read aloud the text they had written, and the researcher corrected their vocabulary both orally and in writing.

At the end of the meeting, the researcher gave feedback to the students. The researcher provided motivation and informed them about activities for the next meeting. Then, the researcher concluded the material with a prayer. After giving the treatment, the researcher conducted an evaluation for the students. The evaluation was carried out to find out how well the students' speaking and vocabulary writing skills were.

Tabel 6

The students score Evaluation in cycle I

No.	Name	Score	Interpretation
1.	AA	80	Complete
2.	A	45	Incomplete
3.	AE	55	Incomplete
4.	AZA	60	Incomplete
5.	CA	80	Complete
6.	DM	50	Incomplete
7.	D	65	Incomplete

8.	D	60	Incomplete
9.	E	55	Incomplete
10.	FM	40	Incomplete
11.	F	75	Complete
12.	F	70	Complete
13.	FWS	80	Complete
14.	F	50	Incomplete
15.	JF	80	Complete
16.	KA	50	Incomplete
17.	LA	80	Complete
18.	M	70	Complete
19.	MKR	40	Incomplete
20.	N	75	Complete
21.	NE	55	Incomplete
22.	RP	65	Incomplete
23.	RA	70	Complete
24.	R	55	Incomplete
25.	Z	70	Complete
Total			1.575
Average			63

Based on the results above, it is known that many students still receive grades with incomplete criteria, with an average score of only 50, which indicates that the students have not yet reached the required standard.

Tabel 7

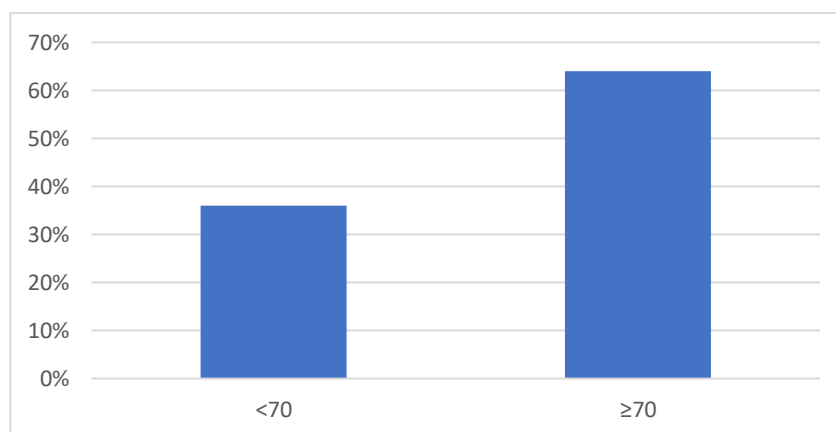
Frequency of students' evaluation cycle I

No.	Grade	Frequency	Percentage	Criteria
1.	< 70	10 Students	40%	Complete
2.	≥ 70	15 Students	60%	Incomplete
Total		25 Students	100%	

The data above shows that 60% of students did not meet the criteria and 40% of students succeeded with complete criteria. Successful students are those who obtained a minimum passing score of 70 in English at MTS El-Qodar Lampung Timur.

Figure 2

The percentage of student' score evaluation cycle I



Based on the results of post-test 1 above, it can be seen that 15 students (60%) achieved scores according to the standard and 10 students (40%) received scores below the standard. This

is higher than the pre-test results. The criteria for students to master the material is to obtain a passing score, at least 70. The learning process is considered successful if 75% of students achieve a score ≥ 70 . The fact shows that the results are not satisfactory.

3) Observation

In observation stage, the researcher with collaborator observed students' activities during learning process. This observation activity was carried out from the opening of the class to the closing. The students who were active in discussion would get the point by ticking it on the observation sheet for the first and second meeting.

Meanwhile, the indicators of students' learning activities are as follow :

- a) Student's attention
- b) Student's activeness in learning process
- c) Student's activeness in the application of the technique
- d) Student's ability to pronounce vocabular

Table 8

The Students' Learning Activities in the Cycle I

No	Nama	Student's Attention	Student's Activeness in Learning Process	Student Activeness in The Application of Techniques	Student's Ability to Pronounce Vocabulary
1.	AA	✓	✓	✓	✓
2.	A	-	-	-	-
3.	AE	-	✓	-	-
4.	AZA	✓	✓	-	-
5.	CA	✓	✓	—	✓
6.	DM	✓	—	—	-
7.	D	✓	-	-	✓
8.	D	✓	✓	-	-
9.	E	✓	—	-	✓
10.	FM	-	-	-	-
11.	F	✓	-	-	✓
12.	F	✓	✓	—	✓
13.	FWS	✓	✓	✓	✓
14.	F	✓	-	✓	-
15.	JF	✓	✓	✓	✓
16.	KA	-	-	-	-
17.	LA	✓	—	✓	✓
18.	M	-	✓	-	-
19.	MKR	-	-	-	-
20	N	✓	✓	✓	✓
21	NE	-	✓	✓	-
22	RP	-	✓	-	✓
23	RA	✓	-	-	✓
24.	R	-	-	-	-
25	Z	✓	-	✓	✓

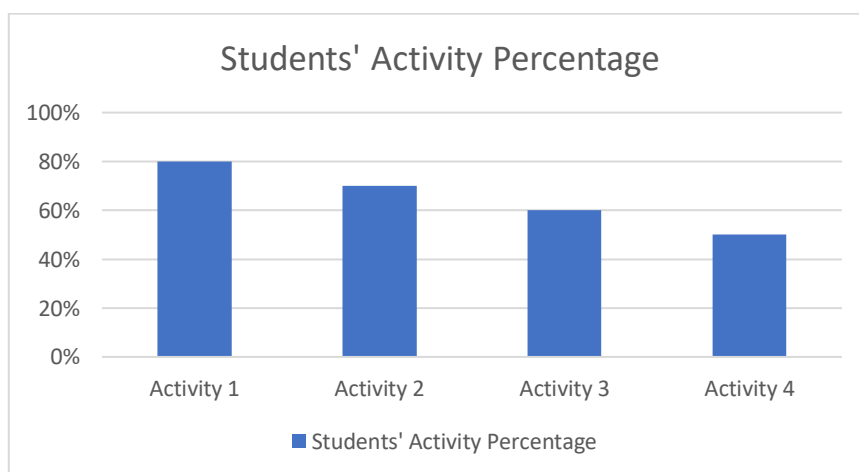
Table 9

The Frequency of Students' Activities in Cycle I

No	Aspects	Frequency	Percentage
	Student's attention	17	68%
	Student's Activeness in Learning Process	12	48%
	Student Activeness in The Application of Techniques	8	32%
	Student's Ability to Pronounce Vocabulary	13	52%
	Number of Students	25	
	Average Percentage	50%	

Figure 3

The percentage of student's score evaluation cycle I



The graph shows that student learning activity does not reach 70%. There are 17 students (68%) who pay attention to the teacher's explanation, 12 students (48%) who are active in class, 8 students (38%) who actively apply techniques, and 13 students

(52%) who are able to pronounce vocabulary correctly. Based on the above statistics, it is known that the number of students with active criteria is smaller than the students with less active criteria.

4) Reflecting

Based on the results of observations in the learning process in the cycle I, it can be concluded that the learning process in this research has not achieve the passing grade. At the end of this cycle, the researcher analyzed and calculated all the processes like students' pre-test grade and the result of students' post-test I grade. The comparison between pre-test grade and post-test I grade was as follow:

Tabel 10

The comparison of students' score pre – test and evaluation
cycle I

No	Name	Pre-Test	Evaluation 1	Explanation
1.	AA	75	80	Improve
2.	A	30	45	Improve
3.	AE	50	55	Improve
4.	AZA	50	60	Improve
5.	CA	75	80	Improve
6.	DM	45	50	Improve
7.	D	60	65	Improve
8.	D	55	60	Improve
9.	E	50	55	Improve
10.	FM	35	40	Improve

11.	F	70	75	Improve
12.	F	65	70	Improve
13.	FWS	75	80	Improve
14.	F	40	50	Improve
15.	JF	75	80	Improve
16.	KA	30	50	Improve
17.	LA	75	80	Improve
18.	M	65	70	Improve
19.	MKR	35	40	Improve
20.	N	70	75	Improve
21.	NE	50	55	Improve
22.	RP	60	65	Improve
23.	RA	65	70	Improve
24.	R	50	55	Improve
25.	Z	65	70	Improve
Total		1.415	1.575	
Average		56,6	63	
High Grade		75	80	
Low Grade		30	40	

Based on the table of data, it shows that all students' score was improve. The highest grade in pre-test was 75 and the lowest grade was 30 with average 48. Then, the highest grade in evaluation cycle I was 80 and the lowest was 40 with average 61.

Tabel 11

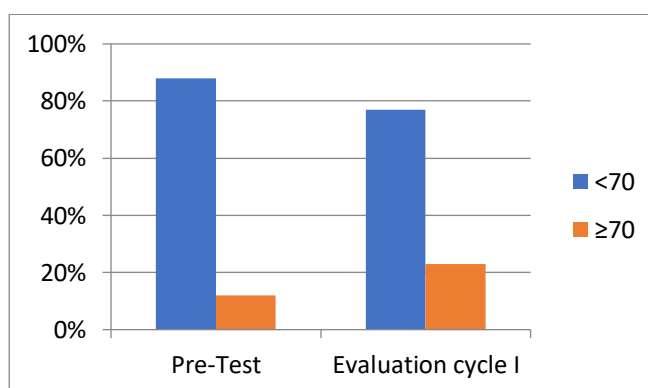
The comparison of students' score pre – test and evaluation cycle I

Interval	Pre-Test	Evaluation I	Explanation
≥ 70	24%	40%	Complete
< 70	76%	60%	Incomplete
Total	100%	100%	

Then, the comparison graph of students' in cycle I in pre-test and evaluation cycle I can be seen as follows:

Figure 4

The comparison of students' score pre – test and evaluation cycle I



From the data above, in the pre-test, 24% of students achieved a passing score, while 76% of students failed. Meanwhile, in evaluation cycle I, 40% of students achieved a passing score, while 60% of students failed. This means there was an improvement between pre-test and evaluation I, but the success indicator did not meet the criteria. It can be concluded that the results were unsuccessful because the

success indicator, which required 70% of students to pass their criteria, had not been achieved.

Regarding the results of the pre-test and Evaluation I in Cycle I, this is related to the learning process not running optimally. Many students had not yet met their criteria due to a lack of focus during the material presentation by the researcher. The students appeared less enthusiastic. As a result, the students experienced difficulties in the test in Evaluation I. Therefore, the researcher must proceed to Cycle II, which consists of planning, implementation, observation, and reflection.

c. Cycle II

Their actions in cycle I were not successful, so their researchers had to proceed with cycle II. Cycle II is carried out to improve their shortcomings in cycle I, while the steps in cycle II are as follows:

1) Planning

Based on their activities in Cycle I, their process in Cycle II focuses on solving problems that arise in Cycle I, related to the delivery of their learning materials. Then, the researcher prepares lesson plans, observation sheets for student activities, identifies problems, and identifies the causes of problems at the beginning and end of learning activities. The researcher also plans to provide

an evaluation to measure students' mastery of the material presented.

2) Action

The description of the learning process in Cycle II is similar to the previous cycle. In each treatment, researchers try to encourage more student engagement. This step is carried out in two sessions: treatment and post-test.

The activity was conducted on March 2, 2026. The researcher began the lesson by greeting the students, praying, and reviewing the material previously provided. The researcher continued the activity by delivering material to the students in the form of a video conversation about 'What is your hobby?'. Students were asked to listen repeatedly to become familiar with each word. After that, the researcher asked the students to repeat each vocabulary word in the video conversation. The researcher not only corrected each student's pronunciation but also provided examples in its articulation. At the end of the meeting, the teacher concluded the session and motivated the students to study diligently and try to read more so that they could achieve good grades, especially in English lessons.

After administering treatment twice in cycle II, the researcher conducted the second evaluation on March 2, 2026. The type was the same as the first cycle. After the students

completed the listening and speaking tests, the researcher and the English teacher assessed each student.

Tabel 12

The students score Evaluation in cycle II

No.	Name	Score	Explanation
1.	AA	85	Complete
2.	A	60	Incomplete
3.	AE	65	Incomplete
4.	AZA	70	Complete
5.	CA	85	Complete
6.	DM	65	Incomplete
7.	D	70	Complete
8.	D	70	Complete
9.	E	65	Incomplete
10.	FM	55	Incomplete
11.	F	80	Complete
12.	F	75	Complete
13.	FWS	85	Complete
14.	F	60	Incomplete
15.	JF	85	Complete
16.	KA	60	Incomplete
17.	LA	85	Complete
18.	M	75	Complete
19.	MKR	60	Incomplete
20.	N	80	Complete
21.	NE	65	Incomplete
22.	RP	70	Complete
23.	RA	75	Complete
24.	R	65	Incomplete

25.	Z	75	Complete
Total		1.785	
Average		71	
High Grade		85	
Low Grade		55	

Based on the table above, it can be seen that the highest student score in the second evaluation cycle is 85 and the lowest score is 55. The average student score in the second evaluation is 71.

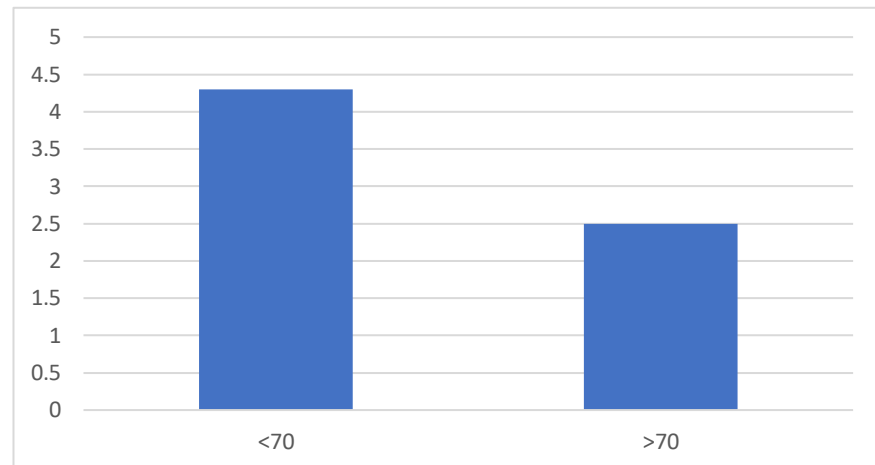
Tabel 13

The students score Evaluation in cycle II

No.	Grade	Frequency	Percentage	Criteria
1.	< 70	15 Students	60%	Complete
2.	≥ 70	10 Students	40%	Incomplete
Total		25 Students	100%	

Figure 5

The percentage of student' score evaluation cycle II



During their observation phase, the researchers and collaborators observed student activities during their learning process. This observation was conducted from the beginning to the end of the class. Active students earned points by checking their observation sheets for the first and second meetings. Meanwhile, the indicators of student learning activities are as follows:

- a) Student's attention
- b) Student's activeness in learning process
- c) Student's activeness in the application of the technique
- d) Student's ability to pronounce vocabular

Tabel 14

The Students' Learning Activities in the Cycle II

No	Nama	Student's Attention	Student's Activeness in Learning Process	Student Activeness in The Application of Techniques	Student's Ability to Pronounce Vocabulary
1.	AA	✓	✓	✓	✓
2.	A	✓	-	✓	-
3.	AE	-	✓	-	✓
4.	AZA	✓	-	✓	✓
5.	CA	✓	✓	—	✓
6.	DM	✓	—	✓	-
7.	D	✓	-	✓	✓
8.	D	✓	✓	-	-
9.	E	✓	✓	-	✓
10.	FM	-	-	✓	-
11.	F	✓	✓	-	✓
12.	F	✓	✓	—	✓
13.	FWS	✓	✓	✓	✓
14.	F	✓	-	✓	-
15.	JF	✓	✓	✓	✓
16.	KA	-	-	✓	✓
17.	LA	✓	✓	✓	✓
18.	M	-	✓	-	✓

19.	MKR	✓	-	✓	-
20	N	✓	✓	✓	✓
21	NE	-	✓	✓	-
22	RP	✓	✓	-	✓
23	RA	✓	-	✓	✓
24.	R	✓	✓	-	-
25	Z	✓	-	✓	✓

Tabel 15

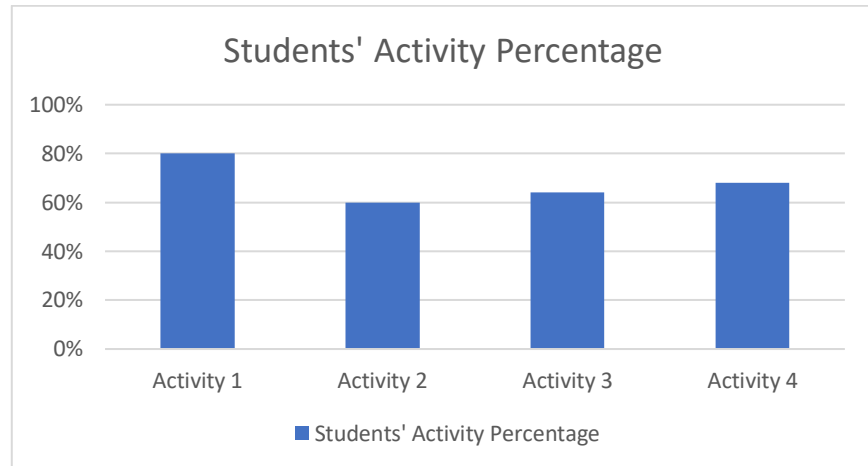
The Frequency of Students' Activities in Cycle II

No	Aspects	Frequency	Percentage
	Student's attention	20	80%
	Student's Activeness in Learning Process	15	60%
	Student Activeness in The Application of Techniques	16	64%
	Student's Ability to Pronounce Vocabulary	17	68%
	Number of Students	25	
	Average Percentage	68%	

There are 20 students (88%) who pay attention, 15 students (60%) who are active in their learning process, 16 students (64%) who are active in applying their approach, and 17 students (68%) who are able to pronounce vocabulary.

Figure 6

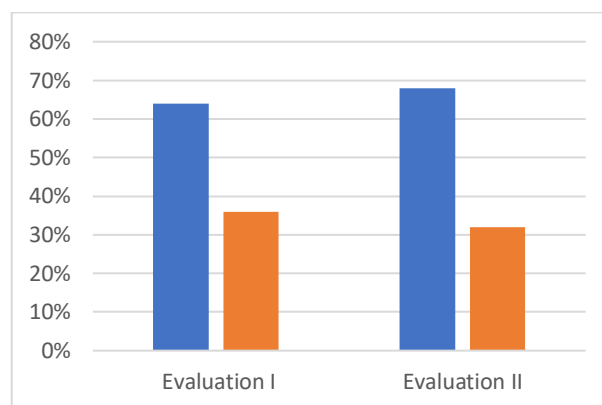
The percentage of student' score evaluation cycle I



Based on the results above, the researcher demonstrates that the learning process in Cycle II was successful because student learning activities reached a percentage of more than 70%.

Figure 7

The Percentage of the Students' Score in Evaluation I and
Evaluation II



3. Post – test activity

On Monday, March 9, 2026, the researchers conducted a post-test. As with the previous pre-test and evaluations, the post-test was a written test. Students were required to complete the test individually without guidance. The written test contained excerpts of conversations from the previous meeting's video, and students had to fill in each conversation excerpt correctly and appropriately.

Tabel 16

The Students' Score in Post-Test

No.	Name	Score	Explanation
1.	AA	90	Complete
2.	A	70	Complete
3.	AE	75	Complete
4.	AZA	75	Complete
5.	CA	90	Complete

6.	DM	70	Complete
7.	D	75	Complete
8.	D	80	Complete
9.	E	75	Complete
10.	FM	70	Complete
11.	F	90	Complete
12.	F	80	Complete
13.	FWS	90	Complete
14.	F	70	Complete
15.	JF	90	Complete
16.	KA	70	Complete
17.	LA	90	Complete
18.	M	80	Complete
19.	MKR	70	Complete
20.	N	85	Complete
21.	NE	70	Complete
22.	RP	75	Complete
23.	RA	80	Complete
24.	R	70	Complete
25.	Z	80	Complete
Total		1.960	
Average		78	
High Grade		90	
Low Grade		70	

Based on their data table, it can be seen that the highest student score in the post-test is 90 and the lowest score is 70. The average post-test score is 78.

Tabel 17

Frequency of Students' Score in Post-Test

No.	Grade	Frequency	Percentage	Criteria
1.	< 70	25 Students	100%	Complete
2.	≥ 70	0 Students	0%	Incomplete
Total		25 Students	100%	

Based on the post-test results, it is known that there was an improvement in the students' grammar mastery. This can be seen from all students meeting the completeness criteria. Therefore, the researcher concludes that this study was successful because the success indicators in this research have been achieved.

Tabel 18

The Comparison of Students' Score

No	Name	Pre-Test	E. Cycle I	E. Cycle II	Post-Test
1.	AA	75	80	85	90
2.	A	30	45	60	70
3.	AE	50	55	65	75
4.	AZA	50	60	70	75
5.	CA	75	70	85	90
6.	DM	45	45	65	70
7.	D	60	60	70	75
8.	D	55	60	70	80
9.	E	50	55	65	75
10.	FM	35	40	55	70
11.	F	70	70	80	90
12.	F	65	70	75	80
13.	FWS	75	75	85	90
14.	F	40	55	60	70
15.	JF	75	80	85	90
16.	KA	30	55	60	70
17.	LA	75	75	85	90
18.	M	65	65	75	80
19.	MKR	35	40	60	70
20.	N	70	70	80	85
21.	NE	50	55	65	70
22.	RP	60	60	70	75
23.	RA	65	65	75	80
24.	R	50	55	65	70
25.	Z	65	70	75	80
Total		1.215	1.415	1.775	1.785

Average	48	56,6	71	71
High Grade	75	75	85	85
Low Grade	20	30	60	55

From the results above, it can be seen that from the pre-test to the post-test, students' scores consistently increased. The success indicator in this study has been achieved, namely that $>70\%$ of students obtained a score of ≥ 70 . From the results above, it can be concluded that the Classroom Action Research (CAR) was successful and does not need to continue to the next cycle because the students' learning process and their learning outcomes have reached the success indicators. This means that videos can improve students' vocabulary and pronunciation skills in the eighth grade at MTS El-Qodar, East Lampung.

B. Discussion

1. Cycle I

Based on the results of Cycle I, the number of students who reached the minimum standard was fewer compared to those who did not. During the test in Cycle I, only 40% of students met the complete criteria, while 60% met the incomplete criteria. The lowest score was 40 and the highest was 80. The researcher and collaborators examined students' weaknesses based on the findings of student activities in the classroom. Student learning activities in Cycle I showed that most students were less focused when the researcher delivered the material. Students were also less enthusiastic when the researcher applied explanatory techniques, and some behaved disorderly at the beginning of the lesson. As a result, students still faced difficulties during the speaking test in Cycle I. Although there were improvements, the results were still unsatisfactory because the success indicators had not yet been achieved.

2. Cycle II

There was an improvement in students' test scores in Cycle II, demonstrated by 60% of students passing with complete criteria and 40% failing with incomplete criteria. The lowest score was 60 and the highest score was 85. Analysis shows that the improvement in student learning occurred because students continuously watched and listened to the videos provided, making the learning process enjoyable, motivating, challenging, and enhancing their pronunciation skills. In this way, it is expected to be beneficial in learning activities. Based on the explanations of the pre-test, Cycle I evaluation, Cycle II evaluation, and post-test, it can be concluded that the input flooding technique can improve students' grammar mastery ability. We can observe an increase in the average scores and the total number of students passing the tests from the pre-test, Cycle I evaluation, Cycle II evaluation, and post-test.

In addition, the standard criteria with a minimum score of 70 or more have been achieved. From this explanation, the researcher concludes that this study was successful and can be terminated in cycle II because success has been attained.

The result of this research closely same with the previous research conducted by Arestu, 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 technique¹.

In this regard, the researcher recommends that teachers use the input flooding technique in English lessons at MTS El-Qodar. This is because it improves students' grammar mastery skills and can attract students' interest in learning, so they listen attentively and do not get bored. In addition, this technique can help build self-confidence.

¹ Tanjung, Arestu Mulya Marjuki, Sulistyani, and Agung Wicaksono. “*The Influence of Input Flooding Toward Eleventh Grade Students’ Grammar Mastery.*” *Journal of English Education* (University of Nusantara PGRI Kediri) 30 (October 9, 2023)

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results of the learning process in the two cycles, the researcher concludes that the input flooding technique can improve grammar mastery skills and the learning activities of eighth-grade students at MTS El-Qodar, East Lampung.

This study found that the input flooding technique can improve the Grammar Mastery skills of eighth-grade students at MTS El-Qodar, East Lampung. This can be seen from the progress in students' scores, starting from the pre-test, evaluation cycle I, evaluation cycle II, to the post-test. The percentage of students' scores in the pre-test was 24%, then in evaluation cycle I it was 40%, in evaluation cycle II it was 60%, and in the post-test it was 100%. This means that the results achieved the success indicators.

Moreover, their Input Flooding technique can enhance the learning activity of eighth-grade students at MTS El-Qodar, East Lampung. The results of student learning activities in cycle I were 40% and in cycle II were 60%. This indicates an increase in student learning activity, as the research results have achieved the success indicators.

B. Suggestion

Based on the above conclusions, the researcher offers the following conclusions:

1. For students'

Researchers suggest that students be more active and enthusiastic in classroom learning activities. Students should also continuously improve their English speaking skills through ongoing practice to ensure continuous improvement in learning outcomes.

2. For Teacher

It is recommended that teachers implement more active and enjoyable learning activities so that students can focus and enjoy their lessons. The researcher recommends that teachers use input flooding techniques in English language learning, especially to improve students' grammar mastery skills. Teachers are advised to foster closer and more understanding relationships so that students feel more comfortable while learning.

3. For Head Teacher

Researchers recommend that school principals support English teachers in implementing meaningful media, strategies, and teaching techniques in their learning process. In this regard, school principals are advised to support the implementation of a conducive learning environment by organizing teacher training that educates teachers on various alternative learning strategies and techniques that can motivate students in the process of learning English.

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APPENDIES

ALUR DAN TUJUAN PEMBELAJARAN (ATP) KURIKULUM MERDEKA



Nama Madrasah : MTs EL QODAR Rajabasa Lama
Nama penyusun : Maunatu Sobiroh, S.Pd.Ing
Mata pelajaran : Bahasa Inggris
Fase D, Kelas / Semester : VIII (Delapan) / I (Ganjil) & II (Genap)

Bahasa Inggris MTs Fase D Kelas 8

Alur Dan Tujuan Pembelajaran (ATP) Kurikulum Merdeka

ALUR DAN TUJUAN PEMBELAJARAN (ATP) BAHASA INGGRIS FASE D KELAS VIII

Mata Pelajaran : Bahasa Inggris
Satuan Pendidikan : MTs El Qodar
Tahun Pelajaran : 2025 / 2026
Fase / Kelas : D / VIII

A. Pengantar

Alur dan tujuan pembelajaran ini memuat peta jalur pembelajaran Bahasa Inggris pada fase D yang merupakan turunan dari capaian pembelajaran (CP) yang sudah ditetapkan. Alur dan tujuan ini memuat enam keterampilan berbahasa yaitu menyimak - berbicara, membaca - memirsa, dan menulis - mempresentasi. Setiap keterampilan berbahasa tersebut memiliki capaian tertentu yang kesemuanya mengerucut pada tujuan akhir yakni kemampuan berinteraksi dan berkomunikasi dalam Bahasa Inggris. Kemudian, pada fase ini dibagi kedalam tiga tingkatan kelas yakni 7, 8, dan 9. Setiap tingkatan tersebut memiliki kedalaman dan keluasan konteks materi yang berbeda, dalam hal ini disebut sebagai lingkup keluarga dan kelas untuk kelas 7, lingkup kehidupan remaja untuk kelas 8, dan lingkup global untuk kelas 9.

Alur dan tujuan pembelajaran ini juga dilengkapi dengan penjelasan singkat di setiap tujuannya. Hal ini dimaksudkan untuk membantu mendekatkan konsep pembelajaran yang diharapkan. Alur dan tujuan pembelajaran ini tidak bersifat kaku dan mengikat, guru diberikan keleluasaan untuk mengembangkannya sesuai dengan kondisi dan kebutuhan kelas yang diajar. Oleh karena itu, jenis kegiatan yang dicantumkan pada bagian penjelasan singkat adalah bukan sebagai suatu hal yang wajib untuk diterapkan oleh guru, melainkan sebagai bantuan pilihan yang dapat diterapkan.

Alur dan tujuan pembelajaran ini disusun dengan format tabel dan diberikan penomoran di setiap tujuan pembelajaran untuk memudahkan kodefikasi dan penelaahan. Pada setiap bagiannya memuat *tujuan pembelajaran*, *perkiraan jam pelajaran*, *kata frasa/kunci*, *topik/konten*, *glosarium*, dan *penjelasan singkat*. Kesemua hal tersebut ditujukan untuk membantu guru mengembangkan ide-ide pembelajaran yang akan diterapkan di kelas.

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B. Rasional Mata Pelajaran Bahasa Inggris

Alur dan tujuan pembelajaran ini disusun berdasarkan pendekatan berbasis *genre*. Pendekatan tersebut sejalan dengan tujuan pembelajaran bahasa secara umum yakni untuk berkomunikasi, yang pada prosesnya tidak sekedar menekankan pada permasalahan *grammatical* semata, melainkan lebih kepada memberikan kesempatan nyata kepada siswa untuk memahami tentang bagaimana bahasa itu dibangun dan bagaimana bahasa tersebut digunakan dalam berbagai konteks sosial.

C. Capaian Pembelajaran Fase D

Pada akhir fase D, siswa menggunakan teks lisan, tulisan, dan visual dalam Bahasa Inggris untuk berinteraksi dan berkomunikasi dalam konteks yang lebih beragam dan dalam situasi formal dan informal, berbagai jenis teks seperti narasi, deskripsi, prosedur, teks khusus (pesan singkat, iklan) dan teks asli menjadi rujukan utama dalam mempelajari Bahasa Inggris di fase ini. Siswa menggunakan Bahasa Inggris untuk berdiskusi dan menyampaikan keinginan/perasaan. Pemahaman mereka terhadap teks tulisan semakin berkembang dan keterampilan inferensi mulai tampak ketika memahami informasi tersirat. Mereka memproduksi teks tulisan dan visual dalam Bahasa Inggris yang terstruktur dengan kosa kata yang lebih beragam. Mereka memahami tujuan dan pemirsa ketika memproduksi teks tulisan dan visual dalam Bahasa Inggris.

Capaian Berdasarkan Elemen.

Elemen Menyimak – Berbicara
Pada akhir Fase D, peserta didik menggunakan bahasa Inggris untuk berinteraksi dan saling bertukar ide, pengalaman, minat, pendapat dan pandangan dengan guru, teman sebaya dan orang lain dalam berbagai macam konteks familiar yang formal dan informal. Dengan pengulangan dan penggantian kosakata, peserta didik memahami ide utama dan detail yang relevan dari diskusi atau presentasi mengenai berbagai macam topik yang telah familiar dan dalam konteks kehidupan di sekolah dan di rumah. Mereka terlibat dalam diskusi, misalnya memberikan pendapat, membuat perbandingan dan menyampaikan preferensi. Mereka menjelaskan dan memperjelas jawaban mereka menggunakan struktur kalimat dan kata kerja sederhana. <i>By the end of Phase D, students use English to interact and exchange ideas, experiences, interests, opinions and views with teachers, peers and others in an increasing variety of familiar formal and informal contexts. With some repetition and rewording, they comprehend the main ideas and relevant details of discussions or presentations on a variety of general interest topics. They engage in discussion such as giving opinions, making comparisons and stating preferences. They explain and clarify their answers using basic sentence structure and verb tenses</i>

Bahasa Inggris MTs Fase D Kelas 8

Elemen Membaca – Memirsa
Pada akhir fase D, peserta didik membaca dan merespon teks familiar dan tidak familiar yang mengandung struktur yang telah dipelajari dan kosakata yang familiar secara mandiri. Mereka mencari dan mengevaluasi ide utama dan informasi spesifik dalam berbagai jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif. Mereka mengidentifikasi tujuan teks dan mulai melakukan inferensi untuk memahami informasi tersirat dalam sebuah teks. <i>By the end of Phase D, students independently read and respond to familiar and unfamiliar texts containing predictable structures and familiar vocabulary. They locate and evaluate main ideas and specific information in texts of different genres. These texts may be in the form of print or digital texts, including visual, multimodal or interactive texts. They identify the purpose of texts and begin to make inference to comprehend implicit information in the text.</i>
Elemen Menulis – Mempresentasikan
Pada akhir Fase D, peserta didik mengomunikasikan ide dan pengalaman mereka melalui paragraf sederhana dan terstruktur, menunjukkan perkembangan dalam penggunaan kosakata spesifik dan struktur kalimat sederhana. Menggunakan contoh, mereka membuat perencanaan, menulis, dan menyajikan teks informasi, imajinasi dan persuasi dengan menggunakan kalimat sederhana dan majemuk untuk menyusun argumen dan menjelaskan atau mempertahankan suatu pendapat. <i>By the end of Phase D, students communicate their ideas and experience through simple, organized paragraphs, demonstrating a developing use of specific vocabulary and simple sentence structures. Using models, they plan, create and present informative, imaginative and persuasive texts in simple and compound sentences to structure arguments and to explain or justify a position. They include basic information and detail, and also vary their sentence construction in their writing. Students express ideas in the present, future, and past tenses. They use time markers, adverbs of frequency and common conjunctions to link ideas. Their attempts to spell new words are based on known English letter-sound relationships and they use punctuation and capitalization with consistency.</i>

Bahasa Inggris MTs Fase D Kelas 8

Kelas 8

Tujuan Pembelajaran	Kata Frasa/Kunci	Topik/Konten Inti	Penjelasan Singkat	Perkiraan Jumlah JP	Glosarium
Chapter 1. Celebrating Independence Day					acclaim pengakuan (verb) according to menurut (adverb) advertisement iklan (noun) a glance melirik sekilas (noun) agree setuju (verb) amazing luar biasa announce (base form)/announced (past form) mengumumkan annual tiap tahun (adjective) anti-littering anti membuang sampah sembarangan (noun)
Upon completion of Chapter 1, the students should be able to: 1. Talk about personal experiences in the past; 2. Identify specific information about personal experiences; and 3. Write the main events of personal experiences.	Bicara tentang pengalaman pribadi di masa lalu, mengidentifikasi informasi khusus tentang pengalaman pribadi; dan tulis peristiwa utama dari pengalaman pribadi.	- Unit 1. The Champion of Panjat Pinang. - Unit 2. Going to a Parade - Unit 3. Independence Day at SMP Merdeka	Fokus pembelajaran adalah tentang beberapa pengalaman pribadi tentang berpartisipasi dalam perayaan hari kemerdekaan, kami akan mempelajari beberapa informasi spesifik dan mengidentifikasi urutan peristiwa utama dan kami juga akan belajar menulis kartu untuk mengungkapkan perasaan pribadi untuk memberi selamat kepada orang lain.	27 JP	
Chapter 2 Kindness Begins with Me					apparently nyatanya (adverb) approve (base form)/approved (past form) menyetujui
Upon completion of Chapter 2, the students should be able to:	Menghubungkan dan mengurutkan peristiwa dalam cerita imajinatif, menjelaskan tindakan,	Unit 1. Kindness Towards Differences.	Fokus pembelajaran adalah tentang perasaan, sifat, dan perilaku karakter dalam cerita. Karakter	27 JP	

Bahasa Inggris MTs Fase D Kelas 8

Tujuan Pembelajaran	Kata Frasa/Kunci	Topik/Konten Inti	Penjelasan Singkat	Perkiraan Jumlah JP	Glosarium
1. Connect and sequence events in an imaginative story; 2. Explain characters' actions, feelings, and behavior in an imaginative story; and 3. Retell and rewrite an imaginative story.	perasaan, dan perilaku tokoh dalam cerita imajinatif; Dan menceritakan kembali dan menulis ulang cerita imajinatif.	- Unit 2. Kindness and Happiness - Unit 3. Kindness and Friendship	dalam cerita adalah banyak hewan yang berbeda, jadi ceritanya tidak nyata atau imajinatif." "Kita juga bisa menyebut cerita ini sebagai 'cerita rakyat'. Dalam bahasa Inggris kami mengatakan 'cerita rakyat'. Cerita rakyat adalah cerita tradisional. Itu diceritakan berulang kali dari kakek buyut kita kepada kakek nenek kita dan kepada orang tua kita dan akhirnya kepada kita. Mereka biasanya tentang karakter baik dan buruk. Sebagian besar waktu kita bisa belajar sesuatu dari membaca cerita rakyat. Apa yang kami pelajari adalah nilai		form) menyetujui (verb) arrogant sombong association keterkaitan/ hubungan (noun) a solid minute satu menit (noun) at all sama sekali (adverb) at last akhirnya attached melekat (verb) attractive menarik awesome luar biasa back then dahulu (adverb) be choked (base form)/was/were choked (past form) tersedak beat (base form)/beat (past form) mengalahkan

Bahasa Inggris MTs Fase D Kelas 8

Alur Dan Tujuan Pembelajaran (ATP) Kurikulum Merdeka

Tujuan Pembelajaran	Kata Frasa/Kunci	Topik/Konten Inti	Penjelasan Singkat	Perkiraan Jumlah JP	Glosarium
			moral dari cerita tersebut.”		beauty kecantikan (noun) beauty care perawatan kecantikan (noun)
Chapter 3 Love Our World					
Upon completion of Chapter 3, the students should be able to: 1. ask and give opinion about familiar topics around the school; 2. categorise actions based on a given situation; and 3. write instructions on posters.	Bertanya dan memberikan pendapat tentang topik-topik yang sudah dikenal di sekitar sekolah, mengkategorikan tindakan berdasarkan situasi tertentu; dan tulis instruksi pada poster.	- Unit 1. Look Around You - Unit 2. This is the Way - Unit 3. Act Now	Fokus pembelajaran adalah tentang bertanya dan memberi pendapat tentang sekolah kita. Kami juga akan belajar menggambar informasi yang tertulis di poster.	18 JP	begin (base form)/began (past form) mulai behavior change perubahan perilaku (noun) bleed (base form)/bleeding (present participle form) berdarah (verb) bookshelf rak buku brave berani brownish kecoklatan (adjective) by the way ngomong-ngomong (adverb) burrow liang/ sarang
Chapter 4 No Littering					
Upon completion of Chapter 4, the	Bicara tentang insiden atau peristiwa masa lalu; membuat	Unit 1. Did It Rain Last Night?	Fokus pembelajaran adalah Kita akan membahas tentang	18 JP	calm (base form)/calmed (past

Bahasa Inggris MTs Fase D Kelas 8

Alur Dan Tujuan Pembelajaran (ATP) Kurikulum Merdeka

Tujuan Pembelajaran	Kata Frasa/Kunci	Topik/Konten Inti	Penjelasan Singkat	Perkiraan Jumlah JP	Glosarium
students should be able to: 1. Talk about past incidents or events; 2. Make questions for a short interview about past incidents or events; 3. Identify the main idea and detailed information on a series of past incidents or events;	pertanyaan untuk wawancara singkat tentang kejadian atau peristiwa masa lalu dan mengidentifikasi ide pokok dan informasi rinci tentang rangkaian kejadian atau peristiwa masa lampau;	- Unit 2. What Happened to the Sea Animals? - Unit 3. You Can Help	sampah, khususnya sampah plastik dan dampaknya bagi lingkungan. “Dalam bab ini kita akan berbicara tentang beberapa kejadian di masa lalu karena sampah plastik.” “Kami akan berlatih bagaimana mengumpulkan rincian insiden. Detail ini harus didasarkan pada fakta yang benar-benar terjadi.” “Kita bisa belajar tentang detail dari membaca teks, gambar, dan bertanya kepada teman kita.” “Kami akan menceritakan kembali kejadian-kejadian tersebut lengkap dengan detailnya baik		(form) menenangkan, tenang campaigns kampanye (noun) care (base form)/cared (past form) peduli carefully dengan hati-hati chance peluang celebrate (base form)/celebrated (past form) merayakan chance peluang clean up (base form)/cleaned up (past form) membersihkan (verb) clear jelas (adjective) clogged tersumbat (verb) cold dingin

Bahasa Inggris MTs Fase D Kelas 8

Alur Dan Tujuan Pembelajaran (ATP) Kurikulum Merdeka

Tujuan Pembelajaran	Kata Frasa/Kunci	Topik/Konten Inti	Penjelasan Singkat	Perkiraan Jumlah JP	Glosarium
					wonder (base form)/wondered (past form) heran/bertanya-tanya wrinkled berkerut (adjective)

Mengetahui,
Kepala Madrasah

Rajabasa Lama, 14 Juli 2025
Guru Mapel Bahasa Inggris

(Niayah, M.Pd.I)

(Maunatu Sobiroh, S.Pd.Ing)

ENGLISH TEACHING MODULE	
GENERAL INFORMATION	
A. SCHOOL IDENTITY	
Author's Name	Devina Mustika Anzari
Institution	MTS El - Qodar
Tahun Pelajaran	2025/2026
School Level	Madrasah Tsanawiyah (MTS)
Expertise Competency	English
Class	VIII
Main Material	Whats is your hobby ?
Learning Outcomes	Students are able to understand what a hobby is and every vocabulary contained within a conversation video.
Time	1 x 60 minutes
B. INITIAL COMPETENCE	
• Definition of what is your hobby ? • Structure of the Procedure Text • Social Function of the Procedure Text	
C. PANCASILA STUDENT PROFILE	
a. Believe in, Be Devout to the One Almighty God, and Possess Noble Character b. Mutual Cooperation: Collaboration, Care, and Sharing.	
D. FACILITIES AND INFRASTRUCTURE	
Media	Hand phone, internet, video, audio speaker.
Sumber Belajar	Internet, YouTube.
E. TARGET STUDENTS	
• Regular/general students: have no difficulty in digesting and understanding the material.	
F. LEARNING MODEL	
• Learning Model: Problem Based Learning (PBL) • Approach : Deep Learning • Method : Pengamatan,tanya jawab.	
• Learning Model: Problem Based Learning (PBL)	

• Approach : Deep Learning • Method : Pengamatan,tanya jawab.
CORE COMPONENTS
A. LEARNING OBJECTIVE
1. Students are able to capture information from the conversation. 2. Students are able to understand vocabulary in conversations independently or with friends. 3. Students are able to write sentences that they hear from the conversation 'What is your hobby?' 4. Students are able to answer questions orally and in writing from 'What is your hobby?'
B. MEANINGFUL UNDERSTANDING
• communicate to get closer ! • make a close friendship! • Tell your friend, your friend will tell you!
C. IGNITION QUESTION
1. What do you know about 'what is your hobby?' 2. Have you ever participated in activities like those in the video? 3. What are they talking about in the video?
D. LEARNING PREPARATION
- The teacher prepares the material - The teacher prepares teaching tools and media - The teacher prepares the assessment equipment

Post test**Name :****Class :****Question !**

- 1. What is ana's hobby ?**
- 2. Who has a hobby of reading and watching movie ?**
- 3. What movie does Lisa like to watch ?**
- 4. Who likes watching action movie and adventure ?**
- 5. What book does lisa like to read ?**

FIELD NOTE 1

PRE-TEST

Date: November 20th 2023

Time: 10-00 - 11-00

On Monday, November 20th 2023, the researcher arrived at Mrs EL-Qodar at 09.30. 30 minutes before teaching learning. Activities began, at 10.00 the researcher and the English teacher walked into the classroom. The English teacher said hello and greeted the students, after that teacher introduces the researcher to the students and conveyed that the researcher would continue the lesson for the day.

The research explained that the purpose of the day was to pre-test the students. The ~~type~~ type of test was an ~~open~~ ^{written} test. The researcher gave the students a sheet of paper containing 5 simple questions, students are asked to answer the 5 questions as best as possible. After the results were obtained that students had difficulty answering the questions. The students have limited vocabulary and lack of motivation.

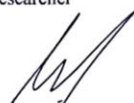
Collaborator



Maunafun Sobiroh, S.Pd.Ing

Rajabasa Lama, November, 20th 2023

Researcher


Devina Mustika Anzari
 NPM: 1901050009

FIELD NOTE 2

MEETING 1

Date: february 23, 2026

Time: 10.00 - 11.00

On Monday, february 23, 2026, the researcher held a meeting in cycle 1, learning activities started at 10.00. by greeting and checking student attendance. The meeting was less conducive because the students were not sleepy. The researcher began to explain the material to be studied, the researchers prepare materials about introductions. Before the researcher delivered the material, the researcher asked the students "apa itu hobby?" they answered "kesukaan" and those who answered "Hobi". After the researcher explained the Hobby Material.

The researcher asked students to make a conversation about What is your hobby?. After that, the english teacher and the researcher asses all of student from grammar, vocabulary, pronunciation comprehension.

Collaborator



Maunatun sobiroli, S.Pd.Tng

Rajabasa Lama, february 23, 2026

Researcher


Devina Mustika Anzari
 NPM : 1901050009

FIELD NOTE 3

Date: March, 02nd 2026

Time: 10.00 - 11.00

On Monday, March, 2, 2026, the researcher conducted cycle II. The researcher continued the activity by presenting similar material that had been presented previously. The researcher provided a video containing a conversation about hobbies. After that, students are asked to repeat each vocabulary in video.

In the end of meeting, the researcher gave motivation to the students to study hard and try to get more to good scores especially in English subject.

Collaborator



Maunatun sobiroh. S.Pd.Ing

Rajabasa Lama. March, 02, 2026

Researcher



Devina Mustika Anzari
NPM : 1901050009

FIELD NOTE 4

post - Test

Date: March 13 2026

Time: 13.00 - 13.30

On Tuesday, 3th 2026. the researcher conducted Post-test as with the pre-test and previous evaluations. the Post-test was listening test. After began the class with greeting, praying and checked the students' attendance list, the researcher gave the students a test. The students were required to complete the test individually with any guidance.

After finish the test, the researcher and the collaborator assess all the students' score. it was concluded that in the post-test the students' score were higher than pre-test, evaluation cycle 1 and 2 which means ~~at~~ the students passed the minimum standards.

Collaborator



Maunatun sobiroh. S.Pd.Ing

Rajabasa Lama. March, 03, 2026

Researcher



Devina Mustika Anzari
NPM : 1901050009

FIELD NOTE 5

MEETING 4

Date: March, 9th 2026

Time: 10.00 - 11.00

On Monday, 9th March 2026, the researcher conducted evaluation ^{II}. The researcher distributed a piece of paper containing snippets of conversation related to the previous ~~meeting~~ meeting. Students are asked to fill in each blank sentence according to the conversation in the video. After ~~the~~ finish the test, the researcher and collaborator assess the students' score.

Collaborator



Maunatun sobiroh. S.Pd.Ing

Rajabasa Lama. March, 9th 2026

Researcher


Devina Mustika Anzari
 NPM : 1901050009

The Grammar Rubric of Students' Skill in Pre-Test (by researcher)

No.	Name	Aspect of grammar					Score
		Content	Paragraph structure	Grammar	Vocabulary	Spelling and Punctuation	
1.	AA	2	2	2	3	2	11 (55)
2.	A	1	1	1	1	1	5 (25)
3.	AE	1	1	2	1	2	7 (35)
4.	AZA	1	1	1	2	2	7 (35)
5.	CA	2	1	2	3	2	10 (50)
6.	DM	1	1	2	1	2	7 (35)
7.	D	1	2	1	2	2	8 (40)
8.	D	1	1	1	1	2	6 (30)
9.	E	1	1	1	2	1	6 (60)
10.	FM	1	1	1	1	1	5 (25)
11.	F	1	1	2	1	2	7 (35)
12.	F	1	1	2	1	2	7 (35)

13.	FWS	1	1	2	2	2	8 (40)
14.	F	1	1	1	1	1	5 (25)
15.	JF	1	1	2	2	2	8 (40)
16.	KA	1	1	1	1	1	5 (25)
17.	LA	1	1	2	2	2	8 (40)
18.	M	1	2	2	2	1	8 (40)
19.	MKR	1	1	1	1	1	5 (25)
20.	N	1	2	1	2	2	8 (40)
21.	NE	1	1	1	2	2	7 (35)
22.	RP	1	1	1	2	2	7 (35)
23.	RA	1	1	2	2	2	8 (40)
24.	R	2	1	1	2	1	7 (35)
25.	Z	1	2	2	2	2	9 (45)

The Grammar Rubric of Students' Skill in Pre-Test (by Theacer)

No.	Name	Aspect of Grammar					Score
		Content	Paragraph structure	Grammar	Vocabulary	Spelling and Punctuation	
1.	AA	2	2	2	3	2	11 (55)
2.	A	1	1	1	1	1	5 (25)
3.	AE	1	1	2	1	2	7 (35)
4.	AZA	1	1	1	2	2	7 (35)
5.	CA	2	1	2	3	2	10 (50)
6.	DM	1	1	2	1	2	7 (35)
7.	D	1	2	1	2	2	8 (40)
8.	D	1	1	1	1	2	6 (30)
9.	E	1	1	1	2	1	6 (60)
10.	FM	1	1	1	1	1	5 (25)
11.	F	1	1	2	1	2	7 (35)
12.	F	1	1	2	1	2	7 (35)

13.	FWS	1	1	2	2	2	8 (40)
14.	F	1	1	1	1	1	5 (25)
15.	JF	1	1	2	2	2	8 (40)
16.	KA	1	1	1	1	1	5 (25)
17.	LA	1	1	2	2	2	8 (40)
18.	M	1	2	2	2	1	8 (40)
19.	MKR	1	1	1	1	1	5 (25)
20.	N	1	2	1	2	2	8 (40)
21.	NE	1	1	1	2	2	7 (35)
22.	RP	1	1	1	2	2	7 (35)
23.	RA	1	1	2	2	2	8 (40)
24.	R	2	1	1	2	1	7 (35)
25.	Z	1	2	2	2	2	9 (45)

The Average of Students' Grammar mastery in Pre-Test

No.	Name	Score by Researcher	Score by Teacher	Average
1.	AA	11 (55)	11 (55)	55
2.	A	5 (25)	5 (25)	25
3.	AE	7 (35)	7 (35)	35
4.	AZA	7 (35)	7 (35)	35
5.	CA	10 (50)	10 (50)	50
6.	DM	7 (35)	7 (35)	35
7.	D	8 (40)	8 (40)	40
8.	D	6 (30)	6 (30)	30
9.	E	6 (60)	6 (60)	60
10.	FM	5 (25)	5 (25)	25
11.	F	7 (35)	7 (35)	35
12.	F	7 (35)	7 (35)	35
13.	FWS	8 (40)	8 (40)	40
14.	F	5 (25)	5 (25)	25
15.	JF	8 (40)	8 (40)	40
16.	KA	5 (25)	5 (25)	25
17.	LA	8 (40)	8 (40)	40
18.	M	8 (40)	8 (40)	40
19.	MKR	5 (25)	5 (25)	25
20.	N	8 (40)	8 (40)	40
21.	NE	7 (35)	7 (35)	35
22.	RP	7 (35)	7 (35)	35
23.	RA	8 (40)	8 (40)	40
24.	R	7 (35)	7 (35)	35
25.	Z	9 (45)	9 (45)	45

The Grammar Rubric of Students' Skill in Evaluation Cycle I (by researcher)

No.	Name	Aspect of grammar					Score
		Content	Paragraph structure	Grammar	Vocabulary	Spelling and Punctuation	
1.	AA	2	3	3	3	3	14 (70)
2.	A	1	2	2	2	2	9 (45)
3.	AE	1	2	2	3	2	10 (50)
4.	AZA	2	2	2	2	3	11 (55)
5.	CA	2	2	2	3	3	12 (60)
6.	DM	1	2	1	2	2	8 (40)
7.	D	1	2	2	2	2	9 (45)
8.	D	1	1	2	2	2	8 (40)
9.	E	2	2	2	2	2	10 (50)
10.	FM	2	2	2	3	3	12 (60)
11.	F	1	1	2	2	2	8 (40)
12.	F	2	1	1	2	2	8 (40)
13.	FWS	2	1	2	3	2	10 (50)

14.	F	1	1	2	2	2	8 (40)
15.	JF	2	2	2	3	3	12 (60)
16.	KA	1	2	1	2	2	8 (40)
17.	LA	2	1	2	3	3	11 (55)
18.	M	2	1	2	3	3	11 (55)
19.	MKR	1	1	2	2	2	8 (40)
20.	N	1	2	2	2	3	10 (50)
21.	NE	1	2	2	2	2	9 (45)
22.	RP	2	2	2	2	2	10 (50)
23.	RA	2	2	2	3	2	12 (60)
24.	R	2	2	2	2	2	10 (50)
25.	Z	2	2	3	3	3	13 (65)

The Grammar Rubric of Students' Skill in Evaluation Cycle I (by Teacher)

No.	Name	Aspect of grammar					Score
		Content	Paragraph structure	Grammar	Vocabulary	Spelling and Punctuation	
1.	AA	2	3	3	3	3	14 (70)
2.	A	1	2	2	2	2	9 (45)
3.	AE	1	2	2	3	2	10 (50)
4.	AZA	2	2	2	2	3	11 (55)
5.	CA	2	2	2	3	3	12 (60)
6.	DM	1	2	1	2	2	8 (40)
7.	D	1	2	2	2	2	9 (45)
8.	D	1	1	2	2	2	8 (40)
9.	E	2	2	2	2	2	10 (50)
10.	FM	2	2	2	3	3	12 (60)
11.	F	1	1	2	2	2	8 (40)
12.	F	2	1	1	2	2	8 (40)
13.	FWS	2	1	2	3	2	10 (50)

14.	F	1	1	2	2	2	8 (40)
15.	JF	2	2	2	3	3	12 (60)
16.	KA	1	2	1	2	2	8 (40)
17.	LA	2	1	2	3	3	11 (55)
18.	M	2	1	2	3	3	11 (55)
19.	MKR	1	1	2	2	2	8 (40)
20.	N	1	2	2	2	3	10 (50)
21.	NE	1	2	2	2	2	9 (45)
22.	RP	2	2	2	2	2	10 (50)
23.	RA	2	2	2	3	2	12 (60)
24.	R	2	2	2	2	2	10 (50)
25.	Z	2	2	3	3	3	13 (65)

The Average of Students' Grammar mastery in Evaluation Cycle I

No.	Name	Score by Researcher	Score by Teacher	Average
1.	AA	14 (70)	14 (70)	70
2.	A	9 (45)	9 (45)	45
3.	AE	10 (50)	10 (50)	50
4.	AZA	11 (55)	11 (55)	55
5.	CA	12 (60)	12 (60)	60
6.	DM	8 (40)	8 (40)	40
7.	D	9 (45)	9 (45)	45
8.	D	8 (40)	8 (40)	40
9.	E	10 (50)	10 (50)	50
10.	FM	12 (60)	12 (60)	60
11.	F	8 (40)	8 (40)	40
12.	F	8 (40)	8 (40)	40
13.	FWS	10 (50)	10 (50)	50
14.	F	8 (40)	8 (40)	40
15.	JF	12 (60)	12 (60)	60
16.	KA	8 (40)	8 (40)	40
17.	LA	11 (55)	11 (55)	55
18.	M	11 (55)	11 (55)	55
19.	MKR	8 (40)	8 (40)	40
20.	N	10 (50)	10 (50)	50
21.	NE	9 (45)	9 (45)	45
22.	RP	10 (50)	10 (50)	50
23.	RA	12 (60)	12 (60)	60
24.	R	10 (50)	10 (50)	50
25.	Z	13 (65)	13 (65)	65

The Grammar Rubric of Students' Skill in Evaluation cycle II (by researcher)

No.	Name	Aspect of grammar					Score
		Content	Paragraph structure	Grammar	Vocabulary	Spelling and Punctuation	
1.	AA	3	3	3	3	4	16 (80)
2.	A	3	2	2	3	3	13 (65)
3.	AE	2	2	2	3	3	12 (60)
4.	AZA	2	2	3	3	3	13 (65)
5.	CA	2	3	3	4	3	15 (75)
6.	DM	2	2	3	3	3	13 (65)
7.	D	3	3	3	3	3	15 (75)
8.	D	3	3	2	3	3	14 (70)
9.	E	2	3	3	3	3	14 (70)
10.	FM	3	2	3	3	4	15 (75)
11.	F	2	3	3	3	3	14 (70)
12.	F	2	3	3	3	3	14 (70)

13.	FWS	3	3	3	4	3	16 (80)
14.	F	2	3	2	3	3	13 (65)
15.	JF	2	3	3	3	4	15 (75)
16.	KA	2	2	3	3	3	13 (65)
17.	LA	2	2	3	4	3	14 (70)
18.	M	2	2	3	4	3	14 (70)
19.	MKR	2	2	3	4	3	14 (70)
20.	N	3	3	3	3	3	15 (75)
21.	NE	2	3	3	3	3	12 (60)
22.	RP	2	2	3	3	3	13 (65)
23.	RA	2	3	3	4	3	15 (75)
24.	R	2	2	3	4	3	12 (60)
25.	Z	2	3	3	4	3	15 (75)

The Grammar Rubric of Students' Skill in Evaluation cycle II (by Teacher)

No.	Name	Aspect of grammar					Score
		Content	Paragraph structure	Grammar	Vocabulary	Spelling and Punctuation	
1.	AA	3	3	3	3	4	16 (80)
2.	A	3	2	2	3	3	13 (65)
3.	AE	2	2	2	3	3	12 (60)
4.	AZA	2	2	3	3	3	13 (65)
5.	CA	2	3	3	4	3	15 (75)
6.	DM	2	2	3	3	3	13 (65)
7.	D	3	3	3	3	3	15 (75)
8.	D	3	3	2	3	3	14 (70)
9.	E	2	3	3	3	3	14 (70)
10.	FM	3	2	3	3	4	15 (75)
11.	F	2	3	3	3	3	14 (70)
12.	F	2	3	3	3	3	14 (70)
613.	FWS	3	3	3	4	3	16 (80)

14.	F	2	3	2	3	3	13 (65)
15.	JF	2	3	3	3	4	15 (75)
16.	KA	2	2	3	3	3	13 (65)
17.	LA	2	2	3	4	3	14 (70)
18.	M	2	2	3	4	3	14 (70)
19.	MKR	2	2	3	4	3	14 (70)
20.	N	3	3	3	3	3	15 (75)
21.	NE	2	3	3	3	3	12 (60)
22.	RP	2	2	3	3	3	13 (65)
23.	RA	2	3	3	4	3	15 (75)
24.	R	2	2	3	4	3	12 (60)
25.	Z	2	3	3	4	3	15 (75)

The Average of Students' Grammar Mastery in Evaluation Cycle II

No.	Name	Score by Researcher	Score by Teacher	Average
1.	AA	16 (80)	16 (80)	80
2.	A	13 (65)	13 (65)	65
3.	AE	12 (60)	12 (60)	60
4.	AZA	13 (65)	13 (65)	65
5.	CA	15 (75)	15 (75)	75
6.	DM	13 (65)	13 (65)	65
7.	D	15 (75)	15 (75)	75
8.	D	14 (70)	14 (70)	70
9.	E	14 (70)	14 (70)	70
10.	FM	15 (75)	15 (75)	75
11.	F	14 (70)	14 (70)	70
12.	F	14 (70)	14 (70)	70
13.	FWS	16 (80)	16 (80)	80
14.	F	13 (65)	13 (65)	65
15.	JF	15 (75)	15 (75)	75
16.	KA	13 (65)	13 (65)	65
17.	LA	14 (70)	14 (70)	70
18.	M	14 (70)	14 (70)	70
19.	MKR	14 (70)	14 (70)	70
20.	N	15 (75)	15 (75)	75
21.	NE	12 (60)	12 (60)	60
22.	RP	13 (65)	13 (65)	65
23.	RA	15 (75)	15 (75)	75
24.	R	12 (60)	12 (60)	60
25.	Z	15 (75)	15 (75)	75

The Grammar Rubric of Students' Skill in Post-test (by researcher)

No.	Name	Aspect of Grammar					Score
		Content	Paragraph structure	Grammar	Vocabulary	Spelling and Punctuation	
1.	AA	3	3	3	4	4	17 (85)
2.	A	3	3	3	3	3	15 (75)
3.	AE	3	2	3	3	3	14 (70)
4.	AZA	3	3	3	3	3	15 (75)
5.	CA	2	3	3	4	4	16 (80)
6.	DM	2	3	3	3	3	14 (70)
7.	D	3	3	3	4	3	16 (80)
8.	D	2	3	3	4	3	15 (75)
9.	E	3	3	3	3	4	16 (80)
10.	FM	3	3	3	4	3	16 (80)
11.	F	3	2	3	4	3	15 (75)
12.	F	2	3	3	4	3	15 (75)
13.	FWS	3	3	3	4	4	17 (85)

14.	F	3	2	3	4	3	15 (75)
15.	JF	3	3	3	4	3	16 (80)
16.	KA	2	3	3	3	4	15 (75)
17.	LA	3	3	3	4	3	16 (80)
18.	M	3	2	3	4	3	15 (75)
19.	MKR	2	3	3	4	3	15 (75)
20.	N	3	3	3	4	3	16 (80)
21.	NE	2	3	3	4	3	15 (75)
22.	RP	3	3	3	3	3	15 (75)
23.	RA	3	3	3	4	3	16 (80)
24.	R	2	3	3	4	3	15 (75)
25.	Z	3	3	4	4	3	17 (85)

The Grammar Rubric of Students' Skill in Post-test (byTeacher)

No.	Name	Aspect of grammar					Score
		Content	Paragraph structure	Grammar	Vocabulary	Spelling and Punctuation	
1.	AA	3	3	3	4	4	17 (85)
2.	A	3	3	3	3	3	15 (75)
3.	AE	3	2	3	3	3	14 (70)
4.	AZA	3	3	3	3	3	15 (75)
5.	CA	2	3	3	4	4	16 (80)
6.	DM	2	3	3	3	3	14 (70)
7.	D	3	3	3	4	3	16 (80)
8.	D	2	3	3	4	3	15 (75)
9.	E	3	3	3	3	4	16 (80)
10.	FM	3	3	3	4	3	16 (80)
11.	F	3	2	3	4	3	15 (75)
12.	F	2	3	3	4	3	15 (75)
13.	FWS	3	3	3	4	4	17 (85)

14.	F	3	2	3	4	3	15 (75)
15.	JF	3	3	3	4	3	16 (80)
16.	KA	2	3	3	3	4	15 (75)
17.	LA	3	3	3	4	3	16 (80)
18.	M	3	2	3	4	3	15 (75)
19.	MKR	2	3	3	4	3	15 (75)
20.	N	3	3	3	4	3	16 (80)
21.	NE	2	3	3	4	3	15 (75)
22.	RP	3	3	3	3	3	15 (75)
23.	RA	3	3	3	4	3	16 (80)
24.	R	2	3	3	4	3	15 (75)
25.	Z	3	3	4	4	3	17 (85)

The Average of Students' Grammar Mastery in Post-test

No.	Name	Score by Researcher	Score by Teacher	Average
1.	AA	17 (85)	17 (85)	85
2.	A	15 (75)	15 (75)	75
3.	AE	14 (70)	14 (70)	70
4.	AZA	15 (75)	15 (75)	75
5.	CA	16 (80)	16 (80)	80
6.	DM	14 (70)	14 (70)	70
7.	D	16 (80)	16 (80)	80
8.	D	15 (75)	15 (75)	75
9.	E	16 (80)	16 (80)	80
10.	FM	16 (80)	16 (80)	80
11.	F	15 (75)	15 (75)	75
12.	F	15 (75)	15 (75)	75
13.	FWS	17 (85)	17 (85)	85
14.	F	15 (75)	15 (75)	75
15.	JF	16 (80)	16 (80)	80
16.	KA	15 (75)	15 (75)	75
17.	LA	16 (80)	16 (80)	80
18.	M	15 (75)	15 (75)	75
19.	MKR	15 (75)	15 (75)	75
20.	N	16 (80)	16 (80)	80
21.	NE	15 (75)	15 (75)	75
22.	RP	15 (75)	15 (75)	75
23.	RA	16 (80)	16 (80)	80
24.	R	15 (75)	15 (75)	75
25.	Z	17 (85)	17 (85)	85



CURRICULUM VITAE



The researcher was born in Rajabasa Lama on January 25, 2001. She is the second child of 3 siblings. She was raised by her beloved mother and father, Muji Lestari and Zakaria. Initially, she studied at Madrasah Ibtidaiyah El-Qodar and graduated in 2013. Then, she continued her studies at MTS El-Qodar from 2013 to 2016. During the period 2016-2019, she studied at SMA N 1 Labuhan Ratu, East Lampung. After completing her studies at high school, she then continued as an undergraduate student in the English Education Study Program at Jurai Siwo Lampung Islamic University.