

CHAPTER III

RESEARCH METHOD

A. Research Design

The design of this research was classroom action research (CAR). It focused on the use of spelling and grammar checker in Microsoft word 2007. Valsa Koshy (2005:1) defined action research as an enquiry, undertaken with rigour and understanding so as to constantly refine practice; the emerging evidence-based outcomes will then contribute to researching practitioner's continuing professional development. It means action research is a question used to selected practice to teach and next researcher can develop the result. According to Anna Uhl Chamot, Sarah Barnhardt, and Susan Dirstine (1998:1), Action research is classroom-based research conducted by teachers in order to reflect upon and evolve their teaching. Therefore, research is helpful to reflect teacher teaching in the class and then their improve quality. The purpose of teacher research is gain understanding of teaching learning within one's classroom and to use that knowledge to increase teaching efficacy/student learning. Hence, in this research, the researcher used classroom action research to overcome the problems, which faced by the students and teachers in the process of teaching and learning English writing.

There was a definition about action research, which explained by Sagor (2000:1); they explain that action research is disciplined process of inquiry conducted by and for those taking the action. The primary reason for engaging in

action research is to assist the actor in improving or refining his or her actions. In other words, action research is a kind of research design conducted in order to improve the quality of teaching and learning process. The researcher improves the quality and use the other technique to improve students learning habit.

In conducting this research, first, preliminary study was conducted to know what kind of problem faced by the students in the classroom. Second, planning was done to overcome the problem and prepare the action research. In addition, implementation strategy has been conducted based on the planning and the preparation, which has created. Then when the implementation has been conducted, the observation was also done. Based on the result of observation, the researcher conducted reflection about what happened in the class, and then evaluated the result of the action. Moreover, the researcher decided whether the researcher needed to improve the action in the next cycle based on the reflection or not.

B. Setting and Subjects of the Study

The Research conducted in MAN 2 Tulungagung in academic year 2013/2014. The subjects of this research were XI Science 2 of the second semester in academic year 2013/2014. This class included in international class. There were 35 students, which consist of 13 males and 22 females. There are three-time English subject in every week classroom, each meeting 2 x 45 minutes, so in a week 270 minutes or about 4 hours and 30 minutes. Researcher took about 3 week to research. The researcher chose the students in this school because the

students in this class included special quality students. All of student has a laptop. The equipment in this classroom was complete such as LCD Projector, white board, internet access (Hotspot), and one seat one student. The researcher did not use regular class because the regular class only 25% of students has laptop and the students' seat still merger in one seat two students. The researcher would have many problem in this research like the researcher has to prepare a laptop for every students if the researcher choose the regular class.

C. Procedures of the Study

In this point, the researcher focused on preliminary observation, planning, implementing, observing, and reflecting. Before discussing about the research procedure, the researcher show the model of Classroom Action Research procedure, which presented below According Kemmis and Taggart's (as quoted by Khosy, 2005:4) model of action research which consists of planning, acting, observing, and reflecting stages, however, preliminary study was done to identify the problems in the class.

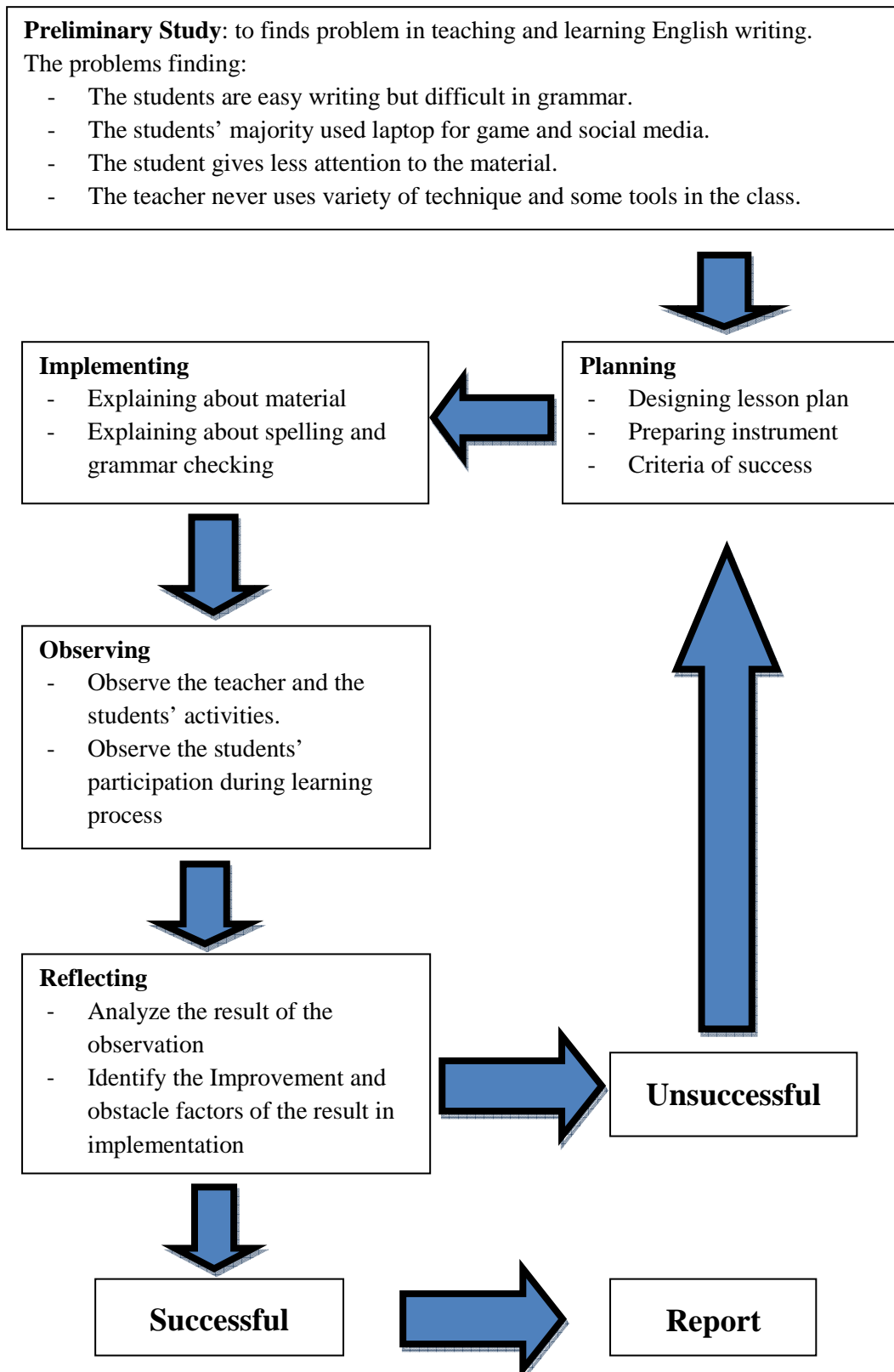


Table 3.1 The Cycle of Classroom Action Research

1. Preliminary Study

Preliminary study was finished before the researcher began conducting action research. It was finished in XI science 2 at MAN 2 Tulungagung. Preliminary study is very important to define the real problems in learning writing. It was finished before the researcher began the action research to see what problems really existed during the research.

The researchers give students writing test in the first step in preliminary. Writing purposed to know the quality of the students. The researcher gives writing test about hortatory exposition because hortatory exposition was new material for students. The students read explanation about hortatory exposition form handbooks.

The data of the students score writing test in preliminary study showed that only five students who passed the test and the other failed in the writing test. The data presented in table 3.2.

Table 3.2 The students' score of Writing test in preliminary study

No.	Score	Frequency	Result		Total
			Passing	Fail	
1	40	1	-	1	40
2	44	1	-	1	44
3	48	1	-	1	48
4	56	4	-	4	224
5	60	10	-	10	600
6	64	7	-	7	448
7	68	2	-	2	136
8	72	4	-	4	288
9	76	3	3	-	228
10	80	2	2	-	160
Total		35	5	30	2216
Percentage		100%	14%	86%	
Means score					63

Note: the passing grade minimum is 75

From the table above, the researcher concluded that there were 5 students passed the test, and there were 30 students who failed in the test because their score was less than 75.

Based on the gained percentage from the preliminary observation, it was obtained that 14% of students passed the test and 86% of students failed in the test. Therefore, from the students' score in writing test above, it can be said that the criteria of success had not been achieved yet because 86% of the students could not get score 75 or more as the criteria of success in this study. Therefore, the researcher needed to conduct the research and prepared the research procedure which include planning, implementing, observing, and reflecting.

For the instruments in preliminary, the researcher used questionnaire to know the students problem in writing skill. The questionnaires consist of 15 questions. The researcher in the questionnaire focused in number 9 and number 10. In Number 9, students arrange 4 skills from difficult to easy between speaking, listening, reading, and writing. In this number from 35 students, the researcher found that there were 24 students felt difficult in listening, 6 students difficult felt in speaking, 3 students felt difficult in reading, and there are 2 students felt difficult in writing. For number 10, students arrange 3 aspects from difficult to easy between pronunciation, grammar, and vocabulary, the researcher found that there were 26 students

difficult in grammar, 5 students difficult in pronunciation, and 4 students difficult in vocabulary. The data presented in table 3.3 and table 3.4.

Table 3.3 Skill from difficult based on student

No.	Skill	Frequency
1	Listening	24
2	Speaking	6
3	Reading	3
4	Writing	2
Total		35

Table 3.4 Aspect from difficult based on students

No.	Aspect	Frequency
1	Grammar	26
2	Pronunciation	5
3	Vocabulary	4
Total		35

Based on the questionnaire, the researcher found that the students are easy in writing but difficult in grammar. Based on the researcher observation, the students' majority used laptop for game and social media, the student gives less attention to the material and the teacher never uses variety of technique and some tools in the class.

In the preliminary, the researcher arrange the schedule to research as follow in table

Table 3.5 Schedule of the Classroom Action Research

No.	Action	Time		
		Day	Date	Hour
1	Preliminary	Friday	25 April 2014	06.45 - 08.15
2	Meeting 1	Wednesday	30 April 2014	13.45 - 15.15
3	Meeting 2	Friday	2 May 2014	06.45 - 08.15

4	Meeting 3	Tuesday	6 May 2014	08.15 - 09.45
5	Meeting 4	Wednesday	7 May 2014	13.45 - 15.15
6	Meeting 5	Friday	9 May 2014	06.45 - 08.15

2. Planning

In this phase, the researcher discussed about socializing the research program, strategy in teaching writing, teaching spelling and grammar checker, lesson, and criteria of success

a. Socializing the Research Program

In this research, the researcher explains about program to the teacher. The researcher told about purpose of the program when the program applies in learning writing activity and timetable of the study that able used by researcher. The material is continues from the material before.

b. Strategy in teaching writing and teaching spelling and grammar checker

There were three steps in teaching spelling and grammar checker.

1) Preparing material

The researcher prepares material by make slideshow in power point and printout about using spelling and grammar checker. The printouts give to students one by one.

2) Preparing tools

The researcher prepares laptop and LCD projector for teaching. Every student has a laptop and also LCD projector were ready in the class

3) Process of teaching

The researcher gives the printout about spelling and grammar. LCD project uses to show the slides in order to student were not bored.

4) Practice

The students spelling and grammar checker by using the text was their written.

c. Lesson plan

In this research, the researcher used lesson plan to manage and guide the students in instructional process.

1) Identity of school

It consists of school name, subject, level, time allotment, and stating standard curriculum.

2) Indicators

It described the standards, which each student had to master the knowledge well.

3) Instructional Objectives

Instructional objective were the learning outcomes from the lesson, which the students learned.

4) Instructional Material

It described about the material that will teach to the eleven years students of Islamic senior high school.

5) Instructional methods

Instructional methods were the teaching strategies or techniques that will use in the lesson. Therefore, the researcher would use collaborative writing as the technique in instructional process.

6) Instructional Procedures

In instructional procedures, there were number of items, which were planning to do in the process of teaching. They consisted of introduction, technique and activities, and closure.

7) Material resource

It covered about materials and resources that used in teaching.

8) Evaluation or Assessment

This part contained a description of the assessment to measure the students writing skill

d. Preparing Criteria of Success

The criteria of success arranged to determine whether the use of spelling and grammar checker in Microsoft word 2007 was good or not to improve the students' writing ability at MAN 2 Tulungagung. There were two indicators of students' success in teaching writing using spelling and grammar checker.

- 1) There are 75% the students were able to write the hortatory exposition text with score ≥ 75 (equal or above KKM score). The researcher used writing test to know the students' writing score.

- 2) The students' motivation improved in teaching writing using spelling and grammar checker. The students motivation could be known by using observation sheet and questionnaire which determined by $\geq 80\%$ of the students' activeness in the class. If the students' activeness was good, it meant that they had good motivation in learning spelling and grammar checker. In addition, to support the data of observation, the researcher gathered the interview data to know the students' motivation in teaching spelling and grammar checker. Researcher used observation sheet and questionnaire to know students' motivation in this study.

3. Implementing

In this phase, the researcher introduced himself and informed about the research he conducted. The researcher also told to the students that he would teach the class for meetings ahead, their English teacher would be an observer who observed the activities during teaching and learning process. In addition, the researcher informed that she would guide them to improve their English, especially writing skill.

In this section, the researcher used Total Physical Response to teach the eleventh year students at MAN 2 Tulungagung. In the first meeting, the researcher conducted preliminary test and giving the first questionnaire because to know how far students use laptop to study and skill in English. In

the first meeting, the researcher continues the material before. Student read text about hortatory exposition; the researcher did not explain the material.

In the second meeting, the researcher evaluated the result of preliminary test. After that, the researcher explained about hortatory exposition text, then the students write a new hortatory exposition do not use laptop. The text bringing by student but the researcher gave a signature in the paper.

In the Third meeting, the all of students bringing laptop and the researcher explained about some function in the Microsoft office word that is spelling and grammar checker. The researchers give practice on the use spelling and grammar checker when writing English in Microsoft word. Students write again the paper using Microsoft word. Spelling and grammar checker can be used when the written or edited text. In this meeting the teacher observe the teacher teaching and students learning.

In the fourth meeting, the researcher conducted evaluated the problem about spelling and grammar checker give the solution. The researchers give the example some problem in spelling and grammar checker and then solved.

In the fifth meeting, the researcher give students last writing test. The students writing using laptop and the function of spelling and grammar checker are enable such as when the researcher gave the explanation in the meeting two.

4. Observing

Observing was the next phase after conducted planning and implementing. The objectives of this phase were to know the result of the implementation of the research and to find out the weakness or the improvement of the research implementation.

Instruments are the implementation appearance, which used in performing the action, especially for delicate or scientific work (Hornby, 200:443). In this action research, the collected data were in the form of sentences and number. Hence, the researcher needed kinds of instruments in the process of data collection. The instruments used in this research were writing test, observation sheet, and questionnaire.

Writing test was given in preliminary study and each meeting after the researcher gives the material. Because to know the students' writing skill, and the improvement of the writing skill after and before applying the spelling and grammar checker when student write or edit the text. After the data of the test gained, the researcher would compare the students' score to the criteria of success, which determined whether the research was successful, or not. In addition, the students' score of writing hortatory exposition classified into five types, which consist of content, organization, vocabulary, grammar, and mechanics. Content contain of the quality of writer (students) decided for choosing the idea from their opinion. Organization contain of the coherency story between topic and the content. Vocabulary is aspect use to check the qualities in the use of word were suitable with topic or content. Grammar in

the text is very important because from the grammar a sentence were made. Grammar used to check the structure of sentences in the writing test. Mechanics in the writing test used to check about punctuation and spelling. Then the criteria of scoring were as follow in table 3.6

Table 3.6. the Scoring Rubric Criteria of Writing Hortatory Exposition Text

Criteria	Rating	Description	Score
Content	5	Main ideas stated clearly and accurately, change of opinion very clear	
	4	Main ideas stated fairly clearly and accurately, change of opinion relatively clear	
	3	Main ideas somewhat unclear and inaccurate, change of opinion somewhat weak	
	2	Main ideas not clear or accurate, change of opinion weak	
	1	Main ideas not all clear or accurate, change of opinion very weak	
Organization	5	Well organized and perfectly coherent	
	4	Fairly well organized and generally coherent	
	3	Loosely organized but main idea clear, logical but incomplete sequencing	
	2	Ideas disconnected, lacks logical sequencing	
	1	No organization, incoherent	
Vocabulary	5	Very effective choice of words and use of idioms and word forms	
	4	Effective choice of words and use of idioms and word forms	
	3	Adequate choice of words but some misuse of vocabulary, idioms and word forms	
	2	Limited range, confused use of words, idioms, and word forms	
	1	Very limited range, very poor knowledge of words, idioms and word forms	
Grammar	5	No errors, full control of complex structure	
	4	Almost no errors, good control of structure	
	3	Some errors, fair control of structure	
	2	Many errors, poor control of structure	
	1	Dominated by errors, no control of structure	
Mechanics	5	Mastery of spelling and punctuation	
	4	Few errors in spelling and punctuation	
	3	Fair number of spelling and punctuation errors	
	2	Frequent errors in spelling and punctuation	
	1	No control over spelling and punctuation	
Total Score			

The quality of the students' writing valued from the five components: content, organization, vocabulary, grammar, and mechanics with the lowest score 1 and the highest score 5 for each component of writing assessed. Maximal score is 25. The formula for obtaining individual score as follow:

Table 3.7. The individual Score

$\text{Student's value} = \frac{\text{Total Score}}{\text{Maximal Score}} \times 100$

Observation sheet is the second instruments in this research. Observation conducted to know the students' motivation of writing hortatory exposition text using spelling and grammar checker in Microsoft word 2007. Observation conducted during implementation of that technique in teaching and learning process. The observation gathered data in the form of sentences and then those presented in percentage.

The last instrument in this research was questionnaire. Student's questionnaire gives in the last meeting. Questionnaire given to know the effective spelling and grammar checker help students in writing ability. As the result, the questionnaire data will support the observation data, and the questionnaire presented in the form sentences.

5. Reflecting

As the final phase, the objectives of reflection were to reflect the result of observing phase. Through this phase, the researcher was able to find whether the research problems solved or not, and whether there were

problems during the implementing phase or not. Besides that, in the reflecting phase, the researcher had to make decision whether to stop the research or continue to the next cycle.

Finally, the result of writing test and observation sheet compared to the criteria of success. If the result of the analysis had been suitable to the criteria of success, the action was successful. However, if those did happen, the researcher needed to revise the plan, and conducted the next cycle.