

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Writing is a form of communication to deliver thought or to express feeling through written form. The skill becomes one of the important skills to be mastered. Writing is a complex activity where the writer must have the ability to deliver the information and makes the reader understand. By writing, the students can express become more important since the students will face many kinds of written tasks during learning English.

According to Harmer (2004:3), writing is the context of education which is also worth remembering whether the students are testing foreign language abilities or other skills. In other words, teaching and testing students writing skills are worthy to do in the classroom learning process, even the teachers teach another subject but writing is always closely related to each other. In addition, to measuring the student's ability, they also should know how far they have mastered the material. Therefore, when the students learn to write, they must be able to understand the next step during the process of writing. Students are directed to develop their ideas by writing and sharing what they think in written form, they did not only have to write the text in good tenses, punctuation, format, and also content.

Moreover, Graham and Perin (2007) states that grammar mastery is important in writing a text. Without the correct usage of grammar, the reader will not

understand the written text because the writer does not have direct interaction with the reader as people normally do in speaking. Thus, in school, the students are taught how to construct a text well. For example, students have to pay attention in choosing words in making a written product. Students must know more grammar in English which is useful in writing. As mentioned above the grammar plays an important role in writing skill. Form the grammar chosen in written work, shows how intelligent the writer is.

One of the ways to show writing intelligence is through some texts, one of them is descriptive text. Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing. The description is about sensory experience, how something looks, sounds, tastes. Mostly it is about visual experience, but description also deals with other kinds of perception. In writing descriptive text, the common tense that is often used is simple present tense.

Good writing has no contain good grammar. The term grammatical, which is often used in writing comprehension, suggests that the use of correct or incorrect grammar will affect the messages. Without having grammar knowledge, they will not be able to write paragraphs well. The students who want to write sentences, paragraphs, and essays, have no master grammar as requirement of good writing. Therefore, students' grammar mastery is important to avoid misunderstanding to have a good writing ability.

Based on the phenomenon above related to grammar mastery and students' ability in writing descriptive text, it is clear that there is a correlation between

grammar mastery and writing descriptive text. This phenomenon is also confirmed by some studies which conducted by Fariyanti and Faliyanti (2013). Therefore, the researcher is interested in conducting research entitled “The Correlation between Students’ Grammar Mastery and Their Ability in Writing Descriptive Text of the Eighth Grade Students’ of SMPN 4 Denpasar”. The present study conducted at the eighth- grade students in academic year 2021/2022.

1.2 Research Problem

Scientific research begins with a problem. The research must decide on specific question to be answered. Based on the background of study that has been stated above, the research problem in this study can be formulated as follow: is there any significant correlation between the students’ grammar mastery and their ability in writing descriptive text of the eighth grade students of SMP Negeri 4 Denpasar in academic year 2021/2022?

1.3 Objective of the Study

The aim of any activities in this present study is strongly related to scientific investigation. A scientific study is conducted in order to answer the research problem which has been formulated for this study. About the research problem, this present study is conducted to find out the correlation of students’ grammar mastery and their ability in writing descriptive of the eighth-grade students of SMP Negeri 4 Denpasar in academic year 2021/2022.

1.4 Limitation of the Study

Every present study needs limitation because every variable is huge. As the topic suggest, this study is to reveal whether or not there is a significant correlation between students' grammar mastery and their ability in writing a descriptive text of the eighth grade students of SMP Negeri 4 Denpasar in academic year 2021/2022. The limitation of the descriptive writing ability is using basic competency 4.12 in arranging oral descriptive text and write, short and simple about people, animals, and things, taking into account the social function, text structure, and elements correct and appropriate language context. Furthermore, the result of the students' paragraph is scored by using a scoring rubric and it is based on five criteria such as format, punctuation and mechanics, content, organization and grammar, and sentence structure.

1.5 Significance of the Study

The focus of this research is on the correlation between students' grammar mastery and their ability in writing descriptive text of the eighth-grade students of SMP Negeri 4 Denpasar in academic year 2021/2022. Besides, the findings are expected to provide both theoretical and practical significance in the present study which is further discussed as follows:

Theoretically, the findings of the study are expected to strengthen the theories of grammar, writing ability, and descriptive text. Furthermore, the findings of the present study are expected to give information to the teacher about the importance of mastering grammatical components, especially simple present tense that needs to be

emphasized to help students have good writing ability in descriptive text. Besides, the result of the present study is expected to be used as a reference for the other researchers who do the same investigation.

1.6 Definition of Key Term

To make the reader understand clearly about the content in the present study, the researcher provides two definitions of key term, which are defined operationally to. The key terms used are grammar mastery and writing ability.

1. Grammar Mastery

Grammar mastery is defined as the abilities of the eighth grade students of SMP Negeri 4 Denpasar to use grammar correctly. In this present study, researcher highlighted the grammar mastery on simple present tense.

2. Writing Ability

Writing ability is operationally defined as the ability of the eighth-grade students at SMP Negeri 4 Denpasar in making descriptive about my classroom, my pet, my family, and my lovely bag.

CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

In this chapter, the researcher focuses on theoretical review of some related theories that concern on the topic which is discussed in the present study. Its function to give the meaning of a word in terms of specific theories that must be discussed clearly. Therefore, a scientific research should be conducted on the basis of relevant theories. There are three areas which are clearly and briefly discussed in this chapter as follows: grammar mastery, writing ability, and descriptive text. The purpose of this chapter is to give theories that are used as the basic for this research.

2.1.1 Grammar Mastery

Grammar is plays an important role in English sentences. It is one of the difficult aspects to learn. Grammar is essential patterns that people used to select and combine words. If there is any wrong letter or word that they put, it will produce a different meaning. The grammar of a language is an analysis of various function performed by the words of the language. In addition, teaching grammar in context give learns opportunities to see how grammatical structures function in sentences. The role of grammar becomes more important when they have to speak or write in a foreign language. Grammar is a set of rules derived from a language that enable they to understand what they read or to be creative in constructing sentences or expressions when they communicate.

Talking about grammar, people cannot avoid to learning tenses. There is no English without tenses because it is a time indication when they write the sentence. Tenses are the step to make sentences in which combined to become a paragraph when they write and a conversation when they speak.

The simple present tense refers to action or situation that to do not change frequently. It is used to describe habits or routines, to express opinion, or to make general statements of fact, the simple present can also be used to refer to the future. In English grammar, the simple present tense is a form of the verb that refers to an action or event that is ongoing or that regularly takes place in present time, for example, “He cries easily”. The simple present tense is the one which we use when an action is happening right now, or when it happens regularly, which is why it’s sometimes called present indefinite. The simple present tense is formed by using the root form or by adding –s or –es to the end, depending on the person.

2.1.2 Writing Ability

Writing is one of the language skills that must be learned by students. Writing skill is considered as fundamental skill in this global era. It enables the writers to communicate to the readers the in written form. It is often use in school, at work, ant in writers’ personal life. According to Brown (2004:218), the ability to write has become indispensable skill in the global literate community. Therefore, writing skill, at least at rudimentary levels, is a necessary condition for achieving employment in many walks of life, and its simply taken for granted in the literate culture. Therefore,

writing is crucial to be learned by students and teachers should give attention to students' writing skill in teaching English.

Writing is the ability to produce a written form. In addition, writing is used by people for a lot of purposes both for individuals and for society as a whole and is not limited to the communication of information. For the individual author, writing can have cognitive function in clarifying and supporting thoughts. Such writing is essentially private. At the level of whole societies, written language serves the functions of record keeping and of storing both information and literary works. It therefore, supports and, transmits the culture. Such writing is essentially public and intended for an audience since the audience is not physically present.

Writing is a partial representation of units of language expression. According to Hammer (2004:3) mentions that writing is a skill, unlike speaking which may be acquired naturally by children through exposing the language to them and requires some learning.

Moreover, Broughton et al (2003:116) state that writing is considered both private and public activities. On the other one hand, writing is considered a private activity since it is done by the writers alone by its nature. On other hand, writing is regarded as a public activity because the intention of writing refers to the audience. Moreover, writing is different from talking or speaking. Writing is considered as an activity that is less spontaneous and more permanent as well as there is limited or fewer resource to support the communication because the writers and the audience cannot meet directly so that the resources may not be adapted as the writing activity is

ongoing process, hence these condition lead to the convention of writing less flexible and the language used tends to be understand.

Based on the explanation above, writing may be considered as the language skill which is complex due to many skills involving into it, and its exclusiveness or differences from other skill, particularly speaking skill which is in the case writing requires people to have some instructions in order that they may be able to write, as well as it is the skill.

According to Harmer (2004:5), the processes of writing included the following steps that are summarized. In the planning phase, there are some things should be considered by writers. These comprise the purpose, audience, and content structure (or the sequence of the facts, ideas, or argument included) of their writing, the drafting phase refers to the writers' first version draft in which writers have manifested what they have planned into a text, yet it may still require some revisions.

Furthermore, editing phase covers the activity of reflecting and revising what writers have written. It may be done by the writers who read or reflect the appropriateness of their writing in term of the ideas, information, and grammatical structures provided in their writing or this reflecting and editing phases may also be done by other readers who are sometimes planning drafting editing final draft called by editors to help give some suggestions, comments, and corrections of their writing. The final draft is the last product of the writing that has followed some processes starting from planning to editing. Also, it is the draft that is ready to be sent to the intended audience.

Harmer (2004:5) also asserts that the process of the writing above may be done repeatedly by writers until the writers may find the final draft has contended. In this case, the writers may re-plan, redraft, and re-edit recursively to arrive at the final draft.

According to Rumizek and Zemach (3005:3), the writing process goes through several steps to produce a good written product. There are some sub-activities to be taken in producing the text. It is more than just putting words together to make sentences. The writer should undergo several steps to make sure that what has been written follows the right development of writing process. There is similar view from Nation (2009:114) who states that one way that of focusing on different aspect of writing is to look at writing as a process. It means that writing process contains several sub-processes which are imperatively united as an outline for students to begin and finish their writing.

Based on the definition above, the researcher concludes that there are some steps in writing that can be done recursively, planning, drafting, and editing, final draft. Writing is a complex process, the teacher should consider facilitating the students with appropriate learning experience of writing so that they are encouraged to explore and experiment their ways of writing.

However, in this study, the researcher uses written text of descriptive paragraph writing ability of the eighth grade students of SMP Negeri 4 Denpasar in academic year 2021/2022. The researcher provides four topics for written text and asks the sample to write as descriptive paragraph which consists of 6-12 sentences based on the topic that they choose. In addition, in this study the researchers score the

descriptive paragraphs by using scoring rubric adopted from Oshima and Hogue (2007:196).

2.1.3 Descriptive Paragraph

Descriptive writing appeals to the senses. It tells how something looks, feels, smells, tastes, or sounds. A good description is a word picture. The reader can imagine the object, place, or person in his or her mind, (Oshima& Hogue, 2007;61). In summery, descriptive paragraphs is a skill in writing that give detail information about the subject through sensory detail that makes the reader catch the picture of information easily.

Zemach and Islam (2005:9) state a paragraph is a group of about six to twelve sentences about one topic. Every sentence in a strong paragraph is about the same topic. All of the sentences explain the writers' main idea (most important idea) about the topic. When the writers want to write about a new main idea, they begin a new paragraph. A paragraph can give information, tell an opinion, explain something, or even tell a short story. The sentences are arranged logically, so the readers can easily understand what the writers want to say.

Descriptive paragraph is a paragraph that describes something in details. Descriptive paragraphs describing something using a certain sequence to facilitate the reader understand what the author wants to tell to the reader. According to Kane (2000:351), description is about sensory experience, how thing, place, or person looks, sounds or tastes. Mostly it is about visual experience; however, description also deals with other kinds of perception. Description can give imagine and feel about

something. Therefore, using kinds of sensory are important in describing something. In addition, the readers could get more vivid information based on the descriptions. The readers also try to save and imagine the descriptions that have been read. Thus, they can easily imagine how the thing, place or person looks in their mind.

Based on explanation above, descriptive paragraph or sometimes called as description may be considered as a writing of which is use to describe or depict the appearance of persons, animals, things, or other physical items as well as object whose features are concrete. It usually may engage it is the readers' mind or they are imagine what have been depicted for it is described by using sensory language involving five senses, that are sight, hearing, smell, taste, and touch. Descriptive paragraph is a paragraph that describes something in details. Descriptive paragraph describes something using a certain sequence to facilities the readers in other to make them understand what the author wants to tell.

In addition, Mayer (2005:28) state that descriptive writing uses words to build images for the readers. Writing a descriptive paragraph should consist of generic structures, which are identification, description, and conclusion. Identification is the general information or statement about the topic. It can give the audience brief details about what is described. Description is the explanation the topic in vivid detail. The description can be physical appearance, personality of the subject, or other characteristics of the subject which is like the unique of the special aspects that the subject has. Conclusion is the last part of descriptive paragraph in which the writer concludes or restates the identification. A conclusion is not absolutely necessary; however, it is often very helpful to the readers because it is usually as the end signal.

2.2 Empirical Review

Empirical review is the way to get information about the previous researches. It purposes at providing the review of theories that related to the present study and as the references for this study. The focus of the present study is to know there is any significances correlation between students' grammar mastery and their ability in writing descriptive text.

The first research was done by Fitria (2016) entitled "The Correlation Between Students' Simple Present Tense Mastery and Their Ability in Writing Descriptive Text at The First Semester of The Eighth Grade of SMPN 1 Karya Penggawa Pesisir Barat. In addition, the objective of this study was to analyze how significance is the correlation between the student mastery of simple present tense of the eighth students of SMPN 1 KaryaPenggawa Pesisir affect their writing ability in writing descriptive text. Furthermore, in general the researcher found the result of the study is there was significant correlation between students' mastery of simple present tense and students' achievement in writing descriptive text.

The researcher has conducted the research well. However, the instrument used to collected data was only test which used multiple choices and writing test. The researcher has made grammar test by using multiple choices that would not give an accurate data because the students could choose randomly without thinking about grammar. In addition, in the writing test, the researcher did not give the detail criteria about descriptive text. The researcher only asked the students to construct at least 3 paragraph of descriptive text about my classroom, my pet, my family, and my lovely

bag. As the result, the students would ignore the rule of writing a good descriptive paragraph.

The second study was done by Istiqomah, Kardayanto, Raja (2012) entitled “Correlation Between Grammar Mastery and Descriptive Writing Ability”. In addition, the objective of this research is to find out whether there is correlation between the students’ grammar mastery and their descriptive writing ability. The instruments to collect the data were grammar mastery test and descriptive writing test. Furthermore, in general, the researcher found the result of the study is there was a significant correlation between students’ mastery of grammar and writing ability at the second year of SMA N 1 Terusan Nunyai.

The researcher has conducted the research well. The researcher uses subjective and objective test. However, the research did not give clear detailed criteria about the descriptive text writing test. The researcher only gave instructions to students to write a text based on their own words. As the result, the students would ignore the rule of writing good descriptive paragraph and only focus on their own words.

In this present study, the researcher uses the appropriate instruments to get accurate data. There are two kinds of tests that are grammatical transformation test and essay writing test. In addition, complete instructions are given to the students to write a good descriptive text which fulfills the criteria such as format, punctuation and mechanic, content, organization, grammar and sentence structure. Therefore, the students understand what they have to do and the result of the study shows whether

there is a significant correlation between students' grammar mastery and their ability in writing descriptive text.

2.3 Hypothesis

The purpose of the hypothesis is to provide a tentative proposition suggested to any research problem of a study. The hypothesis brings together information to enable the researcher to make a tentative statement about how the variables in the study may be related. The hypothesis is like a guiding material to arrive at a certain conclusion. Furthermore the hypothesis provides direction to the research (Ary et al 2010)

In this present study, the hypothesis can be started as follows. There is a significant correlation between students' grammar mastery and their ability in writing descriptive text of the eighth grade students of SMP Negeri 4 Denpasar.

