

## **CHAPTER I**

### **INTRODUCTION**

#### **1.1 Background of the Study**

Grammar mastery is tools or rules of the word for the sentence that we want to write. In grammar, mastery has three words that we can change according to time and situation, such verb 1, verb 2, and verb 3. In addition Brown (2007:40) grammar mastery is understood as knowledge of and ability to use the grammatical structures of a language and use them effectively in communication. Also besides that to balance our knowledge about grammar mastery, we must have the writing ability to apply. According to Sharma (2016), writing ability is the skill of putting together what you think or want to say using words, which a person reading it is able to know your thoughts, ideas, and feelings as near to what you want to convey.

The definition of grammar mastery is a rule for forming a sentence to indicate what happens in the past and what's going on soon in our life. Grammar mastery that is usually used to learn is: present tense, past tense, perfect tense, and future tense. Learning grammar needs more time to practice and improve our grammar to make it natural. That is why we as a student must know the differences in each tense, the layout, how they used it in the sentence, and how to write. In conclusion from Brown (1994;31) noted that reference to language, competence is one's underlying knowledge of the system of the language-its the rules of grammar, its vocabulary, all the pieces of a language, and how those pieces fit together.

Langan (1984;96) states “writing is a skill like driving, typing, or even preparing a good meal”. Like any skill can be learned. The statement shows that everybody can write a good writing, but she or he be has to learn how to write correctly before starting to write. In English writing, most students think that writing well is not easy because it is a more complex skill.

When students want to write, sometimes they think about what first should be written and what kind of tenses should be used. Lyons and Heasley (1987;2) states: It is very difficult to write like Shakespeare or D.H. Laurence in a language which is not your own. But you are not aiming at getting literature: you simply need to able to write clear, accurate English which has central idea and other related information and gets the meaning across to your reading.

Here are some rules to practice the students writing ability from Peter, Kleppner, and Botham (2018). Step one, define your writing time. Write down your goal on a sticky note and place it where you will have a daily reminder of your goal. Step two, create a working environment that works. Where are you most likely tp settle in and write without external distractions? some people work best in a cafe or on a flight. Step three, write first and edit later. Write, if you feel stuck writing your thoughts as a letter to someone who you care about so you are not distracted by making it perfect. Step four, use triggers to develop a productive writing habit. Spend some time determining a few effective triggers and strategically place these before your writing time to help you write routinely.

Step five, be accountable. The simple act of communicating your habit can help you keep on the course. Step six, seek feedback and ask for what you want. You can and should elicit feedback from all sorts of people. Step seven, think about what you're writing outside of your scheduled writing time. Step eight, practice. Just like any skill, through practice, you will become a better writer. Step nine, manage your self-talk about writing. Remind yourself that even incremental progress will lead to something bigger with time. The last is to reevaluate your writing practice often. Writing is one of the most important activities that we as scientists engage in because it is critical to share our findings both within and beyond our research community

The way to mastering English writing and to be a good writer for the eleventh-grade students of SMA PGRI 1 Amlapura, all the students have to explore and improve grammar mastery into writing ability. In these situations, the researcher found it is crucial both of them because there are many correlations between grammar mastery and writing ability. Therefore, in the future, we should

be able to understand grammar and balance, our knowledge also must improve our writing ability by correctly. The researcher is eager to conduct a study entitled “The Correlation between Grammar Mastery and Writing Ability of the Eleventh Grade Students of SMA PGRI 1 Amlapura in Academic Year 2021/2022.

## 1.2 Research Problem

Concerning the description above between grammar mastery and writing, the ability is important especially English language for students in this era. Therefore, it is important to formulate the research question. The research problem is important to make the discussion clear and specific. Furthermore, the researcher was interested in finding out the significant correlation between grammar mastery and writing ability of senior high school students. The research problem in this present study can be formulated in the form of a question as follows: is there any significant correlation between grammar mastery and writing ability of the eleventh-grade students of SMA PGRI 1 Amlapura in academic year 2021/2022?

## 1.3 Objective of the Study

The objective of the study is a plan or teaching material that the researcher must search to teach her students in a good way. By knowing the objective of the study, it is useful for the researcher to collect the data in this research. This is any scientific investigation is certain to answer the research question and find out the scientific solution to the research problem. This present study was intended to answer the research problem that had been previously formulated and determined. Based on the research problem stated, the primary objective of the present study is to figure out the significant correlation between grammar mastery and writing ability of the eleventh-grade students at SMA PGRI 1 Amlapura in academic year 2021/2022.

## **1.4 Limitation of the Study**

Considering that grammar mastery and writing ability are complex in a correlational study. The researcher limited grammar mastery which the most and usually used, such as present tense, past tense, perfect tense, and future tense. So, for eleventh-grade students, we use simple past tense for language learning in the class. In the present study, the researcher focuses on finding out the correlation between grammar mastery and writing ability of the Eleventh Grade Students of SMA PGRI 1 Amlapura in academic year 2021/2022 by giving grammar tests and writing tests.

## **1.5 Significance of the Study**

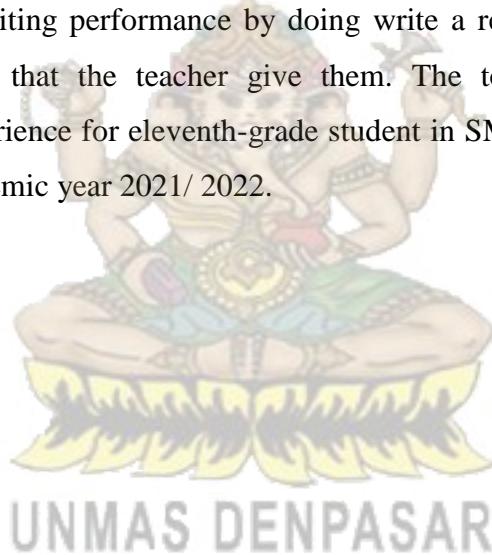
The result of this study will be expected to be meaningful and useful for improving the quality of the study, especially in grammar mastery and writing ability of eleventh-grade students of SMA PGRI 1 Amlapura in academic year 2021/2022. First, for the students they will know how to use correct grammar with grammar mastery make writing ability step by step more naturally than before they learn. Second, the teachers can know how much all the students understand grammar mastery and how strong the student writing ability is. The last is for the researcher that can give more knowledge and idea to make a paper or proposal based on the theory of the correlation between grammar mastery and writing ability.

## **1.6 Definition of the Key Terms**

Key terms are important to be defined to give a clear understanding of the topic. In the present study, the researcher has several key terms that are related to the research. The key terms were based on the research variables in the present study. Moreover, the focus of this study was to find out the correlation between grammar mastery and writing ability of the eleventh-grade students of SMA PGRI 1 Amlapura in academic year 2021/2022. Thus, the key terms in this present study were grammar mastery and writing ability.

In order to avoid misunderstanding and confusion on the parts of the readers concerning the key terms significantly used in the context of the present study, the researcher needs to operationally define the following terms:

1. Grammar Mastery was operationally defined as the ability of the students in mastering grammar about the present tense, simple past tense, continuous tense, perfect tense, and perfect continuous tense at eleventh grade students in SMA PGRI 1 Amlapura in academic year 2021/2022.
2. Writing Ability was operationally defined as the skill of the student in writing performance by doing write a recount text based on the topic that the teacher give them. The topic is My Memorable Experience for eleventh-grade student in SMA PGRI 1 Amlapura in academic year 2021/ 2022.



## **CHAPTER II**

### **THEORETICAL AND EMPIRICAL REVIEW**

#### **2.1 Theoretical Review**

The present study about this is based on the following theoretical framework that was taken from the experts and based on surroundings. However, for this, we are going to explain and discussed based on the theoretical reviews by the researchers because there are many points about the material. The theoretical we will discuss is grammar mastery and writing ability for all students of the grade eleventh at SMA PGRI 1 Amlapura.

##### **2.1.1 Grammar Mastery**

That is a rule to organize, understand, and collect a word in learning a foreign language. Therefore, we are born, grow up, and learn everything from our surroundings. At school, we learn any subject, especially a foreign language that is the English language for becoming a great writer in the future. There are many types of grammar mastery we can learn, tenses that we usually use, such as present tense, past tense, perfect tense, and future tense. For this session, we used simple past tense because the students and the teacher apply with recount text. According to Azar (2009) states that grammar is a set of rules by which people speak and write. These rules are not always understood consciously because the rules we refer to are those hardly anyone ever thinks about, but wish to allow people to use their language easily and naturally most of the time. Based on the experts' definition of grammar parts are combined to make sentences.

For the eleventh-grade student, the tense chosen is past tense. According to Richard Nordquist (2020), simple past tense verbs also called past simple or preterite show action that occurred and was completed at a particular time in the past. Verbs that past tense uses are verb 2 or verb 3 because the situation already happened before or a few years ago, for example: "I went to Jogjakarta when was sixteen years old" (verb 1: go and verb 2: went).

From the example, there are still many verbs that will be changed when the situations already happened before or past. Grammar is one of the important things in English because it does not just make the sentence good but also it will refer to its meaning. There are two formula for past tense, such as:

- Positive (+): Subject + verb 2 + Object, Subject+ to be (was/were) + adjective/adverb.
- Negative (-): Subject + to be (was/ were) + adjective/adverb, Subject + did not + Infinitive verb + Object, Subject + was/were + not + adjective/adverb.

"A knowledge of grammar in this sense is not just concerned with rules for what can and can't be done with the organization and use of words in English sentences, but also with the way written English functions". For people who have unconscious knowledge of grammar, it may be sufficient for simple language use. It represents our linguistic competence. According to Victoria, Robert, Nina (2003:14) to understand the nature of language, we must understand the nature of grammar, and in particular, the internalized unconscious set of rules that is part of the grammar of every language. Maxom (2009:221) says that around the world there are thousands of languages, each with its own grammatical system. This means that students can easily get it wrong when they try to put words together to make a sentence in English.

From the statement above, the writer assumes that grammar mastery is learners' ability to write correctly and easily. It means that mastering grammar is useful in the teaching-learning process, especially in English. Learners that have mastery of grammar well can convey their feeling, and ideas, though in spoken or written. When we get a conversation with foreign people from other countries, our grammar is helpful to make them understand what we talk about actually.

## 2.1.2 Writing Ability

In general, we have four abilities, such as speaking, listening, reading, and writing to supportability. Four abilities must be balanced and connected. Half of the people said that writing is hard enough because in some situations the word will be changed to another word. It is supported by Hyland (2003) states that Writing is not easy to do because students need to think hard to produce the ideas, words, sentences, paragraphs, and compositions. There are some arrange to learn writing:

- First, students learn basic writing such as learning to introduce the alphabet as a start before the student learns the next lesson.
- Second, students learn how to write the word.
- Third, students learn how to write a sentence.
- Fourth, students learn how to write a paragraph.
- Fifth, students learn how to write simple writing in this section, the students learn to make a paragraph.

Besides the student learning step by step about writing, all the students also must learn how to give punctuation with their text to make the readers understand what they read. Also, the students must know the purpose of writing and this is based on one of the scientists. According to Tarigan (1994:23), the writer's intention is response or answer of the writer wish of readers". According to the expert statement, the purpose of writing is like:

- To give information or knowledge in the other word is informative discourse.
- To persuade the reader in the other word is persuasive discourse.
- To entertain the reader in other word is literary discourse.
- To make expression feel or to make a strong emotion of the reader in other word is expressive discourse.

In learning English, students can't be separated from writing activities. Writing is needed to understand what people express and say in their languages, write in their letters, or communicate with their friends. However, students cannot understand what they read completely if they do not understand the language used there. Therefore, the writer is interested in doing this research to find empirical data on the correlation between grammar mastery and writing ability with recount text.

Writing ability should be specified before a practical assessment procedure is designed, this basic principle is likely to be missed among teachers. They are likely to focus on devising other test-related features such as test tasks, topics, and scoring schemes. According to the results of his study, it is teachers who are responsible for the way that learners acquire language and how writing competence should be defined. However, both of these cases of following either their experience or ideology on writing might sometimes reflect aspects that have little relation to the nature of writing ability, as shown in Yi (2007). In the meantime, the construct of writing ability may also be formed according to pedagogical approaches to the teaching of writing, which they adopt out of those generally accepted in the field of the teaching of writing, taking into consideration the characteristics of learners and aims of pedagogy in a given context.

Noticeably, as there are various pedagogical approaches to the teaching of writing, there is more than one definition of writing ability that could be generally accepted amongst teachers and researchers of writing. No matter what approach they may adopt, to define writing ability, reflecting this/her teaching approaches can be more desirable than the aforementioned ones, in that as long as the approach they adopt is considered a valid one amongst language teaching practitioners and researchers, the teachers are likely to be secure in terms of the validity of their definition on writing ability and they are likely to achieve consistency and validity in teaching and assessing writing.

## 2.2 Empirical Review

Empirical review, it's about reviewing studies that will be conducted by other researchers which may be similar to the present study. There are many previous researchers on The Correlation between Grammar Mastery and Writing Ability now the present study is used by Zaiyana Putri, Tengku Maya Silvianti, Diana Achmad (2016), and Dewi, N. L. P. I. A. (2020) as consideration to make this present study.

First, that is researcher from Zaiyana Putri, Tengku Maya Silvianti and Diana Achmad (2016). This study aims to reveal whether there is a correlation between grammar mastery and writing ability. To achieve the objective of the study, the authors conducted field research using two sets of a test consisting of grammar and writing. The subjects of the study were the second-grade students of SMA Negeri 1 Bandar Baru. There were 247 students and 32 of them were taken as samples. To draw a representative sample, simple random sampling was applied. The data of this study were students' scores on both tests. Since this study is a correlational one, the Pearson Product Moment correlation formula was used in analyzing the data because the number of the sample was more than 30. The t-distribution at the level significant 0.05 is 2.042 with a degree of freedom of 30. Since the result of the t-test is 18.51 which is higher than the t-distribution ( $18.51 > 2.042$ ), this proves that there is a significant correlation between the students' ability in mastering grammar and their competence in writing.

Next, is researchers Dewi, N. L. P. I. A. (2020), This research discussed the correlation between students' grammar mastery and their ability in writing recount text of the eleventh-grade students of SMKN 5 Denpasar in the academic year 2019/2020. This research aimed to find out the correlation between students' grammar mastery and their ability in writing recount text. The sample was selected by using a cluster sampling technique consisting of 35 students. Furthermore, to collect the data, the researcher used two kinds of tests: a grammar transformation test and a writing test.

Moreover, the data collected was analysed 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 an R-value of 0.971. In addition, the value of t counted was  $8.697 > t_{\text{table}} 2.032$  which meant that the hypothesis was accepted. Therefore, it can be summarized that the correlation between students' grammar mastery and their ability in writing recount text was very high.

Zaiyana Putri, Tengku Maya Silvianti, Diana Achmad (2016), and Dewi, N. L. P. I. A. (2020) selects the sample for the data at random. Also, give all the students some tests with two variables grammar mastery test and a writing test. Last, both of them analysed the research data using the SPSS application, including scoring test results and mean variables. The difference between them and this research used a direct test but the researchers make two groups to test all the students. All students in eleventh grade will test by writing recount text with used simple past tense. However, they and this researcher have some similarities there are SPSS applications, including scoring test results, and means variables.

### **2.3 Hypothesis**

According to Saul McLeod (2018), A hypothesis (plural hypotheses) is a precise, testable statement of what the researcher (s) predict will be the outcome of the study. In research, there is a convention that the hypothesis is written in two forms, the null hypothesis, and the alternative hypothesis. The researcher assumes there is a positive correlation between grammar mastery and writing ability among eleventh-grade students of SMA PGRI 1 Amlapura in academic year 2021/2022 (Ha). In research, there is a convention that the hypothesis is written in two forms,

- **Alternative Hypothesis**

The alternative hypothesis states that there is a relationship between the variables being studied (one variable affects the other). It states that the results are not due to chance and that they are significant in terms of supporting the theory being investigated.

- **Null Hypothesis**

The null hypothesis states that there is no relationship between the two variables being studied (one variable does not affect the other). It states results are due to chance and are not significant in terms of supporting the idea being investigated.

