

# **CHAPTER I**

## **INTRODUCTION**

### **A. Background of the Study**

In this times technology progress rapidly, especially by the use of laptop or notebook/netbook. Almost all of students from elementary school until university bring a laptop or notebook. Laptop or notebook has various software like multimedia player, games, software typewriter or word process, etc. Language teaching using technology is not new. According to Dudeney, Gavin and Hockly, Nicky (2007:7) Technology in language teaching is not new. Since the 1960s and 1970s technology in language teaching have been used, such as tape recorders, language laboratories and video, and are still used in classroom around the world.

Language teaching using technology needs some essentials equipment such as, first need computer or laptop/Notebook/netbook, PC (Personal Computer) Operating system; second, there are an audio card in the computer, and a headset (audio and microphone) to make easy in listening; third, this is optional which an Internet connection to browse some materials, the connection can use internet cable, usb modem, or Wi-Fi network and fourth equipment is basic software like word processor program like Quick office, Kingsoft Office, but recommended using Microsoft word and a web browser like Google chrome, Mozilla firefox, Internet explorer, etc. The next equipment is printer if we want to printout ours material. The next equipment is LCD projector use to share material

only in one focus and the students can directly write a material and the teacher unnecessary writing again in board, this equipment is optional because some of the class or school did not have this equipment.

However, technology provides more opportunities for learners (teacher and students). Now, many students do know how to use technology effectively and efficiency. The Problem in using technology is not balance between their age and mental. A lot of them using technology especially laptop and smartphone for chatting, update status and game. The effect negative using technology is students easy to angry, less of social society, and the students bored to study and lazy did not know the examination was teachers gave. In the class, students more often not focus the material and have not spirit to learn.

When students learn English actually they focus on four skills to have be mastered, they are listening, speaking, reading and writing. According to R.Plein, Beverly (2013:24) states as follows:

Reading, writing, listening, and speaking skills can be enhanced with integration of the technology in the language are curriculum. Begin by considering what skills you want your students to learn, why they need to learn each skill, and how the students will use the skill in the future.

Among the four skills, writing was considered as the most difficult and complicated language skill to be learned by the students in every level of education. According to Raimes (1983:21) there are eight aspects of writing to be fulfilled by writer in order to compose a good composition, they are content, organization, grammar, mechanic, word choice, purpose, audience, and writer's purpose. Langan (2005:13) states that in learning how to write a good writing composition, someone may feel difficult, because someone who write a text must

be active to think. They must be able to develop their ideas too in order to write well and understandably.

Based on the pre-observation done by the writer in the XI IPA 2 of MAN 2 TULUNGAGUNG, students did not have difficulty or problem but they have problem in the grammar. Grammar is the first problem of the students when they want to learn English well. Students were confused how to learn grammar effectively and efficiently. When we want to write anything in English, we need grammar because grammar helps us to write sentences correctly. According to Brown (2001:362) defines grammar as the system of rules governing the conventional arrangement and relationship of words in sentence. Grammar is very important since it also takes role in delivering idea. Students needed grammar mastery in order to enable them to deliver the message correctly; errors in the area of grammar can lead to misunderstanding in both spoken and especially written communication. Side the grammar, we need vocabulary because “The vocabulary and grammar that we use to communicate are influenced by a number of factors, such as the reason for the communication, the setting, the people we are addressing, and whether we are speaking or writing. Taken together, these choices give rise to systematic patterns of choice in the use of English grammar, LGSWE (2002; 2).

The second problem in writing is word spelling. According to K. Reed, Deborah (2012:5) At times, spelling has been marginalized in education, presumably because teachers either place more importance on other reading and

writing skills or believe that the English language spelling system is too irregular and unpredictable to make instruction profitable (Simonsen & Gunter, 2001).

Proficiency in spelling actually supports reading (Moats, 2005/2006). Accurate spelling reflects more advanced linguistic knowledge (see Appendix A for further explanation) because it requires the integration of phonological, orthographic, and morphological knowledge (Ehri, 2000).

Teacher as educator having a role as make conducive and creative environment, can motivated students in order to more active and diligent, can guided and giving an easy learning process, and control of learning process. In learning process, teacher require to innovative and energetic. There are many learning device that we can use and easy to found, such as curriculum, syllabus, lesson plan. Therefore, teachers are thought that something unimportant; it does not matter and may just copy from other. For example, lesson plan and instrument of assessment. The teachers just copy them and little modification or just copy and not modification.

Teachers teaching are monotonous. Their classes hav almost some situation, some strategy, books, learning style of teaching in every meeting. If the teachers do not prepare well, the teacher just give direction to open the students' workbook. The teacher gives assignment to answer questions in that book. Moreover, after teachers gives the duties and then teacher leaves class. The students do the duties wildly, and sometimes the students leave the class too. Therefore, it was looked like unserious teaching.

In order to teachers teaching are not monotonous, teacher can use equipment are ready in the class because Global Oriented Class in MAN 2 TULUNGAGUNG having many equipment, like whiteboard, projector, etc.

Almost all of students in Global Oriented Class have a laptop. Students are confused when writing manual because they did not have spirit for correctly or check one by one. Students prefer writing using laptop. They write using Microsoft word as word processor but students' less to use of all function in Microsoft word. Microsoft word has a function grammar and spelling checker to helps writer checking grammar, spelling, synonym, and punctuation.

Based on the explanation above, the writer interested in conducting a study entitled **“Improving Students Writing Ability Through the use of Spelling and Grammar Checker in Microsoft word 2007 at MAN 2 Tulungagung”**.

## **B. Formulation of the Research Problem**

Based on the students writing problem, I as researcher founds two-research problem:

1. How students writing ability before using spelling and grammar checker in Microsoft word 2007 improve?
2. How students writing ability after using spelling and grammar checker in Microsoft word 2007 improve?
3. How can spelling and grammar checker in Microsoft word 2007 improve students' motivation in writing ability?

### **C. Purpose of the study**

Based on the research problem, the researcher wants to know how spelling and grammar checker in Microsoft word 2007 can improve students' writing ability at MAN 2 Tulungagung.

### **D. Significance of the Study**

#### **1. For students**

The result of this research helps student to increase their ability in English writing this research. Students are able to using the technology for not only games, chatting, update status but students can use technology for learning English. Students improve grammar, spelling, and punctuation in writing by use of spelling and grammar checker. By usinf spelling and grammar checker students enrich vocabulary because technology development always increase rapidly.

#### **2. For Teacher**

Teacher can be apply for all purposes English learning and increase student's skill by using technology. It is not only for one teacher but also for all teacher that has a similar problem in order to students are able to improve writing, speaking, listening, and reading skill. The equipment in the can be maximize because Global Oriented Class have more supports equipment than regular class. Teacher can be more creative to motivate the students by using technology

#### **3. For Future Researchers**

The result of the study hopefully, the future researcher can be used spelling and grammar checker as one of the reference when they study same topic or similar topic. The future researcher used this function to improve their writing.

## **E. Definition of Key Terms**

### **1. Writing ability**

Writing ability is the skill to express ideas. Thoughts, and feeling to other people in written symbols to make other people or readers understand the ideas conveyed.

### **2. Spelling and Grammar checker**

Spelling and grammar checker is one of kind function in Microsoft word to helps writer proofing the error in word or sentences. Spelling and grammar checker proofed in grammar, spelling and punctuation.

## **F. Organization of the Study**

In order, the reader understands the main point of this thesis as good as writer wants, it will divided into:

Chapter I : it include the background of study, formulation of research, purpose of study, significance of the study, and organization of the study

- Chapter II : it discusses writing ability of the students, motivation of students, and explanation about spelling and grammar checker in Microsoft word 2007.
- Chapter III : it discusses research design, setting and subjects of the study, and procedure of the study.
- Chapter IV : it presents data findings of the research and discussion.
- Chapter V : it presents the conclusion of the research and suggestion.