

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

This chapter presents findings and discussions of the implementation spelling and grammar checker in the action research.

#### **A. Finding**

The research finding was presented cycle of research. Finding consist preliminary study, planning, implementing, observing, and reflecting.

##### **1. Preliminary study**

Preliminary study was conducted by giving students writing test and questionnaire of MAN 2 Tulungagung. Writing test purposed to know students quality in writing. Questionnaire purposed to know the problem and difficulties of students in learning especially writing. Preliminary study conducted on Friday, April 25<sup>th</sup>, 2014.

There were many students failed in the writing test such as present in table 4.1 below that there was 2216 totals score and mean score 63.

**Table 4.1. Writing test in Preliminary study**

No.	Nama	Score
		Preliminary test
1	AFR	60
2	AN	64
3	AMK	64
4	AS	60
5	ATR	48
6	BTWA	60
7	DAP	72
8	EF	56
9	FAS	68
10	HRN	64
11	HBB	60
12	HR	72
13	IL	64
14	IMJ	80
15	IKM	44
16	KLA	68
17	KLI	80
18	LLM	72
19	LS	60
20	MA	64
21	MS	60
22	MKH	56
23	MNHM	60
24	NH	60
25	NS	60
26	NN	64
27	NM	64
28	RGZ	40
29	SFHS	76
30	SM	56
31	SMH	60
32	WNH	76
33	YJP	76
34	YTP	72
35	ZDS	56
<b>Total</b>		<b>2216</b>
<b>Mean</b>		<b>63</b>

The percentage and total student passed and failed presented in table 4.2 below:

**Table 4.2. Students' frequency in passed test and failed test**

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
<b>Total</b>		<b>35</b>	<b>5</b>	<b>30</b>	<b>2216</b>
<b>Percentage</b>		<b>100%</b>	<b>14%</b>	<b>86%</b>	
<b>Means score</b>					<b>63</b>

Note: the passing grade minimum is 75

Table 4.2 presented that there was 5 or 14% students passed the test and there was 30 or 86% students failed the test.

The researcher found that the students were not problem in writing but there were problem in grammar based on the questionnaire such as presented in table 4.3 and table 4.4.

**Table 4.3 Student skill from difficult to easy.**

No.	Skill	Frequency	Percentage
1	Listening	24	68%
2	Speaking	6	17%
3	Reading	3	9%
4	Writing	2	6%
<b>Total</b>		<b>35</b>	<b>100%</b>

There were 24 or 68% students that listening was difficult and there were 2 or 6% students that writing was easy.

**Table 4.4 Aspect in learning English**

No.	Aspect	Frequency	Percentage
1	Grammar	26	74%
2	Pronunciation	5	14
3	Vocabulary	4	12%
<b>Total</b>		<b>35</b>	<b>100%</b>

Based on the table above, there were 26 or 74% students that grammar was difficult for students.

## **2. Planning**

In this phase, the researcher prepared all things to teach writing hortatory exposition and function of spelling and grammar checker in the classroom action research. There were some parts, which were prepared by the researcher; they were instructional materials, teaching media, and research instruments.

After reading materials and learning syllabus for the eleventh years students in the MAN 2, the researcher decided to teach hortatory exposition text for the students MAN 2 Tulungagung because hortatory exposition text is the new material. In this teaching, spelling and grammar checker were used in editing process or process of written. In addition, the media used by the researcher here was visual media. The researcher used laptop and LCD projector to explain the text organization and grammatical features of

hortatory exposition text. To get the accurate data, the researcher used some instrument to collect the data, which were observation sheet, field note, and writing test. After obtaining the data, the researcher analyzed them as the reflection to decide the success of the implementation function of spelling and grammar checker in this research.

### **3. Implementing**

In this phase, the researcher acted as the teacher, and the real English teacher of the school acted as the observer.

#### **a. Meeting I**

In this meeting I, the researcher began teaching hortatory exposition text because hortatory exposition text is the next material and the new material for students. The researcher teaching based on the lesson plan that made before. The meeting I conducted on Wednesday, April 30<sup>th</sup>, 2014.

The researcher opened the class by greeting the students, then checking students' attendance, and stimulating the students to be ready in learning English.

Before explaining the materials, the researcher stimulated the students by asking student to describe the condition of their class. After stimulating the stimulating, the researcher asks to students read material in the LKS about hortatory exposition text one by one. After that, the researcher explained material about hortatory exposition text included the purpose, organization, text organization, and grammatical features of

hortatory exposition text. Then for the students did not boring the material, the researcher using LCD projector to showed the parts and example of hortatory exposition text beside the example in the LKS. The researcher also did not forget explain how to write a good hortatory exposition text based on the fact.

After explained the material, the researcher ask to students took a piece of paper to write hortatory exposition text under the free topic. Students written without using laptop but students can use the digital dictionary. The situation of writing was very enjoying because every student can be writing and consult with other students. Last, after finished writing of hortatory exposition, students submitted their work to the researcher.

The researcher scoring based on the scoring rubric that was made in the lesson plan. Score in this meeting was test 1. There were total 2568 score and mean score 73 in the class. The scored of test 1 presented on the table 4.5.

**Table 4.5. Score of Writing Test 1**

No.	Nama	Score
		Writing test 1
1	AFR	68
2	AN	72
3	AMK	76
4	AS	76
5	ATR	72
6	BTWA	80
7	DAP	68
8	EF	76
9	FAS	76
10	HRN	76
11	HBB	76
12	HR	76
13	IL	80
14	IMJ	72
15	IKM	76
16	KLA	76
17	KLI	76
18	LLM	72
19	LS	72
20	MA	72
21	MS	68
22	MKH	72
23	MNHM	72
24	NH	68
25	NS	68
26	NN	72
27	NM	68
28	RGZ	84
29	SFHS	68
30	SM	68
31	SMH	68
32	WNH	80
33	YJP	80
34	YTP	80
35	ZDS	64
<b>Total</b>		<b>2568</b>
<b>Mean</b>		<b>73</b>

The percentage and total student passed and failed presented in table 4.6 below:

**Table 4.6 The Percentage and Total Score of Writing test 1**

No.	Score	Frequency	Result		Total
			Passing	Fail	
1	64	1	-	1	64
2	68	8	-	8	544
3	72	10	-	10	720
4	76	10	10		760
5	80	5	5		400
6	84	1	1		84
<b>Total</b>		<b>35</b>	<b>16</b>	<b>19</b>	<b>2568</b>
<b>Percentage</b>		<b>100%</b>	<b>46%</b>	<b>64%</b>	
<b>Mean</b>					<b>73</b>

From the table above, there were 16 or 46% students that passed the test and there were 19 or 64% students that failed the test because their passes score were not fulfill criteria of success. Score less than 75 or less than 75%.

#### b. Meeting II

In this meeting II, the researcher implemented spelling and grammar checker. The researcher teaching based on the lesson plan that made before. The meeting II conducted on Friday, May 2<sup>nd</sup>, 2014.

The researcher gave command for the students bringing laptop in last meeting. The all of students bought laptop because this class is favorite class. They enjoyed using laptop. The researcher checking they used Microsoft Office and some of them did not use Microsoft Word 2007



but used Microsoft Word 2010 and Microsoft Word 2013. Actually, that was not problems because the feature was same.

After checking versions of Microsoft office, the researcher explained about spelling and grammar checker in Microsoft office. The explanations consist of activated function of spelling and grammar checker, How to used spelling and grammar checker, and the used in the different versions of Microsoft office.

The researcher after explain about spelling and grammar checker distributed writing test in the last meeting. The students wrote again their text using laptop in Microsoft Word. Then written, the text was submitted in printout. The result on this printout included in test 2. In this meeting, the researcher collaborates with teacher to observe. Teacher observed using observation sheet.

The researcher used same scoring rubric because still the same material. There were total score 2708 and mean score 77. The score of writing test 2 presented in table 4.7.

**Table 4.7. Score of Writing Test 2**

No.	Nama	Score
		Writing test 2
1	AFR	76
2	AN	76
3	AMK	80
4	AS	80
5	ATR	76
6	BTWA	76
7	DAP	84
8	EF	72
9	FAS	80
10	HRN	80
11	HBB	80
12	HR	80
13	IL	76
14	IMJ	84
15	IKM	76
16	KLA	80
17	KLI	80
18	LLM	80
19	LS	72
20	MA	76
21	MS	76
22	MKH	72
23	MNHM	76
24	NH	76
25	NS	76
26	NN	72
27	NM	76
28	RGZ	72
29	SFHS	84
30	SM	72
31	SMH	72
32	WNH	84
33	YJP	84
34	YTP	72
35	ZDS	80
<b>Total</b>		<b>2708</b>
<b>Mean</b>		<b>77</b>

The percentage and total student passed and failed presented in table 4.8 below:

**Table 4.8. The Percentage and Total Score of Writing Test 2**

No.	Score	Frequency	Result		Total
			Passing	Fail	
1	72	8	-	8	576
2	76	12	12	-	912
3	80	10	10	-	800
4	84	5	5	-	420
<b>Total</b>		<b>35</b>	<b>27</b>	<b>8</b>	<b>2708</b>
<b>Percentage</b>		<b>100%</b>	<b>77%</b>	<b>23%</b>	
<b>Mean</b>					<b>77</b>

From the table above, there were significant score in the writing test 2. There were 27 students past of the test. There were 8 students failed the test. Therefore, more than 75% students that qualifies of criteria of success.

#### c. Meeting III

In this meeting, the researcher evaluated about problem in writing hortatory exposition and used of spelling and grammar checker. The researcher evaluated to improve students writing skill. The meeting III conducted on Tuesday, May 6<sup>th</sup>, 2014.

The researcher conclude two problems from evaluated that was researcher conducted. That problem was grammar and different version of Microsoft Office Word.

To solve grammar problems, the researcher explained again about language features in hortatory exposition like temporal connective,

evaluative word, etc. To solve the different version of Microsoft Office Word, the researcher compared every version by practice and using LCD Projector.

d. Meeting IV

In this meeting, the researcher conducted writing test 3 or last writing test. In this writing, test the all of students brought laptop. In this meeting conducted on Wednesday, May 7<sup>th</sup>,2014.

Students used laptop in writing. The researcher decided topic of hortatory exposition text. Students wrote about fruits. The writing test submitted in printout. Students could use the all programs in the laptop like digital dictionary.

The scoring criteria still it and the scoring rubric also same. There were 2732 of total score and mean score 78. The score of writing test 3 presented in table 4.9.

**Table 4.9. The Score of writing test 3**

No.	Nama	Score
		Writing test 3
1	AFR	76
2	AN	76
3	AMK	76
4	AS	84
5	ATR	80
6	BTWA	76
7	DAP	80
8	EF	76
9	FAS	76
10	HRN	80
11	HBB	80
12	HR	80
13	IL	84
14	IMJ	80
15	IKM	76
16	KLA	72
17	KLI	72
18	LLM	72
19	LS	76
20	MA	80
21	MS	80
22	MKH	76
23	MNHM	72
24	NH	80
25	NS	80
26	NN	76
27	NM	80
28	RGZ	80
29	SFHS	80
30	SM	76
31	SMH	76
32	WNH	84
33	YJP	84
34	YTP	76
35	ZDS	80
<b>Total</b>		<b>2732</b>
<b>Mean</b>		<b>78</b>

**Table 5.0 The Percentage and Total score of writing test 3**

No.	Score	Frequency	Result		Total
			Passing	Fail	
1	72	4	-	4	288
2	76	13	13	-	988
3	80	14	14	-	1120
4	84	4	4	-	336
<b>Total</b>		<b>35</b>	<b>31</b>	<b>4</b>	<b>2732</b>
<b>Percentage</b>		<b>100%</b>	<b>88%</b>	<b>12%</b>	
<b>Mean</b>					<b>78</b>

From the table above there were not significance score. We looked in compare table, the average score increase only 1 point in test 2 and test three but when we looked in table 4.3 there were 88% students passed of the test and 12% students failed the test. Therefore, in this writing test 3, the score was qualifying criteria of success.

#### d. Meeting V

In this meeting, the researcher gave a questionnaire to know the benefit when using spelling and grammar checker. This meeting conducted on Friday, May 9<sup>th</sup>, 2014

For the questionnaire can be see appendix III. There were five (5) questions for students in the questionnaire. There were two (2) important questions. That number was number one (1), and number three (3). The number one ask about students helped when known and use of spelling and grammar checker. The number three ask about increased vocabulary and grammar after using spelling and grammar checker in written.

The questionnaire results in number one (1). There were seven (7) students that spelling and grammar check did not help their problem in writing skill. There were twenty-eight (28) students that spelling and grammar checker help their problem in writing skill. The questionnaire result in number three (3) was the same with number one (3).

The other number explained that the students motivated to learning English when they used spelling and grammar checker in Microsoft word 2007.

#### 4. Observing

The observation was conducted in meeting 3 collaborators by teacher using observation sheet. The Teacher gave sign thick or checklist of observation sheet by using two criteria good or bad. The form of Observation sheet presented in table 4.8.

**Table 5.1. The Form of Observation Sheet**

No.	Indicators	Score	
		Good	Bad
Introduction (10 Minutes)			
Teacher Activities			
1	Greeting	√	
2	Teacher checking students bring laptop	√	
3	Checking the attendance list	√	
Student Activities			
1	Responding Greeting	√	
2	Listening Carefully	√	
3	Listening Carefully	√	
Main Activity (60 minutes)			
Teacher Activities			
1	Review about Hortatory Exposition	√	
2	Teacher explain about spelling and grammar checker	√	
3	Teacher explain steps of using spelling and grammar checker	√	

4	Teacher gives the practice of spelling and grammar when checking text	√	
5	Ask the students to check hortatory exposition text using spelling and grammar checker	√	
6	Teacher asks students to submitted the assignment	√	
<b>Student Activities</b>			
1	Students listen and active in review about hortatory exposition	√	
2	Students check assignment about hortatory exposition	√	
3	Students write the step of using spelling and grammar checker	√	
4	Students try the practice of spelling and grammar checker	√	
5	Students write and check hortatory exposition using spelling and grammar checker.	√	
6	Students submit their writing		√
<b>Closer (10 minutes)</b>			
<b>Teacher Activities</b>			
1	Teacher reviews about spelling and grammar checker	√	
2	Closing the class using greeting	√	
<b>Student Activities</b>			
1	Students listen the review	√	
2	Students greeting	√	

The researcher found that students enthusiastic by using spelling and grammar checker in written hortatory exposition text. They were more also active to participate during learning process in the class.

However, the other hands, there were some students who still found problem in using other version of Microsoft word. There were not significance score in writing test but students have qualified of criteria of success.

In the observation sheet for the students activity shows that students activities is good and responses.



## 5. Reflecting

### a. The result of students' score

From all of the teaching and learning process from meeting 1 until meeting 4, it can be conducted that were 31 students or 88% of the total students who could get the score  $\geq 75$  such as presented in table 4.3. The improved of the students score from meeting 2 until meeting 5 was 78%. Some of weakness found when the students before using spelling and grammar checker because the students need more times and did not know where are the wrong. The result of all assessment from preliminary study until writing test 3 presented in table

**Table 5.2. The compared result of all assessment**

No.	Nama	Score			
		Preliminary	Test 1	Test 2	test 3
1	AFR	60	68	76	76
2	AN	64	72	76	76
3	AMK	64	76	80	76
4	AS	60	76	80	84
5	ATR	48	72	76	80
6	BTWA	60	80	76	76
7	DAP	72	68	84	80
8	EF	56	76	72	76
9	FAS	68	76	80	76
10	HRN	64	76	80	80
11	HBB	60	76	80	80
12	HR	72	76	80	80
13	IL	64	80	76	84
14	IMJ	80	72	84	80
15	IKM	44	76	76	76
16	KLA	68	76	80	72
17	KLI	80	76	80	72
18	LLM	72	72	80	72
19	LS	60	72	72	76
20	MA	64	72	76	80
21	MS	60	68	76	80
22	MKH	56	72	72	76
23	MNHM	60	72	76	72
24	NH	60	68	76	80
25	NS	60	68	76	80
26	NN	64	72	72	76
27	NM	64	68	76	80
28	RGZ	40	84	72	80
29	SFHS	76	68	84	80
30	SM	56	68	72	76
31	SMH	60	68	72	76
32	WNH	76	80	84	84
33	YJP	76	80	84	84
34	YTP	72	80	72	76
35	ZDS	56	64	80	80
<b>Total</b>		<b>2216</b>	<b>2568</b>	<b>2708</b>	<b>2732</b>
<b>Mean</b>		<b>63</b>	<b>73</b>	<b>77</b>	<b>78</b>

Table 5.2 presented that there were increased total score although not significance such as mean score that preliminary 63, writing test one 73, writing test two 77, and writing test three 78. There were increased significance passed students like presented in table 5.3 below.

**Table 5.3 Compared passed students**

No.	Test	Passed	Percentage
1	Preliminary	5	14%
2	Writing test 1	16	46%
3	Writing test 2	27	77%
4	Writing test 3	31	88%

b. The result of the students' motivation

The researcher conducted observation in meeting 2 and the questionnaire in implementation 5.

There were 11 points in the observation sheet like in the table 5.1. There were 10 point students gave positive response or good achievement, and the all of students brought a laptop to learn about spelling and grammar checker.

The percentage students' motivation based on the observation sheet:

$$\%O = \frac{10}{11} \times 100\% = 91\%$$

The percentage students active in brought laptop in meeting 3 until meeting 5:

$$\%O = \frac{35}{35} \times 100\% = 100\%$$

Based on the questionnaire, there were 28 students feel spelling and grammar checker helped in learning grammar and increasing vocabulary easy. There were 7 students that spelling and grammar did not help them because this function was still new for them.

The percentage students feel that spelling and grammar checker helped them as follows:

$$\%O = \frac{28}{35} \times 100\% = 80\%$$

## **B. Discussion**

The implementation of spelling and grammar checker to students of MAN 2 Tulungagung was very effective. It could give contribution on improving students writing ability. It also gave more motivation for the students to learn more motivation for students to written.

In this study, there were some findings in teaching and learning process which will discussed by the researcher in the following section:

### **1. The application of the spelling and grammar checker**

Spelling and grammar checker is one of function in Microsoft Word. Even though spelling and grammar checkers make mistakes, but spelling and grammar checker helps us to check a quickly. It same statement with Susan Harkins which, “spell check will reduce the time and effort you put into that process”.

According to Susan Margaret stated, “The computer makes a good typewriter, letting you easily type in text, shift it around, and make small proofreading changes”. It means computer was tools are effective if we want to check our essay in editing process.

### **2. Spelling and Grammar checker aspect of checking.**

Spelling and grammar checker was a function in the Microsoft Word 2007. There were 2 (two) indicator errors, it was red zigzag underlined word corrected spelling and green zigzag underlined text corrected grammar and punctuation. Mellisa Donovan (2014) states “Grammar, spelling, and punctuation are the most basic components of good writing”.

According to Judi Kesselman-Turkel and Fracnklynn Peterson (2003:vii) states as follows:

For 85 percent or more of English words, spelling is so sensibly tied to a word’s sound and meaning that all you need in order to spell correctly are (1) a good ear, (2) careful speech, and (3) an understanding of which letters stand for which sounds.

It means spelling was important for a reader and for writer to made a suitable word in their text. In this case Spelling checker can helped writer to corrected word rightly.

Grammar and punctuation corrected by Microsoft word with green zigzag underlined text. According to Mellisa Donovan (2014) states, “Grammatically correct texts are easier to read, easier to get published, and easier to sell to readers; in many cases, a firm understanding of grammar also makes the writing process easier”. Punctuation was one of the most important aspects of written English because an error in punctuation can convey a completely different meaning to the one that was intended.