

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Grammar is the structure and meaning system of language, to understand the nature of language, learners must understand the nature of these internalized, unconscious setoff rules, which are part of every grammar of every language. It means that grammar has an important role for people who want to learn another language. The mastery of students' grammar can be measured by how the students arrange sentences into good sentences based on the rules of English grammar. Morenberg in Hanifah (2017) defines grammar as a sequential process of managing words to become meaningful sentences.

Grammar mastery, according to some is the ability to produce correct sentences by correctly combining words for use in communication. From the description above, it can be concluded that grammar is one aspect of language that has an important role in writing ability. Tense is used to express activity that requires a time relationship. Based on the curriculum, there are six tenses which are taught in the junior high school, including simple present tense, simple present continuous tense, and simple past tense. Therefore, tenses are considered one of the more difficult materials when students learn grammar. It is proved by some researchers who studied tenses.

In English, there are four skills that must be mastered, namely listening, speaking, reading, and writing. The four skills are classified into two categories. Listening and reading are included in receptive skills, which language

users need to accept spoken and written language. While speaking and writing are productive skills, language users need the ability to produce language both spoken and written (Harmer, 1998:44). These English skills must be well integrated, including writing skills. Writing will help students master other skills and master English completely. The students are sometimes afraid and embarrassed to express something directly, but they can say what they think about a concept or write before speaking.

Writing involves transferring messages from our thoughts to a form of flat surface (written form) using language. According to Powel (2009: 13), writing is difficult to see because it governs our thoughts and difficult to discuss because there are no consistent names for real categories. Writing is the process of using symbols (letters of the alphabet, punctuation, and spaces) to communicate thoughts and ideas in a readable form. To write clearly, it is essential to understand the basic system of a language. In English, this includes knowledge of grammar, punctuation, and sentence structure. Vocabulary is also necessary, as is correct spelling and formatting. Writing is the most complex one compared to the other skills. It does not only involve putting letters, symbols, and numbers; it involves many aspects such as paragraph development, mechanics, and organization of content; and it demands standards in grammar, syntax, and vocabulary. In writing, the relationship between sentences operates at several levels (Byrne, 1994:4).

Writing skills are needed in students' academic activities because writing can provide views on something. For example, providing descriptions in answering essay questions or in making experimental results or observations. Grammar mastery is closely related to writing skills. If in expressing ideas, both orally and in

writing, students are not able to use the right words, then the student does not know the meaning of certain words. Errors or misunderstandings are common. This makes it difficult for students to understand what they are reading or what to use when they are speaking or writing. Students' language skills will be better and more regular if students are able to master the use of correct grammar and vice versa. Therefore, learning grammar will indirectly help one's ability in education.

In addition, the level of education also affects the mastery of grammar. Because in the teaching-learning process, students will acquire new vocabulary and grammatical arrangements in accordance with the field of education they are studying. Seeing the relationship between grammar mastery and essay writing skills, the thing to pay attention to is how students develop their ideas in essays and how they express these ideas using proper grammar. According to Baradja (1975:42), writing skills are one of the highest level language skills. Writing is a process of expressing ideas or ideas in the form of language exposure in the form of a series of language symbols (Oshima and Hongue, 2003:135).

Writing is not just a one-step activity but requires several steps of activity. Oshima also stated that "Prewriting is the first step in the writing process." In this step, you gather ideas to write about. One way to gather ideas is to discuss a topic with your classmates and take notes "(Oshima and Hongue, 2003: 135). The first step in the writing process is to collect the ideas and then discuss them with classmates and make notes about what to write. In the writing process, the writer should remember not only symbols or graphic signs but also the content of the message in the text or story, the intent and purpose for the reader. However, this is

not sufficient because the author must also realize the writing with the topic chosen by the author. Writing at different times will create different forms of writing and bring up new and interesting things to be written and read by the public.

The correlation between grammar mastery and writing skills will be evident. Correlation can be interpreted as a relationship. However, if it is developed further, correlation is not only understood in this sense. Correlation is one of the statistical analysis techniques used to find the relationship between two quantitative variables. The relationship between these two variables can occur because of a casual relationship or by chance. Olshtain (1991) says that in a writing activity, writers communicate with readers in written form. Thus, in order to build a good communication skill, a good grammatical structure is needed. Thornburry (1999, p. 15) asserts that grammar is a basic component in any language, while Oshima and Hogue (2007) emphasize the importance of knowing what a writer writes to compose good writing. Furthermore, students' ability to master grammar affects their ability to master writing (Celce-Murcia & Larsen-Freeman, 1983, p. 2), and thus grammar and writing have a strong correlation (Miller, 2003) because if students have a good ability in grammar, they can check their writing (Viet, 1989).

From the statement above, it can be said that grammar can be considered as one of the factors that affect writing ability. The researcher concludes that grammar has meaning and an important role in showing writing activities carried out by someone defines writing skills as a psychological disposition to repeat writing skills in a good and correct manner. They are obtained gradually. In this case related to grammar mastery and students' skill in writing, it is clear there is a correlation between grammar mastery and writing skill. It is confirmed by similar research by

Rismasari (2019) and Purnami (2021). The study conducted by Rismasari (2019) in her correlation research entitled “A Correlation Between Students’ Grammar Mastery and Students’ Writing Ability of The Eleventh Grade Students of SMP UNIMUSUH Makassar”. The objective of the study is conducted to find out the correlation of students’ grammar mastery and their ability in writing of the eleventh-grade students of SMP UNIMUSUH Makassar in the academic year 2018/2019. Furthermore, in general, the researcher found the result showed that there was a significant correlation between those two variables.

There is another study conducted by Purnami (2021) in her correlation research entitled “The Correlation Between Past Tense Mastery and Recount Text Writing Ability of The Twelfth-Grade Students of SMAN 1 Gianyar in Academic Year 2020/2021”. The objective to find out the significant correlation between students’ mastery in simple past tense and their ability to write recount paragraphs. Moreover, the writer concluded that there was a correlation between simple past tense and their ability to write recount text paragraphs at the twelfth-grade of SMAN 1 Gianyar.

This is supported by previous research regarding the first related previous research. The previous theory about the ability to understand grammar (X) and writing skills (Y) has convinced researchers that understanding grammar (X) can help students when students make a writing or essay (Y) and can have an impact on the learning process. Rismasari and Purnami found a similar result namely there is a correlation between grammar mastery and writing ability however, they used different instruments and the study conducted by Rismasari (2019) explain more huge past tense mastery while the study conducted by Purnami (2021) discussed

more specific namely simple past tense. Based on the previous reasons above, the researcher has tried to give close attention to "The Correlation between Grammar Mastery and Writing Skill of The Ninth-Grade Students of SMPN 2 Ubud in Academic Year 2022/2023".

1.2 Research Problem

To conduct good and correct research and in accordance with research regulations, certain procedures must be followed. Therefore, as has been explained in the background of the research above, the research problem in this study can be formulated as "Is there a significant relationship between writing skills and understanding of grammar in ninth-grade at SMPN 2 Ubud in the academic 2022/2023?"

1.3 Objective of the Study

The objective of the study aims to solve and answer the research problem that is formulated for the study. Research objectives describe concisely what the research is trying to achieve. A particular investigation is expected to provide a scientific solution to the research problem. Every research has a purpose of finding out a scientific solution to the research problem. In addition, the research objective was what the research was trying to achieve. The objective of the study was to figure out the significant correlation between grammar mastery and writing skill of the ninth-grade students of SMPN 2 Ubud in academic year 2022/2023.

1.4 Limitation of the Study

This study has variable limitations based on the initial objective of the main problem. So this research requires limitations because every variable is huge. In the present study, the research variables were grammar mastery and writing skill. Mastery of grammar leads to the use of past tense, while writing recount text is in writing skills. The limitation of the study is very important to limit and make the research problem are specific. In the present study, the researcher investigated the correlation between grammar mastery and writing skill of the ninth-grade students of SMPN 2 Ubud in academic year 2022/2023. The writing skill in this study was limited to the students' skill to write a recount text about their past experiences with a complete generic structure: orientation, events, and reorientation. Furthermore, the grammar mastery was focused on mastering simple past tense and past continuous tense.

1.5 Significance of the Study

One of the things related to this research is the expected research results. However, this research is focused on whether there is a significant relationship between grammar mastery and writing skills of ninth-graders at SMPN 2 Ubud in the academic year 2022/2023. The results of this study are highly expected and recommended to provide research findings that are significantly related to students' English grammar mastery with students' writing skills in making a text or essay. This study is expected to have a significant and practical influence on students' habits of using good and regular English grammar to improve students' writing skills, which will be assessed by the use of the past tense in recount text

writing and see whether or not there is a significant relationship between the two variables, namely in the grammar mastery on past tense and students' skill to write recount text.

Theoretically, the results of this study and students' writing skills are expected to be able to distribute and support the theoretical and empirical results of the existing correlation theory. Furthermore, the results of this study are expected to strengthen the existing theory. It is hope that additional empirical evidence can be used in future studies to provide more empirical evidence on the existing findings regarding the correlation between grammar mastery and students writing skill. In addition, the findings of this study reveal further research so that it can be used by other researchers as a basis for conducting similar research.

Practically, the results of this study are expected to be useful for English teachers, students, and other researchers. For English teachers, it is hoped that they can provide information that can be used as consideration to get better results from students taught at SMPN 2 Ubud. It is expected that it will raise students' awareness of the importance of understanding the use of the past tense in writing skills, particularly in writing recount texts, so that they can create interesting and good works. It is hoped that students will become more interested in learning grammar and improving their writing skills. Furthermore, for other researchers, it is hoped that the results of this study can be a good reference for further research.

1.6 Definition of Key Terms

Key terms are important to define to provide a clear understanding of the topic. Moreover, to avoid misunderstanding and confusion of the readers in

comprehending this research, the researcher needs to give a clear operational definition of key terms used in the present study. Additionally, the definitions of the key terms also intended to make them clear in comprehending this study and limit the terms are also intended to make them clear in comprehending this study and limit the terms of the research conducted. Thus, the definition of the key terms that were used in the present study were grammar mastery and writing skill. To reflect the research items, there are several terms used by researcher in this research. This study defines students' basic understanding and skills in the learning process. The things studied in this research:

1.6.1 Grammar Mastery

Grammar Mastery is defined as the ability of ninth-grade class students of SMPN 2 Ubud to use grammar correctly. In this study, the researcher focused on the use of past tense grammatical correctly to tell events that happened in the past.

1.6.2 Writing Skill

Writing skills in this study are operationally defined as the skills of ninth-graders of SMPN 2 Ubud in the academic year 2022/2023 in writing skills by using correct grammar in making recount texts about their past experiences, and it has a complete generic structure.

CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

In this chapter, the researcher explains and describe the theoretical reviews related to this study. The theoretical review is a review of the theories related to the study used to support this study. Moreover, scientific research should be conducted based on the relevant theoretical review and shows opinions about the subject. The present study dealt with the correlation between grammar mastery and writing skill. The present study was conducted based on the following theoretical frameworks that were taken from the experts. There were some important points to be explained and discussed based on the relevant theoretical reviews. The theoretical review includes grammar mastery and writing skill.

2.1.1 Grammar Mastery

Grammar is the system of language. People sometimes describe grammar as the "rules" of a language. Actually, the word "grammar" has several meanings and descriptions attempted by linguists. Different experts define the term "grammar" differently. Harmer (2001:12) defines the term "grammar" as the description of the ways in which words can change their forms and can be combined into sentences in a given language. whereas Cook and Suter (1980:1) state: "Grammar is a set of rules by which people speak or write." These rules are not always understood consciously, and if you ask people what the rules of English grammar are, they would probably offer one or two or say they do not know. The reason is that the rules we refer to are those that hardly anyone ever thinks about but which allow

people to use their language easily and naturally most of the time." Another expert, Hornby (1989:517), defines grammar as the rules in a language for changing the form of words and combining them into sentences.

From the statement above, it is stated that grammar is a rule that is used to speak or write in English. However, sometimes several people are not using grammar to communicate with each other. They generally do not realize that when they express themselves through writing or talking, what they write or say has a pattern, and they remain unconscious of the pattern in their communication. Not many people are aware that grammar mastery and writing ability have an interrelated relationship. So in studying grammar, we must be serious and good. If you just know, this can affect our writing in every word so that it can make it difficult for someone who is trying to understand what we mean.

Grammar tenses refer to the state of the verb. The tense of the verb explains the time of the action. There are three major tenses in English. These include the past, present, and future. Each of these tenses can explain an event that occurred in the past, an event that occurred in the present, or an event that will occur in the future. Accordingly, Cook and Suter (1980:47) point out that the present tense indicates that something is taking place now, whereas the past tense indicates that something has been completed in the past. Summing up the above definition and elaboration, tense is a special form of a verb denoting the time of action or country. Another definition given by Cook and Sutter (1980:5) as quoted in Evlina (2009:11) that the past tense is an action or situation that usually occurred or finished in the past. There are four tenses that show the final form, namely simple past tense, past continuous tense, past perfect tense, and past perfect continuous tense.

Azar (2003) states that formula of simple past tense as follows:

Statement : S + to be (was/were) + or S + verb II +

Negative : S + to be (was/were) + not ... or S + did not + verb I + ...

Interrogative : to be (was/were) + S + ...? or did + verb I + ...?

Simple Past Tense is an event or events that have passed. The auxiliary verb “did” is not conjugated. It is the same for all persons, and the base form and past form do not change. The verb “to be” is different. The verbs to be (I was, you were, he/she/it was, we were, they were) are conjugated; an auxiliary is not used for negative and question sentences. To make a question, the subject and verb are exchanged. Obviously, in the usage of to be was usually for form; I, she, he, and name. Whereas in to be the were form is used for; you, they, and we. Usually, if a sentence is in the form of V II, the sentence does not use to be, while the use of to be is used in the subject without a verb.

Past Continuous Tense is used to talk about things that were happening in the past and had not stopped happening, they were continuing. In addition, past continuous tense is used to say what was happening when something else end. The past continuous tense is usually made by use was/were adding in”ing”. In the past continuous tense pattern to be was for; I, she, he, it, and nama. While the use of were refers to; you, they, and we. In the past continuous tense, use the adverb of time in the form of when/while. The use of when is usually followed by the subject plus V II, whereas if the adverb while is used after that it will be followed by the subject plus was/were along with V I + ing. Azar (2003) states that formula of past continuous as follow:

Statement : S + to be (was/were) + Verb I + ing + ...

Negative : S + to be (was/were) +not + Verb I + ing + ...

Interrogative: to be (was/were) + S + Verb I + ing + ...?

Past Perfect Tense is used to talk about things that had happened before another time or before another event happened in the past. It can also show that something took place before a specific time in the past. The past perfect tense is used to replace simple past. In the past perfect tense adverb of time used; (1) since, (2) for. The past perfect tense is used for conversation and communication in everyday life which states that the event has occurred or was completed in the past. Past perfect tense is a form of two sentences that describes a sequence of two events that have occurred. The first event that has passed is expressed in the past perfect tense and the second event is expressed in the past tense. Azar (2003) states that formula of past perfect tense as follows:

Statement : S + had + Verb III + ...

Negative : S + had + not + Verb III + ...

Interrogative: Had + S + Verb III + ...?

The perfect tense describes an event that has ended when it was being or finished being talked about. Meanwhile, the continuous tense shows that the event is still ongoing. Therefore, the past perfect continuous tense is the form of the verb to express an action (with a certain duration of time) or an event that was started and is ongoing in the past, but is no longer happening now. Past Perfect Continuous Tense is used to talk about an event was in immediately before, up to, or until another event in the past. This tense is used to express the duration of the first event. The past perfect continuous tense is usually made by using “had been” for all subjects. In addition, Past perfect continuous is used to indicate an action or habit

taking place over a period of past prior to some other past event. The adverb of time used is the same as the past perfect tense, namely; (1) since, (2) for. Azar (2003) states that formula of past perfect continuous tense as follows:

Statement : S + had been + Verb I + ing + ...

Negative : S + had been + not + Verb I + ing + ...

Interrogative: Had + S + been+ Verb I + ing + ...?

Syahara (2012:12) define the grammatical competence as the correct application of rules of grammar but not explicit knowledge of grammatical rules. In order to create a good writing, students have to master grammar well. That is why teaching grammar should be targeted as much as possible to enhance the mastery of language skills. According to Graham and Perin (2007), some students who have poor writing skills often write sentences incorrectly. This happened because they have a minimum understanding of grammar, so they cannot express their idea well. Therefore, the correlation between grammar and writing is very close.

2.1.2 Writing Skill

Writing is one of the language skills. That is always taught in school. Writing skills are more complex and difficult than the other skills requiring the mastery of linguistic competence such as grammar, vocabulary, pronunciation, punctuation, intonation, etc. and requires conceptual judgment. Hyland (2003:3) atates that one way to look at writing is to see it as marks on a page or a screen, a coherent arrangement of words, clauses, and sentences, structured according to a system of rules. Oshima and Hogue (2007:15) state that writing is a skill: by far, the most important reason for teaching writing is that it is a basic language skill, just as important as speaking, listening, and reading. Writing consists of making a

point and then providing evidence to support or develop those points. Writing skills help learners get comprehensibility, fluency, and creativity in writing.

According to Langan (2010:10), a realistic attitude about writing must build on the idea that writing is a skill. In fact, writing is a process. It is done not in one easy step but a series of steps, and seldom at one sitting. Writing is a skill, like a driving or typing, that the students can master with hard work. Furthermore, the teacher has to facilitate the students in the learning process. Thus, the students have more chances to write down all of their ideas. The students need the practice to be a good writer to improve their skill. In line, according to Fowler (2001:1), writing is a process of synthesis. As you write, you used words and information to express your viewpoint in a coherent whole, an essay. However, the writing draws on intuition and reasoning, sensation and emotion, and fast and memory.

Hyland (2003:3) states that writing is an intricate structure that can only be learned by developing the ability to manipulate lexis and grammar. An emphasis on language structure as a basis for writing teaching is typically a four-stage process. The first is familiarization. Learners are taught particular grammar and vocabulary, usually through a text. The second is controlled writing. Learners manipulate fixed patterns, often form substitution tables. The third is guided writing; learners imitate model texts or kind of the text. The last is free writing, learners use the patterns they have developed to write an essay, letter, etc.

Writing is a form of communication that allows students to put their feelings and ideas on paper to organizer their knowledge into convincing arguments and convey meaning through well-constructed text. Hyland (2003) states that writing is a way of sharing personal meanings and writing courses emphasize the individual's

power to construct his or her views on a topic. By writing, the student can express everything about what they want to show in written form. Because writing is an act of discovering meaning, a willingness to engage with students' assertions is crucial, and response is a central means to initiate and guide ideas. Through writing, students could send a message without speak. Thus, to deliver the meaning of writing, they should have writing skill.

According to Hogue (2008:28), good writing is more than just sitting down and “talking” on a piece of paper. Good writing involves thinking, planning, writing, and revising. It means that the students should think first about what will they write about. The students should have a plan about what they want to write based on the writing paragraph that they though before, after that the students start to write based on their plan, and the last one is the student should check their writing again and revise any errors are found. After that, students could ask the readers if the text's message is delivered well because the most important thing in writing is making the readers understand the writing.

Taylor (2009:2) states if we are to write well, we need to know (as well as we can) what we are talking about. It means that the students should know well about what will be expressed in their writing. Good writing is writing which can express and explore ideas clearly. Thus, the readers could understand the meaning the text, and the writers could deliver the purpose of their writing. Brown (2004:225) states that a good deal of writing is displaying writing as opposed to real writing: the students produce language to display their competence in grammar, vocabulary, or sentence formation, and not necessarily to convey meaning for the

authentic purpose. Furthermore, the teacher has to facilitate the students in the learning process so the students have more chances to write down all of their ideas.

Hawthorne and Glenn (2011:9) state that students need to express their thoughts and knowledge effectively in writing if they are to participate actively in modern society. If they cannot write well, young people may find themselves unable to engage fully with a society that requires proficiency in many written forms and text types. This is important not only in cognitive development, but it is also necessary if we are to prevent these students from becoming and indeed, in many cases remaining economically, socially, and politically disenfranchised. Thus, writing is important to every student. Writing skill can help the student to become good writers. The students have to know and understand the essential foundation of writing skills such as strategy, technique, and opportunity. Writing skills also give special instruction in spelling, handwriting, and keyboarding. Besides, writing skills can build students' fluency and confidence and provide a variety of strategies and opportunities to apply them.

Texts are often regarded as a series of appropriate grammatical structures, so instruction may employ "slot and filler" frameworks in which sentences with different meanings can be generated by varying the words in the slots. Text is one of the topics in ninth-grade students. Writing is rigidly controlled through guided compositions where learners are given short texts and asked to fill in gaps, complete sentences, transform tenses or personal pronouns, and complete other exercises that focus students on achieving accuracy and avoiding errors. There are so many genres of text that should be mastered by the students; one of them is recount text.

Recount Text is one type of text that contains stories of our experiences in the past. The purpose of Recount Text is usually to retell and provide information and entertain the reader. Because the stories written are things that happened in the past, the tenses we use are the Simple Past Tense. Apart from that, there is also the use of adverbial phrases or what we can call 'descriptions of place and time.' In recount text, it needs to explain where and when the experience occurred. For some cases, when writing a recount text, sometimes it needs to use connective adverbs, for example like first, next, then, last, finally, and so on, to show the sequence of events that we are telling. Writing recount text consist of five criteria such as grammar and sentence structure, format or generic structure of recount text, content, punctuation, and organization.

According to Hyland (2003:20), the purpose of recount text is to reconstruct past experiences by retelling events in the original sequence. Recounts “tell what happened”. The purpose of a factual recount is to document a series of events and evaluate their significance in some way. The purpose of the literary recount is to relate a sequence of events so that it entertains, and this generally includes the writer’s expressions of attitude about the event. The generic structure of recount text consists of an orientation, event, and reorientation. An orientation is providing information about who, where, and when. The orientation as the opening of the recount txt explains who the character is, when, and where the event has happened. An event usually recount is chronological order. The event tells the reader about the chronological activity, start from the first action until the end of the activities. At the end of the text, there is reorientation. Reorientation contains personal comments

and /or evaluative remarks interspersed throughout the record of events. Usually, the writers put the feeling, moral value, or wishes for the future based on activities.

Knapp and Watkins (2005:225) state that recount is the simplest text type in this genre. Formally, recounts are sequential text that do little more than sequence a series of events. Every story, no matter how simple, need an orientation. Indeed, it is impossible to tell a story unless we see characters set up in a particular time and place, although many postmodern narrative play with these conventions. The orientation paragraph is typical of this type of recount. The sequence of events stage; however, it is more complex than the previous recount. Here the student provides a recount of all important activities that happened on the excursion. In addition, Burce (2008:86) states that a recount is the unfolding of a sequence events over time to tell what happened. Recount genre, she specifies a text organization of orientation and events. Orientation provides background information: who, what, and where for the subsequent events of recount. The events explain what happens chronologically.

They are any kinds of recount base on the purpose: factual recount for evaluating the writer's significance in some ways and literary recount for entertaining the reader that commonly includes the writer's experience. The recount text is a text that retells past events. Since recount text tells us about past events, the tense that is used is past tense. The purpose of a recount text is to give the audience a description of what happened and when it happened. There are three types of recount text:

1. Personal Recount

A personal recount is a retelling of an activity that the writer was personally involved in. For example; a diary.

2. Factual Recount

A factual recount is recording a particular incident. For example; a news report, a police report, a report of a science experiment.

3. Imaginative Recount

An imaginative recount is writing an imaginary role and giving details of events.

Recount text has several elements, one of which is the generic structure.

Making the recount text should match the existing generic structure because this is an early grounding in making recount text. The generic structure of a recount text:

1. Orientation: provides the reader with the background information needed to understand the text
2. A sequence of Events: series of events typically ordered in chronological order.
3. Re-orientation: the final section concludes the recount by summarizing outcomes or results, evaluating the topics importance or offering personal comment or opinion. It can also look to the future by speculating about what might happen next. But not all of recount closed by re-orientation. It is optional.

2.2 Empirical Review

The empirical review is the review of relevant research that has been conducted in previous research and it is relevant to the present research. Empirical

evidence can help the researcher avoid unintentional replication of the previous studies results, and to clarify as well as define the concepts of the study. In conducting with study, the researcher wanted to make a correlation between students' grammar mastery and writing skill. There were other researchers that showed the correlation between students' grammar mastery and their writing skill. The researcher used those studies as a basis to conduct the present study. There are two relevant researcher which had been done by other researcher as the following:

The first study conducted by Rismasari (2019) in her correlation research entitled "A Correlation Between Students' Grammar Mastery and Students' Writing Ability Of The Eleventh Grade Students Of SMP UNISMUH Makassar In Academic Year 2018/2019". The purpose of this study was to determine the relationship between students' mastery of grammar and the ability to write down text in their writings. The results of this study indicate that there is a significant relationship between the use of the past tense in making recount text of the eleventh grade students of SMP UNISMUH Makassar in the academic year /2018/2019. Furthermore, the result showed that there was a significant correlation between those two variables.

Moreover, the strength of this study based is in the results using the grammatical transformation test to test students' grammar mastery and essay writing test for testing students' writing skill. The grammatical transformation test of 30 questions in 45 minutes. The writing recount text test consists of at least 3 paragraphs in 45 minutes. However, with a total of 30 questions in 45 minutes will trigger the sample to do it in a hurry and be less careful. Thus, in this present study,

the researcher will consider sufficient time so that the students can do the test carefully.

There is another study conducted by Ni Wayan Sri Ayu Purnami (2021) in her correlation research entitled "The Correlation Between Past Tense Mastery And Recount Text Writing Ability Of The Twelfth-Grade Students of SMAN 1 Gianyar In Academic Year 2020/2021". The Objective of this study was to find out if there was a significant correlation between past tense mastery and recount test writing ability of the twelfth grade students of SMAN 1 Gianyar. Using multiple choice test as the research instrument of past tense mastery and paragraph construction test for the writing test, the researcher collected the required data and the results of the data analysis, which was shown that there was a significant correlation between students' past tense mastery and their writing ability in recount text.

In addition, the strength of the research was clear specification of the grammar test. The researcher also explained the item and the time allocation to do the test in detail. The scoring rubric for the recount test was no clear enough. The researcher did not assess the text and how to give the point to the students. However to facilitate this research in assessing test results that will affect the results of the scores in giving test points to researchers.. In the present study, the researcher provided the scoring rubric based on Oshima and Hogue (2007:196) to clarify the results and make the researcher fair to give the point for the students in writing a recount text.

2.3 Hypothesis

The hypothesis is a prediction of what will be found as a research project and a project focuses on the relationship of two different variables studied in the

research. This research is based on both theories about how it will work but, this is already scientific evidence. In this present study, the hypothesis is stated as follows: there is a significant correlation between grammar mastery and writing skill of the ninth-grade students of SMPN 2 Ubud in academic year 2022/2023. Since there is always a possibility that the result will show a relationship between the variables in research, the hypothesis in this research is stated as the following alternative hypothesis: “There is a significant correlation between students’ mastery of grammar and their skills in writing”.

