

# 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 be mastered is English. Mastering English helps us to communicate with people from different cultures or countries. Writing is a language skill that is categorized as the output skill. It is one of the important skills that needs to be learned beside speaking. Output skills play an important role in communication. Language skills are important because they are used as a reference tool to be able to communicate with one another so that it can make students' mind sets that communication is fun and students are motivated to develop language skills both listening, speaking, reading and writing. Moreover, people are quicker to expose user's English proficiency from the output language skills, speaking and writing.

In writing, people must have an idea of what they are going to write. Raines (2001:3) states that writing helps students learn. It means that students understand better by writing. The students learn about writing in school and it should be criticized in any way adequately prepare more about writing for the development or teaching of writing, not just those who struggle with writing (Murray, 2005:3). The creativity of student in writing become interesting activity for teachers because they must provide an easy method for students so they can increase their skills to be able to write. Wolff (2007:1) asserts that writing is a complicated method involving brain activity in order to regulate infinite stream of thoughts.

However, Sabourietal. (2014:1) state that writing is the most difficult skill for language learners. Writing is a language skill that depends on automatic deployment of basic skills such as hand writing, spelling, grammar, and punctuation so that the write can keep track of such concerns as a topic, organization, word choice, and audience needs. Thus, the learners always require thinking ability and creativity in the writing process that they have done.

In addition, Nunan (2003:88) states that writing is both a process and a product; the process of writing is often cyclical, and the product is what the people can see, such as essay, letter, story, or research report. The cyclical process means writing is not an instant process, but it requires some practices that should be done. Many problem sencoun tered by student when they are writing, for instance, a problem in generating and organizing ideas, choosing appropriatediction, organizing sentences and paragraph and putting such ideas into an intellingible text. In addition, the problems experienced by students in writing are in term of executing and regulation the process which under line proficient composing, planning and revisions of their work (Trio in Defazioetal, 2010:36).

The research focused on descriptive ext. Oshima and Houge (2007:61) states that descriptive writing is a genre of writing that appelas to the tense. It tell show something looks, feels, smells, tastes and sound. A descriptive text is considered good when the readers can imagine the thing, placeor person being desribed in their mind. Moreover, in writing a descriptive text, writer needs to consider the language features that are used. According to Knappand Watnis (2005:98), the language features of descriptive text are as follows: (1) Using simple present tense when describing things a technical of factual point of view,

(2) using relation verbs when describing appearance/qualities and parts/functions of phenomena. (3) Using action verbs when describing behaviors/uses;(4) Using adjective to add extra information to nouns; (5) Using adverbs to add extra information to verbs and (6) Using adverb phrases to add more information about the manner, place or time. Therefore, it is necessary for the students to know about the language features in writing a descriptive text.

One of the crucial language features in writing a descriptive text is grammar. Hyland (2003:3) states that essentially, writing is seen as a product construct from the writer's grammatical and lexical knowledge. By using correct grammar, the reader will comprehend the message that the writer tried to tell easier and avoid misunderstanding of what the writer tried to confess. The grammar that is used in descriptive text is simple present tense. In descriptive text, the things, place or person is described. Moreover, the verb that is used in writing a descriptive is the infinitive for more the basic form of the verb that show possessiveness and the condition of an object. Therefore, simple present tense is used in writing descriptive writing, due to the fact that simple present tense is using infinitive form and used to state fact. As a result, it is important to master simple present tense in order to help students in writing descriptive text.

Therefore, the researcher decided to conduct action research entitled the correlation between grammar mastery and writing ability of the eighth-grade students of SMP TP 45 Denpasar. Then, the researcher the English teacher and the students worked collaboratively to identify and overcome the existing problems.

Based on some of the definitions above, it can be concluded that the notion of writing is an activity of expressing ideas or information in writing form, so that

it can be read by others. Therefore, writing is not just writing what is said speaking writing spoken language but is an activity organized in such a way that there is an act of communication. Considering the explanation above, the researcher is interested in conducting a study entitled” The Correlation Between Grammar Mastery and Writing Ability of the eighth-grade students of SMP TP 45 Denpasar in Academic Year 2021/2022”.

## **1.2 Research Problem**

Based on the research problem on the background, there search 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 SMP TP 45 Denpasar in academic year 2021/2022?

## **1.3 Objective of the Study**

Based on the research problem on the background, the objective of the study is to know whetheror not there is any Correlation Between Grammar Mastery and Writing Ability of the eighth-grade Students of SMP TP 45 Denpasar in Academic Year 2021/2022 by giving grammar test and writing test which is the students have to write descriptive paragraph based on title that provided.

## **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 between grammar mastery and writing ability of the eighth-grade students of SMP TP 45 Denpasar in academic year 2021/2022 by giving grammar test, namely completing the gap

text using the present continuous tense and writing test which is the students have to write descriptive text based on title that provided.

### **1.5 Significance of the Study**

By conducting this study, the researcher expects that this study can be useful to the English teacher, students, and other researchers. For the teacher, this study can provide the correlation between grammar mastery and writing ability achievement. By considering the result this study, the teacher can motivate and build the students confidence to improve their interest in the learning process. For the student, the result of this study can motivate the students to be more active and confident in constructing a text thus they can achieve a better score. By considering that grammar can influence their writing. It is expected that students also can improve their grammar. For the future researcher, this study can enrich the literary study especially among the researcher and for those who want to conduct the study about writing ability.

### **1.6 Definition of key Term**

In order to avoid is understanding and confusion among the readers in comprehending this research study; the researcher would like to find the following key term of the present study as follows; grammar mastery and writing ability.

#### **1. Grammar Mastery**

Grammar Mastery is defined as the ability of the eighth-grade students of SMP TP 45 Denpasar to use grammar correctly, particularly on simple present tense.

## 2. Writing Ability

Writing Ability is operatinally defined as the ability of the eighth-grade students of SMP TP 45 Denpasar in academic year 2021/2022 in writing particularly a descriptive text that consists of 6-12 sentences which describes about person, place or thing in such vivid details in which the reader scan imagine and feel the descriptions that have generic stuctures such as identification, description, and conclusion.



## **CHAPTER II**

### **THEORETICAL AND EMPIRICAL REVIEW**

#### **2.1 Theoretical Review**

Theoretical Review is a review theory for his research. Therefore, this is used to support and develop this research. This is used as references and framework for solving problems in this study. A scientific study is undertaken based on some relevant theoretical constructs and hope to provide practical significance and empirical evidence. There are two areas that described and discussed in this chapter as follows; grammar mastery and writing ability.

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

Grammar is the study of how words combined to form sentences. It provides students with the terminology they need to talk about language in an informed way. It also enables them to describe their own use of language, as well as that of other people. In writing, a mastery of grammar enables the students to evaluate the choice that are available to use during the composition (Nelson 2002:1). Grammar is very important because when teachers are able to express themselves using good and correct grammar, student will understand better. Students who do not know their grammar will create the impression that they really do not know what they are talking about and do not and do not deserve to be listened to at all. One of the grammar that is important in writing is tenses. Simple present tense is one of sixteen forms of tenses which indicate the certain time of action in English. Tenses are important because being able to know when

an event or activity occurred can then help in communicating easily and also help in formal writing.

The simple present tense is used to express something that happens all the time or repeatedly or something that is true in general (Murphy, 2004:4). Depending on the subject, simple present tense is using the pure form of a verb or by adding -s or -es to the end of a verb. 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 in simple present tense is followed with -s or -es at the end.

In writing, a mastery of grammar enables students to evaluate the choices that are available to use during the composition (Nelson 2002:1). One of the grammar that is important in writing is tenses. First, simple present tense is used when describing an activity that is actually in progress at the moment of speaking. Second, simple present tense is used when demonstrating, describing or explaining step by step of the various stages in a process of some kind, for example the way to cook something. Third, simple present tense is used in exclamatory sentences beginning with here and there, for example "Here he come". Fourth, simple present tense is used in general statement of what was true in past time, is true now, and is likely to be true in the future time. Fifth, simple present tense is used when readers want to quote any statements that found in print. The theory that is used in the present study is from Murphy (2004:4). It was stated that simple present tense is one of the sixteen tenses that is used to express something that happens all the time or repeatedly or something that is true in



general. Can be concluded the Simple present tense is a form of time used to express actions.

### **2.1.2 Writing Ability**

Writing needs thinking that focuses students on how to generate ideas. In written product it involves thinking, drafting, procedure. Skills are also important in writing activity. Before writing a paragraph students must know what to do, students make descriptive paragraph, of course students use simple present tense according to the topics that have been provided. To avoid misunderstanding on the concept of writing, the definition should be discussed based on some related literature. It is including definition and statements about writing according to experts in different point of view. The theoretical review of writing ability are as follows. The skill of writing plays an important role in language communication that can not be divided from the real life situation. According to Marzban and Sarjami (2014:293), writing is important because it is one of the bases that one's occupation, learning achievement, and intellect will be judged upon. Writing is considered not only a tool to having success at school but also to be successful in occupation in the future. Hence, students are required to master writing ability because writing is one of four basic English skill that is very important to be learnt. Writing is the very process of putting ideas down on paper to transform thoughts into words, to sharpen main ideas and to give them structure and coherent organization. According to Brown (2001:336), besides that, writing process also involves with how to revise text for clearer meaning, how to edit text for appropriate grammar and how to produce a final product.

Writing can be defined as a series as a series of contrast. First, writing is both a physical and mental act (Nunan 2003:88). Writing is a physical act of committing words or ideas into some medium. On the other hand, writing is a mental factor inventing ideas, express and organize them into paragraph that will be clear to a reader. Second, its purpose it both to express and to impress. Writers typically serve two masters which are their own desire and the reader who need to have ideas expressed in certain ways. Writers must then choose the best form for their writing which has different level of complexity depending on its purpose. Third, writing is both a process and a product. Writing goes through some process in writing such us imagine, organize, draft, edit, read and read. The ultimately, the reader or audience get to see the product, whe ther it is anessay, letter, story, or research report.

Writing is never a one step action; it is an ongoing creative act. According to Oshima and Hogue (2007:15). The process of writing has four steps, namely; pre-writing, organizing, writing and polishing. The first step is pre-writing where the writer decides a topic and create or gather the ideas that will be put into their writing. The second step is organizing where the writer arranges their ideas into a roughoutline. The third step is writing where the writer put their ideas down on paper into a draft using the outline as a guide. The fourth step is polishing where the writer revise and edit what they have written.

Writing is considered to be the most complex skill out of the four main English skill. According to Richards and Renandy (2003:303), writing is the most difficult skill to master. The difficulties not only in generating and organizing ideas, but also in translating these ideas into read able text. In addition, Harmer

(2004:258) states that writing process can not be done in just only 15 minutes. Writing takes time to brainstorm ideas, draft a piece of writing and then with the teacher's helps perhaps, review and edit it in various ways.

Writing is a skill that all though difficult, any one can learn by practice (Langan 2008:18). Writing is a skill; it is a process that students can master by hard work. Students need to realize that if they want to become good writers, they must do more practice. Moreover, writing is a process of theory; it is done in a series of steps. Sometimes, students would find the problem when they want to develop their writing so they must explore their thoughts in writing. It means that the students must practice well in order to get good writing as the way they need to put their feeling, ideas, thoughts, and open their mind when they want to create a writing product.

Is the present study, the theory that the researcher uses theory from Brown (2002:336). It is stated that writing is the process of putting ideas down on paper to trans form thoughts into words, to sharpen main ideas and to give them structure and coherent organization. Moreover, in writing a paragraph, it should consist of 6-12 sentences (Zemach and Islam, 2005:9). The firts sentences of a paragraph is usually indented (move in) in a few spaces. Moreover, Oshima and Hogue (2007:200), it is agreed that paragraph organization is made up into three structural elements; topic sentence, supporting sentence and a concluding sentence. Writing encouranges students to produce new ideas creatively, writing trains students to select the most relevent material or data or finding sto present , writing trains students to abstract reality or concrete data into scientific statements.

## 2.2 Empirical Review

Empirical review is there view of relevant studies that are conducted to previously that are relevant to the present research. Empirical evidence can help the researcher avoid unintentional replication of the previous studies result, and to clarify as well as define the concepts of the study. In conducting this study, the researcher want to make a correlation between grammar mastery and writing ability. Several researcher have done related to this present study which discussed about correlation between grammar and writing ability.

A researchentitled” The Correlation between Grammar Mastery and Writing Ability” that has been conducted by Reni Septiani (2014) to the first semester in academic year 2021/2022. The objective of this study was to get empirical evidence whether or not there was any relationship between grammar mastery and their writing ability. One the other research related to this present study is research entitled “The Study between Grammar Mastery and Writing Ability at Eighth-Grade Student of SMP Palangka Raya” that has been conducted by Safrina (2017) there was correlation between Grammar Mastery and Writing Ability.

The research is the correlation between grammar and writing ability, while the research is use is the correlation between grammar mastery and writing ability of eight grade. The research sample was class 8A which consisted Of 26 who were selected using random sampling technique,the data collection techniques were grammar testand writing paragraph. In analyzing the data, the researcher applied the Pearson’s Product Moment Correlation Coefficient and the Significance of Coefficient Correlation Formula. The result of calcuting the correlation between

students grammar mastery and writing ability was a  $r = 0,874$ . This means that there is a significant correlation between students mastery of grammar and the ability to write paragraph from fourth semester student of english education at the faculty of teacher training and education. Therefore, the resercher decided to conduct action research entitlend the correlation between grammar mastery and writing ability of the eighth grade students of SMP TP 45 Denpasar. Then, the researcher the English teacher and the students worked collaboratively to identifiy and overcome the existing problems.

### **2.3 Hypothesis**

According to Singh (2006:54) hypothesis is defined as a tentative solution of the problem. From the empirical above about the correlation between grammar mastery and writing ability, the researcher assumes thereis a significan correlation between grammar mastery and writing ability at eighth-grade students of SMP TP 45 Denpasar in academic year 2021/2022 (Ha).

