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The impact of noticing activities in increasing vocational students' grammar skills

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ABSTRACT

This study objective was to discover the impact of noticing activities in learning English grammar. This research employed a quantitative approach with pre-experimental design. The participants of this research were tenth-grade students at Diponegoro Vocational School in Yogyakarta. The data collection of the research was in the form of grammar test including pretest and posttest design for measuring the ability level of participants before and after being given the treatment. Whereas, for data analysis, the researcher used statistical tests such as SPSS to measure the effect of noticing activity. The results unveiled the substantial increase in students' scores from the mean score of pre-test is 43.000, to the post-test score is 87.6471. It means that noticing activities was an effective strategy to enhance students' grammatical skills and recommends the use of its strategy in teaching grammar instruction.

Keywords: Grammar, noticing activities, quantitative research, teacher's pedagogy

ABSTRAK

Tujuan dari penelitian ini adalah untuk mengetahui dampak dari kegiatan mencatat dalam pembelajaran tata bahasa Inggris. Penelitian ini menggunakan pendekatan kuantitatif dengan desain pra-eksperimen. Partisipan penelitian ini adalah siswa kelas sepuluh di SMK Diponegoro Yogyakarta. Pengumpulan data penelitian ini berupa tes tata bahasa dengan desain pretest dan posttest untuk mengukur tingkat kemampuan partisipan sebelum dan sesudah diberikan perlakuan. Sedangkan untuk analisis data, peneliti menggunakan uji statistik seperti SPSS untuk mengukur efek dari aktivitas memperhatikan. Hasil penelitian menunjukkan adanya peningkatan yang cukup besar pada nilai siswa dari nilai rata-rata pre-test sebesar 43.000 menjadi 87.6471 pada post-test. Hal ini berarti bahwa kegiatan mencatat merupakan strategi yang efektif untuk meningkatkan kemampuan tata bahasa siswa dan merekomendasikan penggunaan strategi ini dalam pengajaran tata bahasa.

Kata kunci: Tata bahasa, kegiatan mencatat, penelitian kuantitatif, pedagogi guru

Introduction

Grammar plays an important role in determining that messages are conveyed accurately and correctly, both oral and written. According to Chouit (2021) grammar is important in communication both oral and written. Because it creates how communications are interpreted, enabling accurate comprehension by emphasizing the importance of context and communication goals. Additionally, it serves as the foundation for efficient spoken and written communications, facilitating the straightforward communication of meaning and intent (Praise & Meenakshi, 2014). In addition to its extensive coverage of both spoken and written English grammar, this reference grammar is based on a comprehensive corpus. It provides equal focus to describing linguistic patterns (Douglas et al., 2021). In addition, acquiring grammatical structures builds confidence in speaking, encouraging students to create grammatically accurate sentences, employ correct verb forms, and express their ideas accurately. Exceeding the needs of the students, communication, especially in written communication requires understanding the parts of grammar and syntax (Curtin, 2021). Therefore, grammar is a fundamental aspect of language learning that enhances the ability The capacity to communicate effectively, compose skillfully, grasp written materials, and articulate oneself fluently.

Learning grammar presents a major challenge for learners in a variety of educational contexts. Several studies have identified common issues encountered in teaching and learning grammar. For example, research from Syafryadin (2022) mentioned that these challenges encompass inadequate grammar knowledge and poor time management, also (Sugiyati & Indriani, 2022); (Rakhmawati & Nirmalawati, 2017) found the difficulties in concentration during online lessons, struggles in constructing sentences and using appropriate verbs. In addition, Souisa and Yanuarius (2020) define that teacher used A multitude of grammar approaches and strategies were employed; however, instructors continued to encounter hurdles when teaching grammar, including students' diverse learning preferences and insufficient instructional resources.

In relation to the above research, Indonesian learners in general also face some challenges in learning structural grammar when learning a new language. It has been reiterated by an investigation from Febriyanti (2019) in which mastering English grammar can be specifically difficult for overseas students, as the grammar constructions of English may have different systems than those of their native language and can result in certain challenges. Besides, Harmer (2014) indicates where for people who study language acquisition, individuals often face various difficulties, especially when it comes to grasping the intricate grammar of certain languages, which can seem perplexing and hard to comprehend. As asserted by Febriyanti, Harmer and all of researchers above, it can be concluded

that learning grammar can be complicated for all learners, especially for Indonesian learners.

To tackle these challenges, Murtisari et.al (2020) suggested various like, peer teaching has been recognized as an effective approach to help students enhance their grammar skills. Additionally, Refat et.al (2020) indicate that motivation is crucial for effective grammar learning, and integrating motivational frameworks into mobile-based learning tools can boost engagement and learning outcomes. Pan and Zhou (2018) also says personalized grammar check and diagnosis systems have been recommended to address individual students' grammar needs, providing tailored instruction and focused training.

However, unfortunately, according to the initial observations, students in vocational school also faced certain difficulties and challenges in learning grammar. Most of them found difficulties when applying the roles of tenses in creating sentences or texts, especially when distinguishing past, present and future times. This is caused by lack of interactive learning strategies. The learning strategies that are less interactive and boring, make the students not interested in learning tenses. It is in line with (Listia & Febriyanti 2020) discovered that students struggle to apply The proper use of verb tenses, overcoming first language interference, limited practice, and building confidence in using the language effectively. Therefore, the researcher tried to use noticing activities as a good strategy to solve several problems above.

Noticing is an important feature of L2 acquisition, and it can be especially effective in fixing grammar issues. Geist (2017) says that within the framework of grammar, noticing can help learners identify and solve problems regarding morphology, such as verb forms and the usage of modals, and syntax, including sentence length and clause connections. Additionally, Halley and Rentz (2002) says that focusing on form through conscious-raising exercises and interactive activities can help learners focus on grammar issues and potentially improve their general grammatical knowledge. Noticing activities can be adapted to specific grammar themes and made collaborative, inclusive, and interesting to keep learners motivated and interested in the learning process.

Addressing the common issues in learning grammar necessitates a comprehensive approach that considers students' individual requirements, incorporates effective teaching strategies like peer tutoring, motivational frameworks, and the important one is noticing activities. This study is important to research because this study wants to investigate does noticing activities can help students to improve their writing skills.

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Literature Review

In learning a language, without a thorough comprehension of grammar, we cannot master the language. Research stressed that contextualized grammar teaching can considerably improve students' writing improvement, aligned with the communicative approach in education (van Rijt & Coppen, 2021). Understanding grammar can helps students develop their listening, speaking, reasoning, writing, fosters creativity, promotes effective communication, and build an engaging learning environment (Program et al., 2021); (Lhadon et al., 2023); and (Gamlo, 2019). In teaching gramma Thornbury, S., (1999) claimed that here are ten elements to consider when considering appropriation. Age, level, group size, composition (monolingual or multilingual), need, interest, availability of materials and resources, cultural background, and educational context—whether the students are in a classroom or not.

Based on several opinions above, it can be seen that Van Rijt & Coppen emphasize the importance of contextualized grammar teaching for improving writing, while the other researcher highlights the overall benefits of understanding grammar. Thornbury (2015) provides a practical guide for educators considering the various factors that influence the teaching of grammar. In sum, learning grammar is crucial to develop learners' language skills. When teaching grammar, it is important to make a group for students based on the tenth elements above. It makes students easier to understand the material based on their level.

Research Methods

This study implemented a pre-experimental design that incorporated a single group pre-test and post-test design on the implementation of noticing activities to enhance the tenth-grade students at vocational school regarding their grammar ability in Yogyakarta. Harerimana et.al., (2023) mention that this design enables for the assessment of changes in the same group throughout time, which is useful for determining the efficacy of treatments or educational programs. Studies using this strategy have demonstrated considerable gains in a variety of areas. Additionally, based on the purpose of this research, which is to measure the effectiveness of noticing activities in improving the grammar skills of tenth grade students in vocational schools, the sample taken was relevant due to its population for the purposes of this research. Moreover, the prior knowledge of grammar from one class to another are different, the researcher chose students from the same grade level and the same school environment as examples to make the researcher more focus to measure the effects of noticing activities.

In this study, the researcher employed one type of instrument, in the form of a grammar written test. The test was used both before and after the test. The test

was given to measure the students' grammar skills before and after the application of the strategy. The test consisted of only one topic. The researcher was focused on the recount text to measure the students' understanding of the use of tenses on the text, particularly past tenses. By using one topic, the researcher was easier to control the variable that have been tested. It helped to ensure that observed changes in students' grammatical abilities are truly caused by the intervention which is noticing activities and not by variations material used in the test.

The researcher collected data using a number of processes; in the first meeting the students were given a pre-test. This testing was applied to comprehend the prior understanding before provided with the treatment. The second until the fourth meeting the teacher provided the students' treatment by conducting teaching-learning activity in the class. The last was post-test, after given the treatment that the pupils were provided post-test to know their improvement in grammar skills after receiving the treatment with noticing activities technique. The researcher used SPSS to account the distinction result comparing pre-test and post-test after given the treatment.

Results

This research reveals a number of important findings that provide deep insight into grammar teaching in educational contexts. The following results detail the impact of noticing activities as a grammar teaching strategy on the development of students' language skills.

Table 1. Mean Score and Standard Deviation of Students' Pretest and Posttest result.

Statistics

		pre-test	post-test
N	Valid	17	17
	Missing	0	0
Mean		43.0000	87.6471
Std. Deviation		21.57545	10.49370

Table 1 indicated that the pre-test had a mean score of 43.0000 and a standard deviation of 21.57545. The posttest had a mean score of 87.6471 and a standard deviation of 10.49370. There was a significant improvement in the mean score from pre-test to post-test, indicating that there was a clear improvement after being given treatment in the form of noticing activities in the grammar learning process.

Table 2. The Paired T-test Value of Student's Achievement

Variables	Probability value	Significance level	Remarks
Pre-test & Post-test	0.01	0.05	Significantly different

P<0,05

The analytical results demonstrate that there is a substantial difference between the pre-test and post-test outcomes, with a p-value of 0.01. Since the p-value (0.01) is smaller than the significance level (0.05), we can conclude that the observed differences are unlikely to have occurred by chance, and there is strong evidence that the intervention or treatment given between the Pre-test and Post-test had an effect the real one.

After analyzing the results from the table presented above, the researcher concluded that learning grammar using the noticing activities strategy has a great influence on students' ability in understanding the grammar lessons. Because the table above proves that the mean score, standard deviation, and Another source of statistical components.

Discussion

The goal of this study is to determine if there is an effect of applying noticing activities in improving students' grammar skills. The researcher explained the material about noticing activities as a strategy in learning grammar. Also, she explained Simple Past Tense in Recount text in the process of providing treatment. During the last discussion, the researcher administered a post-test to evaluate the pupil's skills after finishing the treatment. From the outcome of data analysis, the researcher discovered that there is a considerable impact on the use of noticing activities after seeing the score of the findings. This is proven by the difference of the students' score in pre-test and post-test, mean score, and the standard deviation. It was found that the mean score of the pre-test was 43.000, while the mean score of the post-test was 87.6471. Therefore, the noticing activities can provide the contribution to the students in learning English grammar. In line with the study from Jafari et.al (2017) found that engaging in autonomous noticing tasks, such as transcribing and correcting spoken output, significantly increase EFL learners' grammatical accuracy. In addition, noticing activities in narrative writing assignments increased EFL learners' grammatical accuracy, demonstrating that engaging in output activities and exposure to model texts had a favorable impact on grammar skills (Amini, 2019). From previous studies above we can say that the noticing activities is a beneficial strategy in enhancing EFL students' grammatical ability.

After analyzing the results of students' post-test, the usage of noticing activities provides considerable development for students' grammar competency. This

implies that all pupils could increase their comprehension of English grammar. It is demonstrated by the students' mean score preceding and following the treatment. Also, it is evidenced by the variable significant. The sig = 0.01<0.05 it concludes that Ho is Rejected and Ha gets accepted. There is an effect of using noticing activities strategies in improving students' grammatical skills. This finding is supported by the study from Elena and Altamirano (2019) mentions that noticing activities, particularly those initiated by learners, may improve grammatical accuracy in writing, emphasizing a favorable impact on grammar skill development. Also Geist (2017) claim that noticing plays an essential role for second language acquisition, most of the learners are obstacle with verb form and sentences length. Through noticing they can focus on grammar and rely on their intuition and existing knowledge. Therefore, the noticing is very useful for teacher also student in enhance their grammatical competency.

The researcher claimed that noticing activities can enhance the students' knowledge of grammar, particularly in simple past tense. This is demonstrated by the results from the analysis of student pre- and post-test scores, but their post test scores had increased from their pretest scores. Teachers may use noticing as a strategy in learning grammar, it may assist students become aware of how to utilize language correctly in sentences or texts. Considering the results of this study, the noticing activities is the effective strategy in improving students' grammatical skill.

Conclusion

Considering the result and discussion of the study, the researcher discovered that the result of this research shows a statistically there is an effect the teaching was assisted noticing activities in improving students' grammatical skill**.** Students showed improved grammar skills as evidenced by their post-test mean score. Therefore, this study demonstrates that the implementation of noticing activities substantially enhances students' grammar skills, particularly in the context of learning the Simple Past Tense in recount texts. This is supported by the substantial increase in students' scores from the pre-test to the post-test, with the mean score rising from 43.000 to 87.6471. The statistical analysis supports this improvement, with a significant p-value of 0.01, indicating that the null hypothesis (no effect) is rejected in favor of the alternative hypothesis (there is an effect). Despite two students not meeting the minimum completion criteria, their scores still showed improvement. Therefore, the researcher concludes that noticing activities are an effective strategy for enhancing students' grammatical skills and recommends their use in grammar instruction.

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