

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Language is one of the important things in our life. One of the languages which are very important to master is English. Mastering English helps us to communicate with people from different cultures or countries. English has already been taught in our country as a foreign language. English is taught to the students can develop their competence in many fields. The students have to learn three components (grammar, vocabulary, and pronunciation) and four skills (writing, speaking, listening, and reading) of English. The components and skills have a correlation to one another such as grammar and writing. There is an assumption "a good writer has to contain a good grammar". Based on the assumption for the people who want to write sentences, paragraphs, essays, and stories, they have to master grammar as a requirement of good writing.

In addition, writing is an important skill to learn by the students to develop their ability to express their ideas and establish or maintain a social relationship by communicating with others. Brown (2001:335) defines that "writing is the written products of thinking, drafting, and revising that require specialized skills on how to generate ideas, how to organize them coherently, how to revise text for clearer meaning and how to edit text for appropriate grammar and how to produce a final product". In other words, writing is an important part of communication, because writing is a means to communicate, to convey message, ideas, and feeling in written form. Writing is a very important capability for being owned by students, and writing is also an excellent communication tool. Langan (2001)

argued, “writing is a process that involves the pre-writing, revising and editing” Through writing, each person is able to convey feelings, ideas, and announcements to others and the students should master it because writing is very useful to improve the English skills of the students themselves.

Furthermore, one of the components that has correlation with writing skills is grammar. According to Richards and Schmidt (2002:251-252), grammar is a description of the structure of a language and how language units such as words and phrases are formed into sentences. Therefore, someone who learns a new language formally in general will be given grammar lessons. Of course, this depends on the level of the students who are learning. Furthermore, grammar is a set of rules or principles of the working of a language, its system or structure. Grammar is the process of describing the structure of phrases and sentences by considering their order in a language. In other words, learning grammar is an important activity in language learning. According to the study of language learning which includes a focus on learning grammar (form-focused instruction), grammar teaching convincingly shows more effective results than teaching focusing only on the meaning.

However, in fact, grammar mastery could influence writing ability. The current problem that is still faced by the eighth grade students was commonly in constructing a good text with good grammar. Actually, most of the students enjoy English especially when they get writing skill because they can express their ideas, feelings and thoughts. The one and only thing that makes the students unable to write well enough is because they do not have enough knowledge about vocabulary said grammar that must be used. Even though, they have many ideas

in their mind. As a result, it is important for having high grammar mastery for each student to help them to master writing ability.

Based on the explanation above, the previous theories about students writing ability and grammar mastery have convinced the researcher that grammar mastery influence in writing ability and it can give an impact on the learning process. Furthermore, based on the background above, the researcher is curious about the significant correlation between students' grammar mastery and their writing ability. Therefore, the researcher was interested to conduct a research entitled "The Correlation between Grammar Mastery and Writing Ability of The Eighth Grade Students of SMPN 2 Mengwi in Academic Year 2021/2022".

1.2 Research Problem

Concerning to the description above, grammar mastery and writing ability are important especially in learning English. Therefore, it is important to formulate the research question. 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 junior high school students. Thus, the research question of the present study can be formulated as follows: is there any correlation between grammar mastery and writing ability of the eighth grade students of SMPN 2 Mengwi in academic year 2021/2022?

1.3 Objective of the Study

Objective of the study is the goal of which the researcher plans to do or achieve after the study is carried out. By knowing the objective of the study, it will help the researcher to concern on the process of collecting the data in this research. The undertaking of any scientific investigation is certainly to answer the research question and find out scientific solution of 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 on the background, the objective of the study was to figure out whether there is any correlation between grammar mastery and writing ability of the eighth grade students of SMPN 2 Mengwi in academic year 2021/2022.

1.4 Limitation of the Study

The limitation of the study is very important to make a discussion about the research problem more specific and avoid a broad discussion. In the present study, the researcher focuses on finding out the correlation of grammar mastery and writing ability of the Eighth Grade Students of SMPN 2 Mengwi in Academic year 2021/2022 by giving grammar test and writing test.

1.5 Significance of the Study

The result of this study will be expected to be meaningful and useful for improving the quality of study especially in grammar mastery and writing ability of eighth grade students of SMPN 2 Mengwi in academic year 2021/2022.

Besides, this result of study will be reference for future researchers who want to research the correlation between grammar mastery and writing ability.

1.6 Definition of the Key Terms

Key terms are important to be defined in order to give clear understanding of the topic. In the present study, the researcher has several key terms that are related in the research. The key terms were based on the research variables on the present study. Moreover, the focus of this study was to find out the correlation between grammar mastery and writing ability of the eighth grade students of SMPN 2 Mengwi in academic year 2021/2022. Thus, the key terms in this present study was grammar mastery and writing ability. In other 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 In this study, can be defined as the factors that continually contributed and committed to attain the goal of the eighth grade students of SMPN 2 Mengwi in academic year 2021/2022.
2. Writing ability can be defined as the ability of the eighth grade students of SMPN 2 in academic year 2021/2022 to comprehend the information or content recount text that the students have learnt at school. References by using short answer task.

CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

Theoretical review is a review of some theories relate to the study. This is used to support and build the present study to be more solid and based on the fact. Therefore, theoretical review was used to support and build this study. The present study had to be supported by the theories already put forward by the experts. There have been several related sources from various literatures in support of this study. There were a few key points that needed to be explained and discussed based on the relevant theoretical reviews that were the researcher prepared. In addition, there are two areas that are described and discussed in this chapter as follows: grammar mastery and writing skills.

2.1.1 Grammar Mastery

In the context of education, there are several definitions of grammar. Grammar is usually considered one of the language components beside the vocabulary and sound system which students should acquire. Knowing grammar means understanding what the text means correctly. Grammar gives language users the control of expression and communication in everyday life. Besides, mastery over words helps speakers to communicate their emotions and purpose more effectively. Furthermore, grammar deals with the form of sentences and

smaller units such as clauses, phrases and words (Huddleston & K. Pullum, 2010:1).

Grammar is the study of how words combined to form sentences. Richards and Schmidt (2002:251-252) states grammar is a description of the structure of a language and how language units such as words and phrases are formed into sentences. One of the important things in writing grammar is tenses. In sixteen forms of tenses which indicate the certain time of action in English, there is simple present tense. The simple present tense is used to talk about something that is true in general and it happens all the time or repeatedly (Murphy, 2004:4). In other meaning, the simple present tense is used to tell the facts and events of a story that is happening now or in the future (Sargeant.H, 2007:58). Simple present tense is using the pure form of a verb or by adding -s or -es to the end of a verb depending on the subject. If the subject is either I, You, They or We, the verb that is used in simple present tense is the pure or original form. On the other hand, if the subject is either She, He or It, the verb that are used simple present tense is followed with s or es at the end. Grammar gives language users the control of expression and communication in everyday life. Jennifer Peat (2002:214) states that grammar is about knowing why something reads badly and knowing how to fix it. It is impossible to write well without using words correctly. It means that, when people want to write something, they should know about grammar because it shows the meaning and relation with every single word that becomes a sentence.

In addition, Kolln and Funk (2010-3) point out three definitions of grammar. first, grammar is the system of rules in our heads, It means that the study of

grammar a lifetime of "knowing" how to produce sentences. This subconscious system of rules is your "language competence". It is important to recognize that these internalized rules vary from one language community to another. Second, grammar is the formal description of the rules. This definition refers to the branch of linguistic science concerned with the formal description of language, the subject matter of books like this one, which identify in an objective way the form and structure, the syntax of sentences. Third, grammar is the social implications of usage, sometimes called "linguistic etiquette". This definition could be called do's and don'ts of usage, rather than grammar. The theory that used in the present study is from Sargent.H (2007:58). The simple present tense is used to tell the facts and events of a story that is happening now or in the future. On the other words, grammar is a set of rules derived from a language that enable people to understand what they read or what they construct in sentences or expressions when they communicate.

2.1.2 Writing Ability

In our global society, it can be said that writing is a crucial part. Through writing we can learn many things. In short, writing plays a significance role in our life. Oshima and Hogue (2007:15) state that writing is the action that needs some process such as thinking, writing, reading, correcting and revising. Those are not the simple steps in writing because people have to realize that what they write is what they want to say or express. That's why for some people, writing might be hard even in their first language. It could be more difficult for them to write in foreign language.

Out of the four main English skills, writing is considered to be the most complex skill. According to Harmer (2004:258), writing process cannot be done in just only 15 minutes. Writing takes time to brainstorm ideas, draft a piece of writing and then review and edit it in various ways with the teacher's help perhaps. In addition, According to Brown (2001:336), writing is the very process of putting ideas down on paper to transform thoughts into words, to sharpen your main ideas and to give them structure and coherent organization.

The writer assumes that writing is the most difficult skill of language because there are many rules and aspects that should be considered by learners in order to the readers comprehend about the text. In the present study, the theory that is used is from Langan (2008:13) states that writing is a skill that anyone can learn by practice although difficult. It is a process that by hard work, students can master. Students need to realize that they must do more practice if they want to become good writers.

2.2 Empirical Review

Empirical review is the previous research which related to this study, this previous research helps the researcher for the future research. In this study, the research finds some previous research which related to this research. The first research was Reni Septiani (2014) in his correlational research entitled "The Correlation Between Grammar Mastery and Writing Ability of UIN Syarif Hidayatullah Jakarta". The objective of this study was to get empirical evidence whether or not there was any relationship between grammar mastery and their writing ability.

On the other research related to this present study is research entitled "The study between grammar mastery and writing ability at English grade students of SMP Palangka Raya". That has been conducted by Safrina (2017) there was correlation between Grammar Mastery and Writing Ability.

Considering the result data, those two studies were already good in presenting the data of the correlation between grammar mastery and writing ability. The sources of the materials that both of the researchers used were good. In the writing test from the research conducted by Reni Septiani (2014) there was no clear instruction in writing test and specific time doing the test.

On the other hand, in a study conducted by Safrina (2017) in the research that was no theory from experts and no clear instruction about the time for doing test by students. In this present study, the researcher gives the clear instructions of time and scoring procedure and adapt several theories from the experts.

2.3 Hypothesis

According to Singh (2006:54) hypothesis is defined as a tentative solution for the problem. From the empirical above about the correlation between grammar mastery and writing ability, the researcher assumes there is positive correlation between grammar mastery and writing ability at eighth grade students of SMPN 2 Mengwi in academic year 2021/2022 (Ha).