

CHAPTER I

INTRODUCTION

1.1 Background of The Study

Writing skills include all knowledge and abilities related to expressing oneself through the written word. According to Brown (2004: 218) Not many centuries ago, writing was a skill that was the exclusive domain of scribes and scholars in educational or religious institutions. Almost every aspect of daily life for the common person is carried out orally. Business transactions, records, legal documents, political and military agreements, all written by experts with a vocation to translate language into the written word. Writing skills, at least at a basic level, are a necessary condition for achieving employment in many walks of life and they are simply taken for granted in a literate culture. Language skills are the skills to write and compose sentences properly in accordance with a correct grammatical structure, so that readers can easily understand them. This shows that writing requires special skills so that the message to be conveyed to the reader can be conveyed properly and can be understood.

A text consists of words or sentences that are combined into a paragraph. Nunan (2006: 36), states that writing is a cognitive activity that is highly complex where the author is required to demonstrate control over a number of variables simultaneously at the level of the sentence including the control of the content, format, sentence structure, vocabulary, and punctuation. That is, whether or not good writing is not only determined by combining the word by word to form sentences and paragraphs, but the writer must be able to organize and integrate

information into coherent paragraphs and text. In writing, every student is required to be critical in order to produce good assignments and also be able to complete exams well. Many people can see a person individually through writing. In this digital era, writing is a tool that is widely used in communication, opinion, and entertainment. However, it is not uncommon to find an inappropriate writing style because it is not in accordance with the correct grammar, causing differences in meaning. The style of conveying something in a piece of writing can be the way a person sees personality. Writing skills can also define how you are as an individual.

Writing as a means of communication can be found easily in today's era, however, teenagers tend to be unfamiliar with writing in English because they are hindered by their lack of understanding even though they have studied English since elementary school. According to Jeremy (2007:76), language has a very important role in the intellectual, social, and emotional development of students who are supported to succeed in learning all fields of study. However, the focus of writing is not only how the author feels when the writing is produced, but how the writing can be understood and in accordance with the applicable grammar. In today's era, everything can be learned with advanced technology, especially in learning English. The researcher found that many students who are in puberty are influenced by technological developments such as social media such as Facebook, Instagram, or others, often they try to express their feelings by using English on the status update feature. In this section they tend to make quite ambiguous writing, this is because the grammar they use is not quite right.

Students writing without paying attention to the grammar used will affect the meaning of the writing and make the reader less understanding. Long (1987) states that students who study grammar will be more proficient in using English compared to students who learn English naturally without grammar. Grammar can be a lesson that can improve students' writing skills. However, the fact is that not all students like to study it and even most of them are unable to master grammar in proper writing. This makes the quality of students' writing skills decrease. Students think that writing is no longer fun because it has rules that must be understood. Without realizing it, having good writing skills can help readers communicate messages clearly and easily compared to face-to-face or over the phone.

Several previous researchers have conducted research on the correlation between grammar mastery and students' writing ability including Dewi (2020), Puspitasari (2017), and Juniari (2020). Each of these researchers conducted research in vocational schools such as SMKN 5 Denpasar, SMK Negeri 1 Bandung, and SMK Saraswati 2 Denpasar. From the results of the research they have done, they state that the results of their research show a significant correlation between grammar mastery and students' writing ability. Based on the description above, the researcher is interested in conducting this research to determine the relationship between grammar mastery and writing ability in class X students of SMA Negeri 1 Selemadeg in the academic year 2021/2022.

1.2 Research Problem

Based on this background, the researcher is interested in knowing in her research whether there is a significant correlation between grammar mastery and

students' writing ability. Research questions from this research can be identified as the following: is there a significant correlation between grammar mastery and writing ability of tenth-grade students of SMA Negeri 1 Selemadeg in the academic year 2021/2022?

1.3 Objective of The Study

Based on the research problem, the objectives of this research are to find out whether there is correlation between students' grammar mastery and their writing ability of tenth-grade students of SMA Negeri 1 Selemadeg in the academic year 2021/2022.

1.4 Limitation of the Study

The limitations of this research are very important so that the discussion becomes more specific and avoids a broad discussion. The researcher limits this research to determine the correlation between grammar mastery and writing ability of tenth graders of SMA N 1 Selemadeg in the academic year 2021/2022. Grammar mastery is focused on the simple past tense and past perfect tense while students' writing ability is focused on writing recount text. In this research, the researcher used a text contextualized grammar editing tasks as a test of grammar mastery and a text construction test to test students' writing ability.

1.5 Significance of the Study

This research is expected to give some concrete information regarding the correlation between grammar mastery and the writing ability of tenth-grade students of SMA Negeri 1 Selemadeg in the academic year of 2021/2022. The result of this research is also expected to provide both theoretical and practical significance which is further discussed as follows:

Theoretically, by conducting this research, it is hoped that it can provide information that can help maximize mastery of grammar, especially the past tense which can help train students' writing skills, especially in writing recount text. In addition, the researcher also hope that the results of this research can provide information about whether there is a positive and significant relationship between students' grammar mastery and writing ability.

Practically, this research is expected to be useful for students, teachers, and other researchers. The results of this research can provide information about the correlation between grammar mastery and student writing ability which is expected to be used as input for English teachers in the learning process. The researcher also hopes that this research can foster students' curiosity that the importance of mastering grammar, especially the past tense, can help improve their writing skills, especially in writing recount text. For the researcher, this research is expected to be able to help add references to other researchers who carry out the same investigation so that it can be useful for future research.

1.6 Definition of Key Term

To clarify what the researcher wants to study in this research, the researcher wants to emphasize the definition of key terms so that the reader can understand correctly:

a. Grammar

Grammar is a sentence structure. By using the correct structure, a sentence will be perfect. This structure is used in all languages, not just English. In general, there are three types of tenses that need to be mastered in improving writing skills. The three tenses are present tense, future tense, and past tense.

The grammar referred to in this research is the ability of students to answer questions that are focused on analyzing grammatical mistakes in the text, especially past tense grammar.

b. Writing

Writing is a form of ideas or ideas that are put in the form of writing or symbols that can be used as a medium of communication. The writing ability that was tested in this research was the students' writing ability that focused on writing a recount text by using a scoring rubric as an assessment procedure.





CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

Theoretical review in this research is the basis used by the researcher as a description of the theory, findings, and other research materials obtained from reference materials to serve as the basis for research activities to formulate a clear frame of mind from the formulation of the problem to be investigated. This research is based on the following theory framework: the correlation between the grammar mastery and the writing ability.

2.1.1 Grammar

Writing with correct grammar in accordance with the applicable structure will be more easily understood by the reader. According to Ostler (1987: 236), grammar is a science that studies the rules of language that explain the relationship between words, and the relationship between words is the correct arrangement so that it gives meaning to anyone who uses the language. In this case, students who study grammar will be able to provide correct understanding to their readers. Another opinion from Jeffrey & Coghill and Stacy Magendanz states that the grammar of a language is a set of rules that govern its structure. Grammar determines how words are arranged to form meaningful units. So, in other words, if words are structured using a set of rules that govern the structure of the language itself, it will be able to form meaning. In addition, Michael Swan (2005) states that Grammar is a rule that shows how words are combined, arranged, or changed to show a certain type of meaning. So, in the above statement, Michael adds that grammar can also indicate the type of meaning contained in word order.

This means that grammar can affect all areas of sentence formation. Another opinion states an even more extreme meaning Greenbaum (1996:25) defines in the concrete sense of the word grammar, a grammar is a book of one or more volumes. We of course also use grammar for the contents of the book. When we compare grammars for their coverage and accuracy, we are referring to the contents of the book: a grammar is a book on grammar, just as a history is a book on history. This means that grammar is a content that contains various structures and rules regarding grammar which are then grouped into one material which is arranged in a "book". A book entitled history will contain what history is and how history is built. It's the same with a book entitled grammar, a book that contains everything about grammar.

Therefore, from several definitions of grammar according to the experts above, we can conclude that Grammar is a structured set of rules that govern the arrangement of sentences, phrases, and words in any language that can form meanings that are easier to understand. Students need knowledge of this grammar to optimize their skills, especially in the field of writing. With the right understanding of grammar, students will be better at composing a sentence or reading, making it easier for other students or the reader to interpret the writing.

2.1.2 Writing

There are four basic skills in language, namely listening, speaking, reading and writing. There are two aspects, namely receptive (listening & reading) and productive (speaking & writing) skills, and the most basic productive skill is writing because through this someone can express their ideas. This research is only focused on writing skills to assist students in mastering grammar to improve

their writing skills. Writing is one of the most critical English skills. Many English learners struggle to write by writing free sentences with lots of errors. According to Meyers (2005) states that writing is a way of producing language that you naturally do when you speak. Writing is talking to another person on paper or on a computer screen. Writing is also the act or process of finding and organizing your ideas, putting them on paper and reshaping and revising them. Writing means pouring one's ideas, thoughts, and heart into writing that can be read either on a sheet of paper, a book or a computer.

Another opinion, Palmer (1994: 5) states that writing is recursive. It goes back and forth. We plan a little, put words on paper, stop to plan when we want to say next, go back and change a sentence, or change our minds altogether. That means writing needs to be planned. Whatever we write must be in accordance with what we think. Meanwhile, Harmer (2004:31), Writing encourages students to focus on accurate language use because they think as they write it may well provoke language development as they resolve problems that the writer puts into their minds.

In addition, Boardman (2002) states that writing is a continuous process of thinking and organizing, rethinking, and rearranging. Writing is a powerful tool for organizing extraordinary events and making them manageable. Writing is actually a form of thinking using written words. From the above opinion, it can be interpreted that writing is a way to produce language that comes from the repeated thoughts of the author. Moreover, Pranoto (2004; 9) adds that writing means pouring thoughts into writing or telling something to others through writing. Writing can also be interpreted as an expression or expression of feelings

expressed in writing. In other words, through the writing process we can communicate indirectly. The communication in question is an outpouring or expression of the author's feelings to the reader that cannot be expressed directly. Writing as a means of communication can also be done by simply sending a message or letter. This proves that writing does not only function as reading for learning but can also be useful as a means of entertainment and communication.

From the opinions of the experts above, we can conclude that writing is an activity or creative act, with the ability to interpret or design a text, event, experience, and activities are used as a medium of human communication which is poured into language with written symbols. So, writing ability can be defined as the individual's capacity to carry out activities that are used as a medium of learning, entertainment and also communication in the form of writing or symbols both on sheets of paper and on a computer screen. In addition, there are several important aspects that must be mastered in writing, namely mastery of grammar, vocabulary, spelling, punctuation, layout, linking and style. In this research, the researcher focuses on the grammar aspect that will be used as a writing assessment procedure.

2.2 Empirical Review

In this research, the researcher reviewed 3 authors who had researched grammar knowledge and writing skills. This research is reviewed based on the results of previous research that can be a reference related to a special phenomenon or situation. The research findings can be briefly described to provide a basis and support for this research.

The first empirical review of the research entitled "The Relationship of Students' Grammar Mastery with Their Ability to Write Recount Texts for Class XI Students of SMK N 5 Denpasar" conducted by Dewi, NLPIA (2020) from Universitas Mahasaraswati Denpasar. writing recount texts for class XI students of SMKN 5 Denpasar for the 2019/2020 school year. This study aims to determine the relationship between students' grammar mastery and their ability to write recount texts. The research subject was a group of students who were tested using a test. The research subjects were students of class XI of SMKN 5 Denpasar in the 2019/2020 school year. The researcher determined one class consisting of 35 students as the research sample by using a cluster sampling technique with a lottery system. Furthermore, to collect the data, the researcher used two kinds of tests: grammar transformation test and text construction test. Moreover, data collected was analyzed by using SPSS 16.0 program with the following steps: normality testing, homogeneity testing, Pearson Product Moment test and t-test. The result of this research showed that there was a significant correlation between students' grammar mastery and their ability in writing recount text with r value 0.971. In addition, the value of t counted was $8.697 > t$ table 2.032 which meant that the hypothesis was accepted. Therefore, the result of this study can be summarized that the correlation between students' grammar mastery and their ability in writing recount text was very high.

The second study was conducted by Puspitasari Dewi (2017), entitled "The Correlation between Students' Grammar Mastery and Their Achievement in Writing Descriptive Text." From the Faculty of Tarbiyah and Teacher Training. State Islamic Institute (IAIN) of Tulungagung. This research, the researcher uses

correlational design with a quantitative approach. The population in this research is the first grade of Accounting at SMK Negeri 1 Bandung totaled 190 students. The number of samples was 37 students determined using purposive sampling technique. Both variables examined in this research were the independent variables that were grammar mastery and achievement in writing descriptive text. The research was conducted through tests. While the method in data collection uses a distribution test. Technique of analysis data in this research calculating correlation coefficient using Pearson Product Moment Formula Technique through SPSS 16.00 for windows. The result of this study showed an average of students' grammar mastery value is 59,57 and average of writing descriptive text is 61,95. This research has positive correlation, because the students have low scores in grammar, they also have low scores in writing descriptive text and the contrary. Based on the calculating correlation coefficient, this research has very strong correlation, because the correlation coefficient is 0.804. Analysis of data through calculating using Pearson Product Moment Formula by SPSS 16.0 for windows, the data indicated that the sig (2-tailed) value 0.000 is lower than level of significant (α) 1 % it means that the null hypothesis (H_0) is rejected and automatically the alternative hypothesis (H_1) is accepted. It can be concluded that there is a significant correlation between students' grammar mastery and their achievement in writing descriptive text at first graders of AK-4 at SMKN 1 Bandung.

Another Empirical Review from Juniari N.W. (2020) entitle "The Relationship of Grammar Mastery with Writing Achievement Students of Class XI SMK Saraswati 2 Denpasar Academic Affairs Year 2019/2020" This study was

intended to find out the correlation between grammar mastery and writing achievement in writing recount text. The subjects of the research were the eleventh-grade students of SMK Saraswati 2 Denpasar in the academic year 2019/2020. The present correlation study research design was then carried out. The instruments used to collect the data were tests. The tests were grammar mastery tests used as completion tests and text construction test. The collected data were analyzed by using the SPSS program. Paired-Samples t-test the result is the significance 2-tailed value from student' grammar mastery and student's writing achievement was .000. The result showed that the t-testing significance score had relatively equal variances because the significance is higher than 0.05. The result of calculating the correlation between students' grammar mastery and their achievement in writing recount text was $r = 0.642$. Based on the result, it can be concluded that there is a significant correlation between grammar mastery and writing achievement of the eleventh-grade students of SMK Saraswati 2 Denpasar in the academic year 2019/2020.

This three previous research above obtained the same results. Some of the differences that emerged between this study and the three previous studies were seen in the data collection used, the place and the object of the research. In this research, the researcher plans to use two tests, such as the contextualized grammar editing tasks as the identification of grammar errors specifically past tense and the text construction test as the identification of writing ability to specifically write recount text. The place of this study is junior high school and the sample will use seventh-grade students. In vocational school, the student has been learning English for a longer time so that their writing ability will improve more than a

student in junior high school. So, the researcher would like to know the valid information regarding correlation between grammar mastery and writing ability of tenth-grade students of SMA Negeri 1 Selemadeg in the academic year of 2021/2022.

2.3 Hypothesis

The hypothesis or basic assumption of this research is a temporary answer to the problem that is still presumptive because it still has to be proven. The presumed answer is a temporary truth, which will be verified by data collected through research. In this research, the researcher hypothesized:

- a. Alternative Hypothesis (H_a): There is a significant correlation between the grammar mastery and the writing ability of tenth-grade students of SMA Negeri 1 Selemadeg in the academic year 2021/2022.
- b. Hypothesis Zero (H_0): There no significant correlation between the grammar mastery and the writing ability of tenth-grade students of SMA Negeri 1 Selemadeg in the academic year 2021/2022.

