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## PROVIDING INPUT FOR STUDENTS IN LANGUAGE LEARNING IN THE NEW NORMAL

by

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### Abstract:

*This study aims to explore how teachers create input in language learning. The study facilitates student interaction and sharing of thoughts in English, which serves as beneficial input for language learning. This study is a qualitative research using a descriptive case study approach. The study details teachers' methods to provide input for language acquisition in the post-COVID-19 period. The participants of this study are the students. Observation and interviews are conducted to get the data of providing input in language learning in the new normal. Teachers employed grammar exercises and communicative practice to give input to their pupils. 14 of 44 students (32%) indicated that grammar exercises encourage active participation. Grammar exercises help to improve the language's beauty. In contrast, 30 (68%) of students said they use commutative practices to meet students in input. It implies that it is important for teachers to design the class to focus on meaningful intake in language learning rather than forms.*

**Keywords:** Input, language, learning, COVID 19

### Abstrak:

*Penelitian ini bertujuan untuk mengeksplorasi bagaimana guru menciptakan masukan dalam pembelajaran bahasa. Studi ini memfasilitasi interaksi siswa dan berbagi pemikiran dalam bahasa Inggris, yang berfungsi sebagai masukan yang bermanfaat untuk pembelajaran bahasa. Penelitian ini merupakan penelitian kualitatif dengan menggunakan pendekatan studi kasus deskriptif. Studi ini merinci metode guru untuk memberikan masukan untuk pemerolehan bahasa pada periode pasca-COVID-19. Peserta penelitian ini adalah mahasiswa. Observasi dan wawancara dilakukan untuk mendapatkan data pemberian masukan dalam pembelajaran bahasa di new normal. Guru menggunakan latihan tata bahasa dan praktik komunikatif untuk memberikan masukan kepada murid-murid mereka. 14 dari 44 siswa (32%) mengindikasikan bahwa latihan tata bahasa mendorong partisipasi aktif. Latihan tata bahasa membantu meningkatkan keindahan bahasa. Sebaliknya, 30 (68%) siswa mengatakan mereka menggunakan praktik komutatif untuk memenuhi input siswa. Ini menyiratkan bahwa penting bagi guru untuk merancang kelas untuk fokus pada asupan yang bermakna dalam pembelajaran bahasa daripada bentuk.*

**Kata kunci:** Input, bahasa, pembelajaran, COVID 19

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## INTRODUCTION

Language input is necessary for language output, representing language input elements differently (Wirawati et al., 2022). Language acquisition is the union of intelligible input and effectual output, and learners must constantly improve their understandable output because language acquisition is the union of comprehensible input and comprehensible output (Yude, 2022). Only through combining linguistic input and output can the capacity to express oneself in English orally be developed.

Listening, speaking, reading, and writing are crucial to comprehensive language application competence. Promoting the students' complete language application skills has become essential in English education. As a result, cultivating students' oral English expression skills has become a key priority of every English instructor. Input and output theory is frequently employed in external teaching since it is the basic theory in second foreign language learning. The intake and output of oral English are two components in developing students' oral English expression ability (Schleicher, 2020) (RCSLT, 2022). For students and English teachers, oral expression ability is tied chiefly to winter language input, input conditions, and input contents.

The students' English language output consists of output consciousness, output quality, and output surroundings (Maican & Cocoradă, 2021). Based on the input and output theory, four teaching strategies for the application of English resources are proposed, which are as follows: creating a language environment, reducing emotional filtering, deeply understanding input, and multi-directional output (Reimers et al., 2020). The end product of practical instruction may be effectively translated into the spoken English of primary school children through the input of many different ways. After finishing the education plan for English resources based on input and output theory, students' learning interest may be enhanced to some level, and good outcomes in teaching performance can be attained. To provide input for the students both during and post-COVID-19, the teachers provide different methods and approaches to their students.

Distance learning refers to an unplanned and sudden transition from in-class activities to face-to-face (virtual) activities due to the stipulation of an emergency due to the outbreak of COVID-19. Distance learning is one of the learning solutions that usually use face-to-face learning to switch to learning, whether face-to-face or virtual (Schleicher, 2020), (Wirawati et

al., 2022) and (RCSLT, 2022). Due to the state of emergency, these activities will return to their original format once the crisis or emergency conditions have passed. The primary goal of distance learning is not to recreate a strong educational ecosystem but to provide temporary access to instruction and instructional support in an easy-to-manage and reliable manner during an emergency or crisis. In terms of learning design and evaluation, this is different from online learning before the COVID-19 crisis. The current state has become an important learning and teaching environment component. The transition to the online model used during the Pandemic was rushed, and most institutions are still in the trial-and-error phase (Strategies et al., 2021).

However, this condition of learning needs to be addressed. During the COVID-19 era, impediments can be minimized. Curriculum changes, changes in approach and learning techniques, media learning usage, and internet media use are among the challenges teachers confront (Strategies et al., 2021) and (Parker & Alfaro, 2022). Teachers must become used to instructing. Teachers must become accustomed to using Internet media in the classroom by leveraging information technology. At this point, the instructor can investigate maximum learning by creating lessons based on the minimal completeness that will be accomplished. Teachers have already provided instruction. The second option (blended learning) uses both online and offline methods. Meet directly with instructors and friends as students return to learning. Study: It is possible to maximize the effectiveness of the teaching and learning process.

Furthermore, parents are no longer burdened with their students' schooling at home. So far, parents must be prepared to accompany their children. Parents must be prepared to accompany participants. As a result, educate in learning when learning at home; parents must share time and adjust their timetable. People must plan their activities at home. Changes in the atmosphere and weather post-pandemic learning are fascinating and also used as evaluation material (Reimers et al., 2020).

The study's findings are anticipated to improve knowledge and raise awareness, particularly among instructors and students, regarding the relevance of interaction in learning English regarding intake, relevant input, and strengthening conceptions about language acquisition. The significance of this study is as follows: 1) the students can get input in language learning, 2) the input provided by the teachers can be intake or meaningful input for

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the students, 3) the teachers and academics societies can design the class that communication or the participation of the students in interaction is the central point of learning as well as comfortable for the students, and 4) the classroom atmosphere is enjoyable. The purpose of this study is to explain how teachers deliver helpful information to students who are learning a language.

Therefore, it is interesting to investigate how teachers provide input in detail. The research question in this study is as follows: **how do teachers give input to students following the COVID-19 pandemic?**

## METHOD

### *Design*

The study was qualitative and used a case study technique. This study looked closely at hypothetical events that emerge and cannot be controlled or influenced (Watson, 2015) and (Larsen-Freeman & Long, 2014). Questions posed to respondents during observation and interviews focus on how teachers manage the teaching process, engage with students, ask questions, solicit students' opinions, and use suitable approaches. Furthermore, the elements in the inquiry concern the impact of social circumstances on their ability to offer input.

### *Participant*

The study's participants are the students in the English Department. Convenience sampling is employed as a sample approach because of the participants' available time. Convenience sampling includes picking people who are available near a specific place. Getting replies exclusively from people who are easy to reach and recruit excludes many potential respondents. The number of students who participate is determined by saturation. The study's subjects were 44 high school pupils. They are made up of students in their third, fifth, and seventh semesters. There were 13 students from the third semester, 11 from the fifth semester, 10 from the seventh semester, and 10 from the English department teachers. They are the subjects of this research.

### *Instrument*

The primary instrument in this research is human instruments. Human instruments define the research focus, select informants as data sources, collect data, assess data quality,

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analyze data, interpret data, and draw conclusions from the findings (Sriram, 2023). The secondary instruments used to collect the data were observation and interview. The questions used in this study are open-ended questions related to how teachers provide student input. The researchers looked at the details of the language learning activities. The following are the questions as a guideline: 1) would you mind telling us how teachers provide input? 2) Is the communication the focus of language learning? 3) Do the teachers give materials on linguistic forms/structures in isolation? 4) Do the complexities of grammar interfere with your learning? and 5) Which is more enjoyable, the point is communication or studying forms?

### ***Data collecting technique***

The data was collected through observation and interviews, with documentation as backup. This study employed questionnaires and observation to learn how teachers deliver input to their pupils. The purpose of the documentation is to discover and record information about the actions of instructors and students relevant to the teaching and learning process (Cohen et al., 2007). The questions utilized in this study are open-ended questions on how teachers give input to pupils. The researchers examine the language acquisition practices in great depth. Informing how teachers offer input, the objectives in language learning, the focus in studying language, the role of grammar in language learning, and the atmosphere in the class are questions in the instruments provided to the students.

### ***Data analysis technique***

The procedure follows data collection to data simplification, verification, and conclusion. The data from this study is investigated using inductive data analysis. As one approach to qualitative content analysis, inductive content analysis involves collecting and analyzing data without preconceived categories or theories. This flexibility allows the data to guide the researcher's analysis to identify emerging patterns, themes, and concepts (Cohen et al., 2007).

## **RESULT AND DISCUSSION**

### ***Findings***

To give input to the pupils, the teachers employed grammar exercises and communicative practice. Those are described in the following table.

**Table 1.** The Ways Teachers Providing Input

		Frequency	Percent	Valid Percent
Valid	Grammar exercises	14	32	32
	Communicative Practices	30	68	68
	Total	44	100.0	100.0



**Figure 1.** The ways teachers provide input

Providing input for pupils is critical for language learning success (Basheikh, 2022). Table 1 and Figure 1 explain how teachers offer feedback to students in order for them to be able to communicate in English. When the students have sufficient input for language acquisition, they can create language and communicate in the target language with their instructors and peers in various settings. They can meet routine social conversation in a limited profession, participate in conversation with correct grammar and vocabulary in formal and informal situations related to practical, social, and professional matters, and use the target language fluently and accurately in all levels of professional context.

**Discussion**

Grammar exercises and communicative practice are two options for classroom activities. This grammar exercise emphasizes acquisition (Aliurridha, 2019) and (Parker & Alfaro, 2022). Learning (aptitude), whereas communicative training emphasizes natural acquisition (attitude), acquisition-focused exercises may provide the desired result; however, acquisition-focused exercises may provide the desired result if the input supplied is insufficient for the acquisition. The outcomes were not adequate. As a result of the learning goals, the second language should be able to maximize acquisition. Second language use by

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pupils in indirect situations will add to many abilities. This is because it exists. So that is a must. What has to be done is to improve the student interaction process, with instructors serving as educators and internal exposure providers for second language acquisition and learning.

In the post of COVID-19, teachers employed the basic coding approach as a teacher's speech with second language learners (Villena-Denton, 2020). There will be a discussion with the teacher. This is because teachers use a second language for teaching and learning. Of course, it is a simple and caring second language for its students. The concept of this teacher's speech works in the same way as parents' care's speech does when they talk to their children (Arcia & Hoyos, 2021; Van der Graaf et al., 2021). Inputs are simple, such as the language used with children, which is organized into shorter, more precise, more appropriate sentences with grammatical rules, a few conjunctions, a limited vocabulary, and a restricted theme (e.g., relevant topics with the situation in that area and at that time)(Feijoo et al., 2023).

Teachers employ tried-and-true routine and pattern concepts capable of improving language learners' linguistic capabilities. Secondly, routines are the basic language well remembered, the general form of an utterance or sentence. Routines manifest as sayings. Automatically in conversation, such as, "How are you?" or "Where are you staying?" A pattern is a basic sequence of utterances procedures in which some words or phrases are supplied with skills schemata to complete it(Villena-Denton, 2020), (MultiLing et al., 2023), and (Firdausy & Buhaerah, 2022). Routines that are consumed and created continually will be able to produce patterns(Ilyas, 2022; Wanlu, 2021), where second language learners may comprehend a sentence's pattern and make it. Routines and patterns are critical in second language acquisition since they can offer intake by obeying the rules of the present(Suryanto et al., 2022).

After COVID-19, teachers could use extensive reading to provide input to improve exposure to communication and grammar exercises. Extensive reading is a technique for learning to read a foreign language. When second language learners read extensively, they read a large number of books(Karaeng& Simanjuntak, 2021), (Destianingsih & Satria, 2020), and (Pale, 2021). Improving your reading speed and fluency is straightforward and pleasant(Basheikh, 2022) and (Fitriani, 2013). Another way to describe it is to read for enjoyment and to comprehend the content of the book rather than studying the text to learn

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vocabulary, grammar, and phrases (Kandati & Tatipang, 2021) and (Matiso & Makena, 2022). Much evidence indicates that extensive reading can improve students' second language learning.

Extensive reading is an approach that helps raise students' interest in reading a second language since the purpose is to deliver material that will bring enjoyment and help them improve their fluency (Matiso & Makena, 2022) and (Kandati & Tatipang, 2021). Extensive reading offers adequate input to aid second language learning, enhance overall language competency, expand vocabulary size, and foster a love of reading. Teachers should be able to make use of the internet's wealth of knowledge in the digital age (Pale, 2021), (Destianingsih & Satria, 2020) and (Karaeng & Simanjuntak, 2021). There is no such thing as running out of resources since the internet is a never-ending library. It is entirely up to the instructor to choose appropriate content for the kids. Teachers can give a website URL with reading content suited for kids' skills and ages. At each meeting, the instructor will assign fresh reading to students and offer them the chance to explain what they have learned from the reading. Teachers can also employ technology breakthroughs like YouTube to complement the exposure that the students do not receive through foreign-speaking and inter-language dialogue. YouTube is a video-sharing website where users may upload videos and view films created by others if they do not breach service rules, such as being offensive or illegal. Consequently, YouTube may be an excellent resource for students and teachers to develop teaching strategies after COVID-19 to decrease anxiety and stress (Wanlu, 2021).

## CONCLUSION AND IMPLICATIONS

### *Conclusion*

According to the study's findings and interpretations, teachers used grammar exercises and communicative practice to provide input for their students. According to 14 (32%) of the students, present grammatical exercises are the way for the teachers to give the students input. Grammar exercises serve the purpose of beautifying the language. Meanwhile, 30 (68%) students said they employ communicative practices to meet pupils in English conversations. It is used to satisfy the English exposure requirement. Because students have a tight relationship with their instructors, who may encourage them in language learning and act as role models, these tactics can help them enhance their English proficiency. It implies that instructors and

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academic society members should provide students with an acceptable language environment to provide optimal classroom settings for students to acquire relevant input and social interaction to improve their understanding of their society. Members of academic societies are urged to be responsive, provide helpful feedback to students, and interact regularly.

### ***Limitation***

Because it was a moment of transition to a new normal during the Pandemic, researchers were not allowed to take on more students as subjects, which constrained the number of participants in this study. *Therefore, this study focuses on how students got input into the new standard and the participants being the nearest. They are those who have available time.*




### ***Implication***




This study can reference other researchers and teachers to provide meaningful input in language learning. This implies that teachers should provide a natural environment for the students to decrease their anxiety levels when exposed to language.

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## **BIO-PROFILE:**

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