CHAPTER I

INTRODUCTION

This part deals with the reasons for conducting the research, and it describes several points: the introduction that covers the background of it, formulation of the problems, research purposes, research significances, rationale, hypothesis, and research methodology.

A. RESEARCH BACKGROUND

The aim of this research is to examine that interactive notebook might be able to improve students' grammar mastery. Grammar is a part of English language learning that must be mastered by every second language learner. A large amount of grammar knowledge will support them to gain both of receptive and productive English language skill because grammar will completely make a sentence and language easier to understand. As stated by Thornbury (1999), grammar makes a language acceptable. Thus, by having a proper understanding of English grammar, people can use the English language skills accurately and correctly. It is also stated by Hardwick (2015) that grammar is the foundation for building and supporting communication skills.

However, most English language learners have problems with English grammar (Shiu, 2011). The students' problem of English grammar can be caused by some factors, such as the grammar characteristics which composed by many kinds of rules, and the inability of English teacher to create a meaningful and memorable grammar teaching and learning. Especially in Indonesia, where there

is no special grammar teaching and learning, the teacher-centered learning is the most commonly used by English teacher for teaching grammar (Mahril, 2017). As the result, students are easy to get bored during grammar teaching and learning and they still have troubles with grammar mastery.

The problems about grammar teaching and learning also reveal in the eighth grade of a school in Bandung. Based on the writer's interview to the English teacher, most students with average score between 70 and 80 are still cannot apply the grammar rules correctly. Elin, an English teacher at the school (2017) explains that most students' problems on grammar mastery are caused by the lack of motivation to learn the complicated grammar rules. According to Mariyana (2013), teaching and learning strategy can help teachers in motivating students to new knowledge. It means the students urgently need a proper grammar teaching strategy that is more fun and memorable to gain students' motivation which automatically improves students' grammar mastery.

There are a lot of teaching and learning strategies, one of them is grammar teaching and learning through note-taking strategy. Ixchell (2012) mentions note-taking strategy is one of some strategies which can reinforce students' memory in learning grammar. Interactive notebook as one of the kinds of note-taking strategies can be considered as the most appropriate note-taking strategy to teach and learn grammar. The usage of interactive notebook as teaching and learning strategy itself has has confirmed by some previous researches.

First, William et.al (2016) has conducted the research in the matter of pre-service teacher's perception. The result shows that 97% of participants have

positive attitudes toward the usage of interactive notebook. Second, the same research has been conducted by Jaladanki & Bhatacharya (2014). The result proved that interactive notebook is effective to comprehend physics concept through exercising students' learning autonomous. Another research is conducted to make sure that interactive notebook is capable in science process skills. Mallozzi & Heilbronner (2013) states that interactive notebook can increase students' score in science process skill. Based on the previous researches, the usage of interactive notebook has been proved useful to use in teaching and learning process as the teaching and learning strategy. In the matter of English language learning, the usage of interactive notebook is booming recently in social media, especially in grammar teaching and learning. However, the question of the effectiveness to improve students' grammar mastery is still unsolved. As a result, this research is conducted to prove the effectiveness of interactive notebook as grammar teaching and learning strategy, with the title THE EFFECT OF NOTE-TAKING STRATEGY USING INTERACTIVE NOTEBOOK ON THE IMPROVEMENT OF STUDENTS' GRAMMAR MASTERY.

B. RESEARCH QUESTIONS

This research attempts to solve the following questions:

1. What is the result of students' grammar mastery using interactive notebook?

2. What is the result of students' grammar mastery using conventional note-taking?

3. What is the effectiveness of interactive notebook on the improvement of students' grammar mastery?

C. RESEARCH PURPOSES

With regard to the research questions above, the purposes of this research are to find out:

1. the students' grammar mastery using the interactive notebook;

2. The students' grammar mastery using conventional note-taking;

3. The effectiveness of interactive notebook on the improvement of students' grammar mastery.

D. RESEARCH SIGNIFICANCES

This research is expected to provide theoretical and practical significances from the usage of the interactive notebook as grammar teaching and learning strategy.

1. Theoretical significances

This research justifies the importance of interactive notebook to improve students' grammar mastery. Furthermore, it supports prior research on the use of interactive notebook for as teaching and learning startegy.

2. Practical significances

a. English teachers

This research can encourage English teachers to apply note-taking strategy using interactive notebook which is potentially enhances students' grammar

mastery to support their language skills. Also, this research will also solve the teachers' confusion about the ways to teach grammar which is more fun, meaningfully and memorable.

b. Students

This research hopefully can help students to develop their grammar mastery. Through the interactive notebook, students may be able to learn grammar in a more fun and easy way. Moreover, students are also expected to comprehend grammar matrials deeply.

E. RATIONALE

Everyone needs to learn grammar as the basis of their language comprehension because besides it helps to make sense of an utterance or sentence, it can also prevent from ambiguity and misunderstanding. Rutheford (1987) state grammar is an essential component in language learning. That is why; adult language learners or students in university level have more self-consciousness of the importance of grammar mastery.

According to Hornby (1987), mastery is complete of knowledge. Thus, grammar skill is complete grammar knowledge on people's mind to build good sentence formations. Thus, looking at the urgency of grammar mastery, it is a challenge and responsibility for English teachers to make their students mastering grammar.

Most language learners thought that grammar teaching and learning is the most boring teaching and learning process. Kenny & Schroeder (1994 in Wist, 2006) state that learning strategy can make the process of learning and teaching more meaningful. Thus, to support an enjoyable and memorable grammar teaching and learning process, an English teacher can modify their grammar instruction to be more fun and interesting by using grammar teaching and learning strategy to gain students' motivation in learning grammar. Note-taking is one of those learning strategies (Wist, 2006). Dougherty (2015) states that interactive notebook is the best note-taking strategies for students.

Emily (2016) mentions that interactive notebook is a fantastic strategy in reinforcing grammar rules. Thus, interactive notebook can be used as grammar teaching strategy which motivates students to learn grammar. As a result, students will learn grammar by organizing and classifying the grammar concept on their notebook creatively (Carter et al., 2009a). It is in line with Taringan's idea (2009), visual imagination, filling the blanks and organizing words are several activities in language learning strategy. Then, to find out the effect of interactive grammar notebook on the improvement of students' grammar mastery, the researcher figures out the research framework which is presented below.

Figure 1.1 describes that interactive notebook as grammar teaching and learning strategy might be able to improve students' grammar mastery. This research subject is categorized into two classes. One class is the experimental class, and the other is the control class. Before treatment, the students are given a pre-test for both the experimental and control class. Then, the treatment is done by

using interactive notebook for the experimental class and the conventional note-taking for the control class. After the treatments were done for several times, the writer gives a post-test for the two classes. Thus, the post-test reveals the students' grammar progress after the treatments. Last, the result of the post-test shows the students' progress in learning grammar.
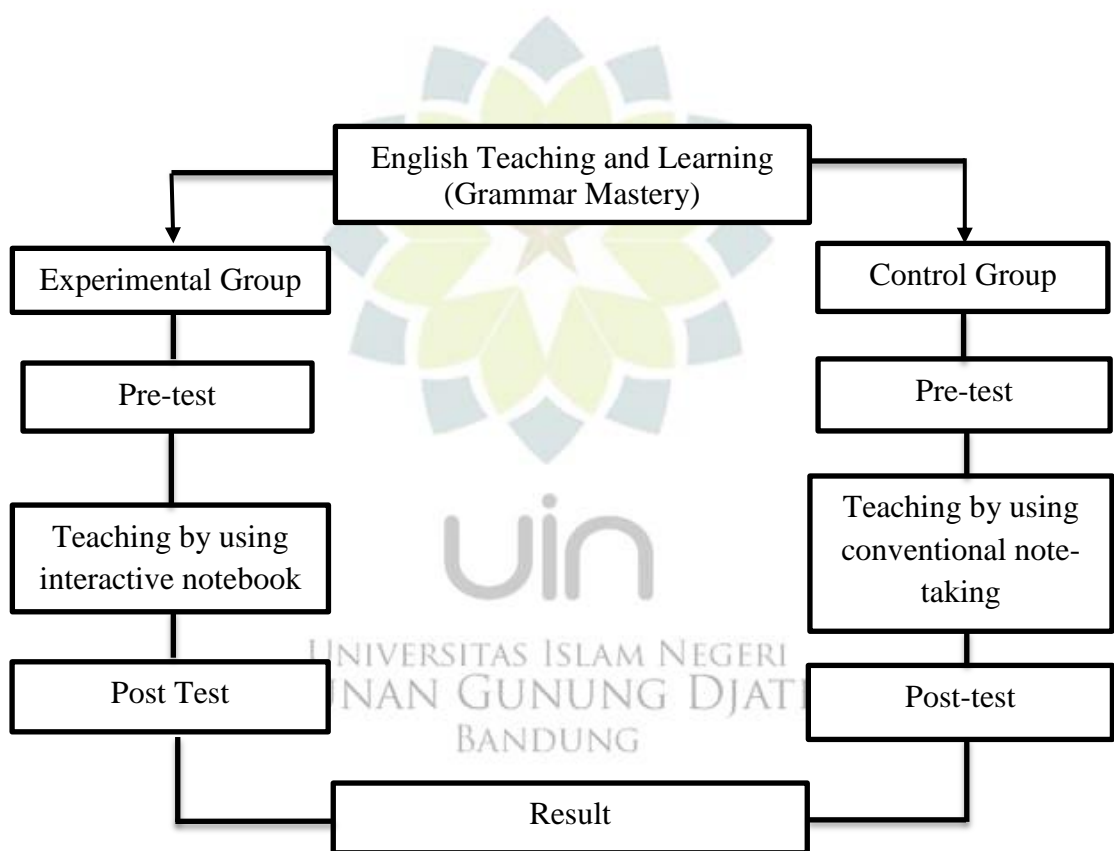

Figure 1.1 Research Frameworks 1

F. HYPOTHESES

According to Creswell (2012), hypotheses is a prediction about the finding of the research. In other words, hypotheses is a statement of prediction about what

the writer expect to find in the research. The hypothesis in this research is formulated as the following:

1. Null Hypotheses (Ho): interactive notebook is not effective to improve students' grammar mastery.

2. Working Hypotheses (Ha): interactive notebook is effective to improve students' grammar mastery.

G. RESEARCH METHODOLOGY

This research is a quantitative research since the aim of this research is to explain how one variable affects another. In this case, the goal is to explain how interactive notebook affects students' grammar mastery. Creswell (2012) mentions the major characteristics of quantitative research are investigating a research problem by explaining a relation among variables, collecting numeric data from a large number of people, and analyzing data, comparing groups, or relating variables using statistical analysis. Hence, to finish this quantitative research, the researcher uses several steps which are explained below.

1. Research Design

This research uses a quasi-experimental design to collect this quantitative data. Quasi-experimental research assigns intact group the experimental and control treatments, administeres pre test, conduct experimental treatment, and administeres post test to asses the differences between the two groups (Creswell, 2012). In this research, the experimental group is treated by using the interactive notebook while another as the control group is treated by using conventional note-

taking. In addition, Creswell (2003) states, quasi-experimental design can be described as follows.

Group A (class experimental)   O ——X—— O

Group B (class control)   O ——————— O

This research procedure involves several steps, as Creswell (2012) mentions that there are five key steps in the process of quantitative data collection. The steps are first, selecting subjects for the research. The second step is acquiring permission from the major parties or the stakeholders of the school. The third step is deciding what type of data needed to collect based on the research question or hypotheses. The fourth step is locating, selecting and assessing the instruments used in data collection. The last step is the actual process of collecting the data.

Referring to the five steps above, this research follows the process of collecting quantitative data. The data is taken from the eighth-grade students. Then, they are categorized into two groups, experimental group, and control group. After that, the writer asks for permission from the school's stakeholders such as headmaster, curriculum staff, and English teacher to conduct the research. The type of data collected is a grammar test in the form of multiple-choice test. Before giving the instrument to the target, the pretest and the posttest are examined for its validity and reliability by giving the test to a class which is not the experimental or the control class and then check the result by using ANATES. Finally, the actual research is proceeded to collect data from quasi-experimental design.

There are three steps to collect the data in this research, they are: first, administering pretest to both experimental group and control group; second, giving treatment to experimental group by using interactive notebook and conventional note-taking to the control one; the last, administering posttest to the two groups.

2. Research Site

The research is conducted in SMPN 3 Cileunyi that is located at Komplek Manglayang Regency Blok I - 1, Cinunuk, Cileunyi. This research site is choosen based on the problems happened to the students and the English teacher in that school, they are:

a. The students are still a lack of grammar knowledge and have difficulties in applying correct grammar rules even though their English score as a whole is good.

b. The teacher needs to decide a grammar teaching strategy which is more fun, memorable and meaningful way.

3. Research Subject

a. Population

According to Lestari & Yudhanegara (2015), population refers to a group of all subjects in a research. In this research, the research subjects are students of eight-grade of the school. There are ten classes at the school for the eight-grade; they are the class-A up to class-J. The number of students ranges from 35 to 40 students. Thus the population of the students of eight-grade at the school is about 400 students.

b. Sample

Furthermore, Lestari & Yudhanegara (2015) say that sample refers to a group which represents the research population. In this research, the population of the eight-grade students at the school is about 400 students. As a result, all of the population is not used as the research sample. This research uses two classes from ten classes as the research sample.

c. Sampling Technique

Convenience sampling technique is used in this quantitative research method. Creswell (2012) says that convenience sampling is categorized to nonprobability sample in quantitative sampling strategies, where the participants selected is available and willing to be researched. In addition, Creswell (2012) mentions that quasi-experimental include non random assignment of participants to groups. Thus, in experimental research, most researchers prefer to choose quasi-experimental design to true experimental design. It is because randomly assigning students to the two groups may interrupt classroom learning process.

As a result, in this research, two classes provided by the school are used. One class as an experimental class and the other as the control class. The experimental class is treated by using interactive notebook, while the control class is treated by using conventional note-taking.

4. Data Collection Techniques

The instruments used to collect the quantitative data for answering the third research questions is in form of multiple choice test, which consists of validity test, pretest, and post-test. The test is beneficial to measure the score of

the students' grammar mastery from both of groups, to reveal which one is better. After giving the treatments, the same test in post-test is given to both experimental group and control group to find out whether the interactive notebook is effective or not to improve students' grammar mastery.

5. Data Analysis

To answer the quantitative research questions, after having students' scores as the data research from pre-test and post-test, some steps and statistical formula for analyzing quantitative data research are used. This research uses standard t-test to detect a statistically significant difference from two groups by conducting these following steps (Lestari & Yudhanegara, 2015):

a. Counting the normality of pretest and posttest score data uses Kolmogorov-Smirnov normality test;

b. Calculating the homogeneity of two variances;

c. Determining hypothesis by testing the differences between two interrelated averages score using t-table;

d. Determining the improvement of students' grammar mastery after treatment by testing the N-gain.