

CHAPTER I

INTRODUCTION

1.1 Background of the Study

According to Tilfarlioğlu (2005:157-158), grammar cannot be separated from a language because it tells us how a sentence organized, the words' types, and the groups of word that make up sentences. In line with this statement, grammar, according to Bull (2008:193), is the rules to form the words and to make sentences. Therefore, grammar can be said as the structure of language or the foundation of language because without grammar someone cannot speak or write correctly and grammar is one that starts to build language. Besides, the rule of grammar is useful to tell us how we have to format the words into sentences grammatically and in the right form. In addition, it will help to communicate effectively because people have the same comprehension about grammar. For this reason, sentences will be meaningless without grammar. Consequently, grammar is an essential aspect in a language.

Writing ability is the ability of someone to express their ideas through written product. According to Morris (1999:22), the ability of writing is the skill in written symbols to express feeling, ideas, and thoughts, to other people and make the readers understand the ideas conveys. Besides, Mushin (2015:7) stated that writing is an activity in arranging graphic symbols to produce meaning from ideas or thoughts. Writing might be looked simple because we just need to express our ideas through symbols or letters. However, in writing, we are not just express our idea onto a piece of paper but the way we write it down is important. There are some aspects that need to be concerned such as punctuation, word choice and

grammar. Zemach (2005) stated that “Writing is also one of the most difficult skills to master in both a first language and a second language.” Besides, as cited from Cheung (2016:4), “no one is a ‘native speaker’ of writing”. It is because we learn how to speak first and then learn how to write. It means, writing is not a skill that will be master in a short time and it needs an effort to make it.

In addition, Pamuji (2020) found that students with good grammar mastery have a better ability in writing due they have more confident when writing compared with the students who has low grammar mastery. It means that the students with good grammar mastery have a better writing ability in order to express their idea into a written product. In addition to this, the researcher also found that there is a positive relationship between grammar mastery and writing ability. Besides, based on the finding of Lutviana (2020), the increasing of grammar score is followed by increasing writing score. In this case, the student who has low mastery in grammar could influence their ability in writing. On the other hand, the better students’ grammar mastery, the better their writing will be. In line with the previous studies, it can be ensured that grammar become the part of writing and their grammar mastery could affect the process and the result of their writing ability.

Therefore, the researcher is interested to find out the correlation by doing interview with the teacher and observation. The researcher found that there was a lack in writing ability in SMPN 5 Mengwi. The score of the students’ writing and grammar in some classes are quite low. The reason could be from vocabulary, punctuation and grammar especially in their grammar tenses mastery. Therefore, the researcher conducted a study in form of Ex-Post Facto Research entitled “The

Correlation between Grammar Mastery and Writing Ability of Eighth Grade Students of SMPN 5 Mengwi in Academic Year 2021/2022.”

1.2 Research Problem

Based on the background of the study above, the research problem formulated in the form of question as follows: is there any significant correlation between grammar mastery and writing ability of the eighth-grade students of SMPN 5 Mengwi?

1.3 Objective of the Study

The study aimed at finding out and answer the research problem that is formulated for the study. Based on the research that has been explained above, the objective of the study is to find out how significant is the correlation between grammar mastery and writing ability of the eighth-grade students of SMP Negeri 5 Mengwi in academic year 2021/2022.

1.4 Limitation of the Study

Limitation of the study is crucial to make the discussion stay on the topic and make it more specific. This study is conducted to find out the correlation of grammar mastery and writing ability of the eighth-grade students of SMP Negeri 5 Mengwi in academic year 2021/2022 through tests. Thus, test focused on simple past tense and writing recount paragraph. The test passed through sentence writing test for the grammar variable and paragraph construction test for the writing variable. Finally, the test scored using scoring rubric and the data analysed using IBM Statistical Package for Special Science (SPSS) 25.0 for windows.

1.5 Significance of the Study

The findings of the study are expected to have advantages both theoretical and practical aspect in English language teaching and learning process. Theoretically, this study which aimed at determining the correlation between students' grammar mastery and writing ability, is expected to contribute further to support the findings of subsequent research, that master the grammar is an important thing in writing.

Practically, the findings of the study are expected become feedback for English teacher to get the better way to teach grammar to the students. Furthermore, the results of this study are expected to be useful for the researcher, teachers, and future researchers. For researcher, this study can find the correlation between grammar mastery and writing ability of the students. For English teacher, the result of this study can help the teacher and gain their knowledge about the correlation between grammar mastery and writing ability. In addition, for future researchers, hopefully this research can give them information to conduct their own research deeper and better than this research.

1.6 Definition of Key Term

The definition of key terms is related to the researcher' proposition based on some key concepts about the variables used in research. Thus, operational variables that need to be defined are grammar mastery and writing ability. The operational definitions are as stated below:

1. Grammar Mastery

Grammar mastery in this research operationally means the mastery of the Eighth Grade Students of SMPN 5 Mengwi in academic year 2021/2022 in terms of using Simple Past Tense.

2. Writing Ability

Writing ability in this research operationally means the ability of the Eighth Grade Students of SMPN 5 Mengwi in academic year 2021/2022 in sharing their experience through writing a recount paragraph in the good sentences and correct grammar.



CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

Theoretical review discusses the theories of the proposal and provides the knowledge towards the variables. Based on the study, there are some theoretical reviews as follows: (1) grammar, (2) simple past tense, (3) writing ability, and (4) recount paragraph.

2.1.1 Grammar

As stated by Knapp & Watkins (2005:32), grammar is the key of literacy technologies. It can be defined that the same comprehension of grammar is the key that could help people to understand each other in form of spoken or written product. Besides, grammar becomes part of discourse, an essential feature of reading, speaking, and writing. Therefore, grammar is difficult to be separated in any clear cut from vocabulary. For the language user, grammar has a great control of expression and communication in everyday life. Moreover, the written communication also effected by grammar. Overall, grammar is a set of rules derived from a language that enable people to understand each other when communicating, spoken or written.

Grammar is importance when teaching or learning a language because it is a foundation of a language. It is set of rules for correctness and appropriateness (Knapp & Watkins, 2005:31) and becomes the key of effectiveness in communication. The structure of grammar conveys precise meaning from the speaker to the listener or from the writer to the reader. Based on Ur (1996:76), grammar not only influence how we should combine linguistic units in the correct

order but also influence the meaning and a bad grammar sometimes will lead into a misunderstanding. Therefore, grammar is important when mastering a language due the lack of grammar mastery could influence someone ability in speaking and writing as well lead into misunderstanding or misconception.

Grammar is sorted into some structures. Lutviana (2020:17) stated that there are some structures or rules in grammar. Those rules are nouns, adjectives, adverb, determiner as well as verbs and verb tenses. First, nouns are the object that we are talking about, it can be the words cat, rock, Indonesia, Jack, and it. Second, adjectives are the words that modify nouns, in other words it describes the noun; for examples: tall, beautiful, boring, and expensive. Third, adverbs modify adjectives, verbs or other adverbs; it tells how, when and where something happen as well as express the quantity, intensity, frequency and opinions. Fourth, determiners which help us to say what we are talking about; it might be article, quantifiers, and other determiners modify nouns. Lastly, verbs and verb tenses; verbs are action words. They express what happen and when it happens (past, present, future). It usually become the part of tenses.

2.1.2 Simple Past Tense

Grammar tenses refer to the state of the verb. In English there are four kinds of tenses based on the time frame, namely present, past, future and past future. In writing recount paragraph, the main tense that used is simple past tense. Azar (2002:2) states that simple past tense indicates the action that happened at a particular time in the past and there is no extend into the present. It means that simple past tense is a tense that used to share an event or series of events that happened in the past.

2.1.2.1 The use of simple past tense

Based on the definition of simple past tense, it can be referred that the use of simple past tense is to share information about the action that happened in the past. According to Murphy (1989:22), simple past tense is a tense that we use to talk about situations or actions in the past. Besides, Eastwood (2017:59) states that simple past tense is used to express action that happened in the past and it is normally used in stories. In addition, it also refers into a series of events that happened in the past. As well as, simple past tense can be used for states. To make it clear, these are some examples:

1. I **bought** this car two days ago. (action in the past)
2. A beautiful princess **run** into the wood and **met** a charm prince. (stories)
3. My family and I **went** to Art Center several times. (series of events in the past)
4. I **believed** in dragon when I was little. (states)

2.1.2.2 The form of simple past tense

In English grammar, a tense is divided into two kinds of sentences, those are verbal and nominal. According to Solahudin (2018:372), there are two types of simple past tense. They are verbal and nominal. Verbal simple past tense use verb in the sentence but nominal simple past tense use subject complements or adjective. The formula of each type consists of three parts: positive, negative, and interrogative.

1. The simple past tense in verbal sentences.

Simple past tense in verbal form, consists of 3 parts, used the formula as follows:

- a. Positive

Subject + Verb2

For examples:

1. Wayan swept the floor this morning.
2. Nyoman went to hospital last week.
3. They watched movie last night.

b. Negative

Subject + did + not + Verb1

For examples:

1. Wayan did not sweep the floor this morning.
2. Nyoman did not go to hospital last week.
3. They did not watch movie last night

c. Interrogative

Did + Subject + Verb1 + ?

For examples:

1. Did Wayan sweep the floor this morning?
2. Did Nyoman go to hospital last week?
3. Did they not watch movie last night?

2. The simple past tense in nominal sentences.

Simple past tense in nominal form, consists of 3 parts, used the formula as

follows:

a. Positive

Subject + was/were + subject complement

For examples:

1. She was an actress.

2. Tania and Jenny were an English teacher last year.
3. Some students were in holiday last Sunday.

b. Negative

Subject + was/were + not + subject complement

For examples:

1. She was not an actress.
2. Tania and Jenny were not a teacher last year.
3. Some students were not in holiday last Sunday.

c. Interrogative

Was/were + subject + subject complement +?

For examples:

1. Was she an actress?
2. Were Tania and Jenny a teacher last year?
3. Were some students in holiday last Sunday?

2.1.3 Writing Ability

Writing is one of four English basic skills that is taught to students in Indonesia. According to Panjaitan (2017:24) writing is a process to express ideas, thoughts, opinion, experiences, events and histories through a written product. Besides, Leki (1999:5) states that “writing is communicating”. It means that writing becomes a communication activity through written product that ensure the purposes of the text reached and reader/s can get the clear messages effectively. In line with these ideas writing can be defined as a form of communication through written product. Moreover, it is necessary to make the writing product clear and effective to avoid misunderstanding or misinformation to the reader.

In addition, writing ability is the ability that can be achieved through teaching and learning (Graham & Perin, 2007:446). It can be assumed that writing ability can be improved through learning. Moreover, as cited from Oshima (2007:15), “Writing is never a one-step action”. It means when you finished writing, you will think that it is not good enough and revise it until your writing product became the one that suit you.

Furthermore, according to Oshima in Setiadi (2017:29), a good grammar and organization are required to make a good writing. A good grammar and organization will make the reader easier to receive the meaning of the writing product. After all, writing is not an easy work and need effort. For some people, writing can be challenging even in their first language. Moreover, when they write in foreign language, it could be exhausting for them.

There are some stages of writing process according to Harmer (2004:4) as follows:

- 1) Planning

Planning is the stage where the writer needs to plan what they are going to write. It included what the purpose of the writing, what is the main topic of the writing and the supporting information such as fact or idea that will be included.

- 2) Drafting

In drafting, the writer needs to make a point of each paragraph that need to be included and furthermore can be expanded more. A writer can produce more than one draft on the way to the editing stage.

- 3) Editing (reflecting and revising)

When the draft already prepared, in editing stage the writer needs to sort the draft to see where it works and where it does not. The reflecting and revising activity often help by the reader to give some comment and suggestion to the writing process.

4) Final version

Once the writer has edited the draft, some changes may be necessary to be consider in producing the final version of writing. When all stages done, the final versing of writing is ready.

2.1.4 Recount paragraph

Six until twelve sentences that talks about one topic called as a paragraph (Zemach & Islam, 2005:9). Moreover, Arnaudet and Barrett (1981:1) define a paragraph as a group of sentences which develop one main idea. In conclusion, paragraph is group of sentences that consist around six until twelve sentences which consist one main idea.

According to Grace in Siagian (2017:221), there are 12 kinds of text; they are recount, descriptive, narrative, report, discussion, review, explanation, anecdote, exposition procedure, news item and spoof. In the school level, students are demand to learn recount paragraph. Recount paragraph is a paragraph that retell about the experience. According to Hornby in Ariyanti (2017:25), recount paragraph is a story genre that tells somebody about something that you have experienced. Besides, Hyland in Ariyanti (2017:25), stated that the purpose of recount paragraph is to reconstruct past experiences by retelling events in original sequences. In short, recount paragraph is a paragraph that retell about the experiences in the past.

There are five types of recount according to Derewianka in Zainal (2016:19), namely:

1. Personal recount is retelling an event that happened in the past and the writer was personally involved in.
2. Factual recount which is concerned to recall the events accurately. It is using factual and detailed language, so the reader can gain a complete picture of the event.
3. Imaginative or literary recounts is made to entertain the reader through imaginary world as though they are real.
4. A procedural recount, that records step by step to complete a task or procedure.
5. A biographical recount which tells the story from a person's life using a third person narrator.

Language feature is commonly used when we write a paragraph. In writing a recount paragraph, there are some language features used, they are:

1. Use past tense
2. Use action verb in past form
3. Use adverb and adverbial phrase
4. Focus on one object, such as I (the writer)

The generic structure of recount paragraph is quite simple. It has three main structures namely orientation, event, and re-orientation.

1. Orientation

In orientation, describe the story background, including 5W, about who involved in the story, what, where and when the events happened.

2. Events

Events describe series of events that happened in chronological order.

3. Re-orientation

Re-orientation is including the conclusion of the story, opinion of the story from the writer. Conclusion is optional in recount paragraph.

2.2 Empirical Review

The empirical review is needed to support the study and gives evidence. The information related to the study will be useful as the basic knowledge for this study. First, research which has been done by Lutviana in 2020, entitled “A Correlational Study Between Students’ Grammar Mastery and Their Writing Achievement” on the third semester students of English Department in Pancasakti University Tegal in Academic Year 2019/2020. The study used correlational study and simple random sampling with total 30 students as the sample. She found the relationship between grammar mastery and writing achievement is strong enough and conclude that there is a positive correlation between students’ grammar mastery and writing achievement.

Second, research entitled “The Correlation between Grammar Mastery and writing Ability on Midwifery Students of STIKES Pembina Palembang in 2019” by Pamuji (2020). The purpose of the study was to reveal whether there is a correlation between grammar mastery and writing ability. The method used was correlational study and total sampling technique, with 22 students as the sample. TOEFL (structure and written expression) test and English writing test were used to obtained the data. The data were analysed using correlational analysis using the SPSS software version 21.00. In addition, the finding of the study proved that there is a very high relationship between grammar mastery and writing ability.

Another study which conducted by Rismasari (2019) entitled “A Correlation between Students’ Grammar Mastery and Students’ Writing Ability” in Junior High School 1 of Makassar. The objective of the study was to find out the correlation between grammar mastery in term of simple past tense and students’ writing ability in term of recount paragraph. The study used correlational research using purposive sampling technique. From total 120 students as population, 23 students were chosen as the sample. The findings of the study showed that there is an average relationship between the students’ ability in mastering grammar and their competence in writing.

Based on the findings above, all the studies have the same purpose, which is to find out the correlation between grammar and writing. The researches were done and supported by many theories from experts. Additionally, the researchers concluded that there is a significant correlation between grammar and writing. Despite of that, there is also weakness on these previous studies. The scoring rubric that they used to score the writing ability were focused on content, organization, vocabulary, language use and mechanics (Pamuji, 2020; Rismasari, 2019). In that case, the researchers did not specifically focus on grammar and sentence structure where grammar is an important aspect in writing (Oshima in Setiadi, 2017:29). With this is mind, the researcher used a rubric by Oshima and Hogue (2007:196) that focused on format, punctuation, mechanics, content, organization, grammar, and sentence structure. The researcher needs to pay attention to these aspects because in writing the way the writer expresses their ideas is important with the result that the reader will receive the message from the writer correctly and effectively.

2.3 Hypothesis

Based on the researcher's perspective and theories which has been describe above, the researcher formulated hypothesis that there is a positive correlation between grammar mastery and writing ability of eighth grade students of SMPN 5 Mengwi in academic year 2021/2022.

