

CHAPTER I

INTRODUCTION

1.1 Background of the Study

One of the important skills that must be mastered in learning English is writing. Writing as one of the communication skills is a means of communication that must be consciously learned because no one learns to write automatically. Furthermore, writing is one of the main skills in language learning, and it is utilized to transfer the writer's knowledge to the audience. It is also agreed that writing is a highly complex and demanding process. The ability to write well is not naturally acquired except by practicing and learning through experience. In this case, writing is a progressive activity. This means that when students first write something down, they have already been thinking about what and how they are going to say.

Langan (2008:13) states that a realistic attitude about writing must build on the idea that writing is a skill, not a "natural gift." It is a skill like driving, typing, or skiing, and, like any skill, it can be learned. Writing is used to express ideas, emotions, and thoughts. Then, transfer what they get into written form. In the process of learning English, writing can motivate students to learn more about English. The ability to write good English is the need of students. Writing is also not an easy task because it needs to be explored about criteria such as punctuation, paragraph construction, ideas, spelling, word choice, and grammar. It can be said that writing can be distinguished from other skills as the most difficult.

Writing is not only complicated but also challenging. In addition, many people believe, mistakenly, that writing should flow in a simple, straight line from the writer's head onto the page. Langan (2001:10) states that the truth is that writing is a process of discovery that involves a series of steps, and those steps are very

often a zigzag journey. The writers frequently do not know their exact destination as they begin to write. Very often, they discover the direction and shape of a paper during the process of writing. Even writers do not discover just what they want to write about until they explore their thoughts in writing. Meanwhile, writing helps us to organize our ideas. We can arrange them a coherent form.

Writing is the most difficult skill to be learned because it needs hard thinking in producing words, sentences, and paragraphs. According to Zemach and Rumisek (2005:3), in the writing process, several steps and processes should be done to make a paragraph become a good text, such as pre-writing, drafting, reviewing, and rewriting. Thus, writing is not simple to learn by the people. Today, none of us would ignore their importance in the educational system, but we have mentioned that writing skill is the most complex and difficult skill to master. To hard teach how to write because it completes by many components such as structure, vocabulary, punctuation, and spelling to make a good writing skill. After that, we read over our writing then we will do some corrections and also changes. In short, to have better writing, we should never stop only in one step.

Raimes and Jerskey (2011:3) state that what you write is influenced by your knowledge and experience and what you read and learn as you prepare to write. It means that expressing ideas in written form is not easy. Moreover, writing is a difficult skill since the students must organize their ideas into interesting content to read. It takes more time to think about what the students are going to write. Besides, they also need to think about grammatical rules. Therefore, writing is considered one of the difficult skills to master for the students since it takes complex processes to put ideas and grammar into written form. In order to arrange words into sentences, one also must better understand grammar.

All languages have grammar, and each language has its grammar. Knapp and Watkins (2005:34) state that understanding the formal aspects of grammar means considering how the English language is put together. Grammar is the rule or a system that regulates the structure and the meaning of the sentence. People cannot use words unless they know how they should be put together. In addition, the grammatical aspect of a language determines the way the sentence in the language is built. Therefore, they must pay more attention to the rules in preparing the correct sentence. Great grammar will make someone a better listener, reader, writer, and communicator. Words are just words until we learn how to organize them. With excellent grammar, we will learn to say what we mean. There will be less misunderstanding and better communication.

Grammar studies by themselves will not make a person a better writer. We can say that a student who knows the grammar has mastered and can apply this rule to express it in acceptable language. But by getting a clearer understanding of how a language works, it should also gain greater control. Jackson (2005:9) states that grammar is not just for nerds; it is for anyone who wants to be a successful communicator, especially in writing. However, no matter how good the students are in English, they still need to learn how to transfer their knowledge of grammatical concepts from spoken to written language. Thus, grammar is one of the language components which took a role in writing ability.

There was a study that showed a positive correlation between grammar mastery and writing ability. Etfita (2019) found that there was a relationship between students' grammar mastery and writing ability. Here some students who understood grammar well to write news better rather than those students who were lack of grammar knowledge, they will trouble to write descriptive text correctly.

Following the explanation above, the writer assumes that grammar is one of the language components that take a role in writing ability. Having strong skills in writing and grammar allows writers to deliver their message to their readers clearly. On the contrary, ungrammatical writing might confuse the readers.

Based on the previous description, the theories about grammar and writing ability have convinced the researcher that grammar can help students increase their curiosity and self-confidence when students have writing ability. It can impact the learning process. Moreover, based on the background above, the researcher is eager to find out whether grammar correlates with writing ability in English language learning among junior high school students especially in writing descriptive text. Therefore, the researcher is interested in conducting research entitled “The Correlation between Grammar Mastery and Writing Ability of the Eighth-grade Students of MTs. Miftahul Ulum Denpasar in Academic year 2021/2022.”

1.2 Research Problem

Formulating a research problem in investigating is important for the researcher before doing the research. Based on the background, the students seem that they are not interested in learning grammar and its influences on their writing ability. Hence, this research could help the students solve their writing problems, especially in descriptive text. The researcher researched the correlation between grammar mastery and writing ability of the eighth-grade students of MTs. Miftahul Ulum Denpasar in the academic year 2021/2022. In the present study, the researcher is interested in finding out the correlation between grammar mastery and writing ability of the students in junior high school. Therefore, the research question of the present study can be formulated as follows: is there any significant correlation

between grammar mastery and writing ability of the eighth-grade students of MTs. Miftahul Ulum Denpasar in academic year 2021/2022?

1.3 Objective of the Study

A scientific study is conducted to answer the research problem formulated and determined. Based on the researcher problem above, the present study would be conducted to answer the research problem. The objective of this study is certainly intended to find out a solution to the research problem concerning the research problem that has been formulated. The research objective describes concisely what the research is trying to achieve. Related to the background and the research problem above, the primary objective of the present study was to figure out the significant correlation between grammar mastery and writing ability of the eighth-grade students of MTs. Miftahul Ulum Denpasar in academic year 2021/2022.

1.4 Limitation of the Study

It is important to limit the study to avoid complicated discussion. Considering the complexity and broadness of the problem that has been mentioned above, the limitation of the study is formulated. In the present study, the researcher will investigate the significant correlation between grammar mastery and writing ability of the eighth-grade students of MTs. Miftahul Ulum Denpasar in the academic year 2021/2022. The researcher had to limit grammar focus on simple present tense as this tense is an important grammatical feature in constructing a descriptive paragraph. The types of the sentences were also focused on writing verbal and nominal sentences. In addition, the descriptive paragraph writing is about a thing that they had learned from their English teacher of MTs. Miftahul Ulum Denpasar in academic year 2021/2022.

1.5 Significance of the Study

The present study is highly expected to provide meaningful and significant research findings. It is because the significance of the study is important in conducting research. Furthermore, the study is only focused on figuring out whether there is a significant correlation between grammar mastery and writing ability of the eighth-grade students of MTs. Miftahul Ulum Denpasar in the academic year 2021/2022. The result of the present study is highly expected and recommended to provide significant research findings related to grammar mastery and its correlation with writing ability. In conclusion, the research findings are expected to give both theoretical and practical significance to the correlation between grammar mastery and writing ability that will be conducted in the future.

Theoretically, the findings of this study are expected to be beneficial as theoretical evidence about the implementation theories based on the problem faced above. In addition, the research findings are expected to distribute and support the theoretical outcome of the existing correlation theory, especially about grammar mastery and writing ability. Moreover, the additional empirical evidence is expected to be used in future studies or give more empirical evidence to the existing findings related to the correlation between grammar mastery and writing ability in writing text, particularly in descriptive text. In addition, the findings of the present study can disclose further areas of research so that they could be used by other researchers as bases for undertaking a similar study.

Practically, the present study results are also expected to provide educational feedback for the teachers, students, and other researchers. For English teachers, the research finding can inform them about the relations between grammar mastery and writing ability. The researcher also hopes that the result of this study

would become input to English teachers for their teaching and learning. For the students, it is expected that it can help them overcome the issue better in the future by the problem in grammar especially when they do the activities given by the teacher in writing topic. The students will know whether the grammar mastery will help them much or not in making good writing. For the other researchers, it is expected to be references and empirical review to make better study for future research in the same field. Furthermore, it also provides an alternate source and guidance for the next future study to get a better and more accurate result.

1.6 Definition of Key Term

The title of the present study is “The Correlation between Grammar Mastery and Writing Ability of the Eighth-grade Students of MTs. Miftahul Ulum Denpasar in academic year 2021/2022”. To avoid misunderstanding on the readers, the researcher states two optional definitions of the key terms used to include grammar mastery and writing ability. The terms in scientific research are too complicated for the readers, and the definition does not give a clear-cut classification. The definition of key terms is associated, and it is very important to define them to understand the present study better. In addition, the definitions of key terms are used to make the readers have a profound understanding of the present research. The definitions of the key terms are operationally defined as follows.

1. Grammar mastery

Grammar mastery is operationally defined as the mastery of the eighth-grade students of MTs. Miftahul Ulum Denpasar in academic year 2021/2022, focused on the aspects of sentences using simple present tense about verbal and nominal sentences.

2. Writing Ability

Writing skill is operationally defined as the skill of the eighth-grade students of MTs. Miftahul Ulum Denpasar in academic year 2021/2022 in writing a descriptive paragraph describing something like a thing based on a complete generic structure such as identification, descriptions, and conclusion.



CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

The theoretical review is a review of the theories that are related to the conducted study. In this chapter, the researcher describes the prominent points which include theoretical reviews which are related literature to this study. The purpose is to provide information on knowledge towards variables. The present study was conducted based on the following theoretical frameworks that were taken from the experts. Theoretical review is used to limit the scope of the relevant data by focusing on specific variables. These theoretical reviews are very important to support the present research. As a result, the researcher discusses the theories which are relevant to this study. The theoretical reviews included grammar mastery and writing ability which are briefly discussed in the following section.

2.1.1 Grammar Mastery

Every country has different languages, and every language has a system called grammar. Grammar is also called organization words that combine into sentences to express thought and feeling or to express the idea in writing. In teaching English as a foreign language, the students need to master grammar because, by mastering grammar, students will be able to write English correctly. According to Purpura (2004:2), these teachers insisted that grammar should be learned and be applied to some linguistic or communicative purpose. Asking the students to do applications such as where students are asked to answer questions, write illustrative examples, combine sentences, correct errors, write paragraphs, and so forth. Learning a language means studying the language's sentence structure.

Knapp and Watkins (2005:32) state that grammar only becomes meaningful when linked to the purpose and function of texts. Grammar is the structural foundation of our ability to express ourselves. For English learners, many students are still confused about grammar, and they sometimes find it difficult to express things they want to say. When they find English in written form, especially dealing with sentence structure, they do not understand or even do not know the form used in English. Therefore, they have to pay more attention to the rules in constructing correct sentences. Thus, the grammatical aspect of a language specifies the way in which sentences in that language learning construct.

In making good writing, we should make sure the point we want to tell is explained clearly. According to Greenbaum and Nelson (2002:13), grammar deals with the rules for combining words into larger units described in grammar are normally the sentence. Grammar gives a form of making sentences structured. The sentences will have more emotion and expression of the meaning to what we want to tell. Grammar makes the writing more incisively because the content is delivered more regularly. It means the language rule is needed in written communication that it is covered in a grammar competence. Besides, the reader can analyze what the writer will tell and how the construct of the written that the writer tells. Grammar gives a form of making sentences structured. The sentences will have more emotion and expression of the meaning to what we want to tell.

Considering those definitions and explanations, grammar is very important. The following facts are simple examples of how important grammar is in our daily interaction and how we learn it. Children pick up grammar as they learn to speak. They are common grammatically correct sentences because the speakers surrounding them speak grammatically correct sentences. Accidentally it's an

absorbed education for them. The hard parts come when identifying and defining the parts of their sentences. It is easier to speak a language than to write and understand it. Speaking comes naturally and is picked up with or without formal teaching. However, writing and grammar will be taught by a formal teacher. Whether that education comes from a parent sitting down the child and showing them, or if a child goes to school to learn it in a classroom, it's a conscious effort.

The writer indicates that grammar is a set of rules from a language that enable people to understand what they arrange in sentences or express when they communicate. This is important because if someone does not use the right grammar, there is a possibility that the meaning of the transferred idea will fail to understand. Grammar is the way of the spoken and written language to be organized. It is concerned with the order of word groups, clauses, phrases, and sentences in words. It is closely related to generic structure. This statement refers to Nelson (2001:7), who states that the building blocks of grammar are sentences, clauses, phrases, and words units, which constitute the grammatical hierarchy. To arrange words into sentences, one must better understand grammar.

Greenbaum and Nelson (2002:55) state, "tense is a grammatical category referring to the time of the situation; the form of the verb indicates the tense." It means that tense will determine grammatical category based on the time of the situation. Tense has been taught to the eight-grade students of MTs. Miftahul Ulum Denpasar and the school has provided many books to improve students' grammar mastery in writing a text. In the teaching and learning process, the teacher teaches about kinds of tense and text form to the students then asks them to understand and to write kind of text form. Mastering English tenses is one aspect that influences students' writing skills. Thus, they should master the tenses to help them writing.

The simple present tense is the action or experiences that happened in the present time, and it almost all verbs have two present tense forms. In addition, according to Knapp and Watkins (2005:156), verbs are in the simple present tense to create a sense of timelessness. It means that a sense of timelessness refers to general habits done repeatedly. The simple present tense is also used to state the facts, tell the events of a story that is happening now, talk about things that will happen in the future, and tell about facts in the future or plans that will not change. Simple present uses the base form or -s form for the positive sentence, use do not or does not for the negative sentence and do or does for interrogative sentence depending on the subject. The simple present tense is divided into two forms: verbal and nominal. The verbal sentence expresses simple present tense sentences that use verbs. The verb forms have differences based on the type of subject. Besides, a nominal sentence is used to express a noun.

The simple present tense is a tense that indicates an action or event that happens in present, without any indication of time (I love this place). It is used to express habitual or recurring actions (Cat eats fried fish every day). This tense is also used to express the future by using adverb or adverb phrases (My holiday ends tomorrow). According to Azar (2003:4), the simple present expresses daily habits or usual activities, and the simple present expresses general statements of fact. In summary, the simple present tense is used for events or situations that always exist, usually, or habitually in the past, present, and future.

In short, it can be said that the tenses are verb forms changing that depend on the time and nature of happening. From the definition above, the researcher can conclude that grammar is still an important component in English, no matter how many classified parts. The most important thing in learning a language is the

learners have to know the language structure as well as possible to increase their ability to use the target language itself. In this research, the researcher will focus on a sentence of grammar mastery. All sentences in English cannot be separated from these tenses elements because all sentences must have something to do with time. The tense that is going to discuss is the simple present tense.

2.1.2 Writing Ability

As one of the communication skills, writing is a way to communicate. It can be said that writing is a crucial part of our life. We can learn many things, such as how to make a cake or how the rainbow is formed through writing. Shortly, writing takes a significant role in our life. What we do is always accompanied by writing. The statement above is from the writer's point of view. Besides, people can express their ideas, experiences, thoughts, and feelings through writing. Moreover, through writing, people can communicate over long-distance and periods. Writing is a process of generating ideas, managing information, and communicating the product that the author must be able to make the reader understand what he means through his sentences. Therefore, in writing, they must express their thoughts in sentences.

Writing relates to many skills. It can be reading, speaking, and listening. In addition, writing is an expression of ideas, thoughts, and stories on a piece of paper. For some people, writing might be hard, even in their first language. Urquhart and McIver (2005:6) state that writing is a complex process and most of the research literature recognizes the difficulty it poses for students. It could be more difficult for them to write in a foreign language. The writer must have the topic to make their writing is full of information to the reader. It needs some process such as thinking, writing, 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. Furthermore, writing is a symbol on a piece of paper, but it should be arranged into good sentences or paragraphs using some grammatical rules.

Writing is not easy as thinking. When the students want to write, they need to consider some aspects such as sentence structure, spelling, punctuation, vocabulary, and organizing the text. According to Hogue (2008:2), the kind of writing you will do in class is academic writing because it is your college writing. Academic writing requires certain skills such as sentence structure, organization, grammar, and punctuation. Writing is one of the foundational skills of an educated person. It is a very important ability to be conducted. In other words, writing skill can be a ticket to better grades and greater academic achievement since good writing skill is so much needed in the academic context. Besides, most jobs nowadays and future jobs will require writing skills.

Their writing skills partly determine students' success at school. It is commonly known that good writing will grow good thinking. As students try to write, they need to develop their ideas and sometimes revise what they have written better. Accidentally writing skills gives a lot of advantages for students. It suggests that having good writing skills give benefits for them. Being able to take part in today's information culture, writers can express themselves well through writing; they can communicate their ideas, thoughts, feelings, and experiences and, at the same time, let it known by others. It will be a good writer with their writing ability.

Ramet (2007:1) states that writing something, anything, every day will enable the students to build up the discipline and commitment required to ensure that they can produce a complete manuscript in whatever genre they choose. Based on this statement, if the student has time to write every day, it will build their writing

ability. Writing is very useful for students and everyone in daily activities. Other than that, it is only for communicating, showing students' characteristics. During life, always writing is needed, such as in school, hospital, market, government, etc. Writing communicates without facial expressions, gestures, or body English of any kind. Students can take more time to think and choose words to express their ideas.

It means that writing has an essential role as a medium of communication. Writing is one of the challenging language skills that the students should learn. According to Harmer (2004:5), writing has four main elements, consist of planning, drafting, editing (reflecting and revising), and final version. It concludes that the writing process begins from how the writer finds the idea that they want to write and does it by writing until doing some revision to finish the last editing in their writing. It can be a tool for clear thinking, solving problems, and shaping arguments. From the definitions above, the writer concludes that writing provides excellent benefits than the talk, which gives time to think, try to write down ideas on paper, to select the words, reading what we write, can be rethought, revised, set back, and that is important to consider effects of the reader.

Writing is never a one-step action. It is an ongoing creative act. When beginning to write something, it has already been thinking about what to say and how to say it. Then after finishing the writing, it should be read over what the writer has written. Then, makes changes for some corrections. It means that the students should have a plan about what they want to write based on the writing paragraph that they thought before that the students start to write based on their plan, and the last one is the student should check their writing again and revise if any errors are found. Writing skills may be just through theory but should be diligently studied. Writing should be practiced making this skill much better.

Through writing, the learners are expected to be able to produce a text or a message to communicate with others. However, it is important to view that writing is not only as the product of an individual, but also as a social act. According to Oshima and Hogue (2007:3), academic writing is formal writing, and it is the kind of writing used in high school and college classes. Thus, writing as one of the productive skills has to be learned by the language learners well. Besides, they learn writing not only for their academic practice but also later in their professional life. Therefore, they have to know what writing is before they learn deeply about writing. Similarly, writing skills must be obtained by learning or practicing perseverance. Each element has a function of writing, such as narrative or descriptive. Good writing will produce a good essay that is interesting to read.

2.1.3 Descriptive Paragraph

A descriptive paragraph is a kind of paragraph. According to Kane (2000:352), descriptive text is a text which says what a person or a thing is like. Description text reproduces the way things look, smell, taste, feel, or sound; it may also evoke moods such as happiness, loneliness, or fear. It is used to create visual images of people, places, even units of time—days, times of day, or a reason. It's maybe used also to illustrate more than the outward appearance of people or something. It means the description in a descriptive paragraph should be expressed in detail and vivid, even to have a good description. Thus, mechanics will help students or learners to write meaningful writing.

In line with this idea, Zaida (2009:9) stated that descriptive text describes a particular person, place or thing. Oshima and Hogue (2007:61) also state that descriptive writing appeals to the senses, telling how something looks, feels, smells,

tastes, and/or sounds. A good description is a word picture; the readers can imagine the object, place, or person in their mind. Good descriptive writing can stimulate the readers' imagination to form sensory responses from all five senses. Frequently, the reader has no choice: many people cannot read an article about the taste of citrus fruits, for example, without having a physical response to the imagined taste. And a passage about specific food left out of the refrigerator too long will produce a shudder from readers as they imagine the resulting smell.

Zemach and Rumisek (2005:25) write that a descriptive paragraph explains how a person, thing, animal, or place looks or feels. In writing a descriptive paragraph, we use adjectives to describe a person, thing, animal, or place in such vivid detail. Besides, adjectives describe how the writer feels about something. According to Hogue (2008:95), descriptions are "word pictures." In the description, paragraphs tell how a person, thing, animal, or place looks, feels, smells, tastes, and sounds. Being sharply observed and noticing many small details are needed to write a good word visualization picture for the readers. Therefore, the readers will understand the something which was described. Clear, descriptive and vivid detail descriptions would help the readers in picturing the object being described.

According to Ploeger (2000:241), descriptive writing or description is a method that is used in writing. The aim is to describe physical items or objects. They tell how a person, thing, animal, or place looks like. The descriptive paragraph also has characteristic or language features such as adjective and compound adjective dominant to use and simple present tense. Adjectives are words that tell us how things look, feel, taste, sound, or smell. Being sharply observed and noticing many small details is needed to write a good word visualization picture to become clearer. A clear description can make the reader understand what must be made and

written based on detailed instructions. This would make students' writing much more interesting to read and it is easy to understand.

In writing a descriptive paragraph, there are some generic structures. It has its own rules for its structure. Based on Evans (2000) states that the generic structure of the descriptive paragraph is the introduction, main body, and conclusion. An introduction is like an identification, which tells about the general statement of the paragraph. The main body describes the object, for instance, the physical appearance, hobby, and characteristic, and it can be called descriptions. The students write some statements that describe the object in the whole paragraph. The last one is the conclusion, which is concluded about the paragraph. It can be a summary of the paragraph or the writers' comments about the object described.

According to Folse et al. (2010:135), a descriptive text is a text that describes how something or someone looks or feels. It was a way to enrich other forms of writing or as a dominant strategy for developing a picture of something. It was a way to enrich other forms of writing or as a dominant strategy for developing a picture of something. The descriptive paragraph has a topic sentence, a supporting sentence, and a concluding sentence. The topic sentence of the descriptive tells the readers what is described. The topic sentence should capture the reader's interest. A descriptive paragraph uses the simple present tense to make a descriptive paragraph with the correct grammar and make every sentence coherent and unity. The students should conclude the text connected to each other.

2.2 Empirical Review

Empirical review is the way to get the information and theories about previous researchers relevant to the present study. In addition, knowledge of

empirical review evidence can help the researcher avoid unintentional replication of previous studies results and place the researcher in a better position for their study result. The purpose is to support the present study by considering the result and whether the present study would be as successful as the relevant studies as the empirical review. There were two similar pieces of research with the researcher chose. This point was also focused on discussing the previous two researchers. The empirical reviews would be presented as follows:

The first research was conducted by Etfita (2019) in her correlational research entitled “The Correlation between The Students’ Grammar Mastery and News Writing Ability of the fourth-semester students of English Language Education at Faculty of Teachers’ and Training Universitas Islam Riau.” Furthermore, the objective of this study was to investigate the correlation between grammar mastery and writing ability. Moreover, based on research results using the instrument of grammar mastery and writing ability, the result showed that there was a correlation between grammar mastery and writing ability, especially about increasing their achievement to students. Besides good grammar, students were also good at news writing. In contrast, students who were lack of grammar knowledge would have trouble writing descriptive text correctly.

In addition, the strength of the previous study was in its research findings. The finding of the previous research showed that there is a significant correlation between two variables: those are grammar mastery and writing ability. Nevertheless, there is no clear scoring rubric used in the scoring both tests. Furthermore, there was no specification of the test used by previous researcher. It made the reader will confused how to get existing data when read the journal. The researcher of the present study adapted the scoring rubric from Brown (2004:246).

Besides, the criteria have already been justified with the students' level. To avoid the same issues, the researcher in the present study clearly explained the aspects and descriptors in the rubric. The researcher also provided the test specification that made the readers easy to understand what test was used in the present study.

The second research was conducted by Putri (2018). The title of the research was "The Correlation between Students' Grammar Mastery and Their Writing Ability on Descriptive Paragraph at the Tenth Grade Students of SMAN 2 Tapung". Furthermore, the objective of this study was to investigate the correlation between students' grammar mastery and their writing ability on descriptive paragraphs. Moreover, based on the research results using the instruments of grammar tests and constructing descriptive text, the result showed that there was a correlation between students' grammar mastery and their achievement in writing descriptive text, especially about enlarging their achievement in writing descriptive text.

Additionally, the strength of the previous study was there was a scoring rubric of writing ability that was adopted from the rubric of school. The researcher also explained the criteria in detail. However, the researcher did not put clear instructions to do tests. While instructions became the most important way to give a test because it helped students clearly understand what they should do and avoid misunderstanding. In the present study, the researcher would like to find the data by sentence writing test description performed in the form of a monologue. Besides, it provided clear instructions to describe a specific favorite thing. Clear instructions would be able to direct the samples in doing the test. The researcher explained what students should do step by step. As a result, the students understand what they write to get the right answer. This part should be considered in the present research so that the previous weaknesses would not be repeated in the present research.

2.3 Hypothesis

A hypothesis predicts what was found as the outcome of a research project and is typically focused on the relationship between two different variables studied in the research. It is usually based on both theoretical expectations about how things work and already existing scientific evidence. To answer the research problem in this study, the researcher assumed that there is correlation research, namely the directional hypothesis. It defines a hypothesis that there is a relationship between the two variables being studied. It stated that the results were not due to chance and that they were significant in supporting the theory being investigated. In this present study, the hypothesis is stated as follows: there is a significant correlation between grammar mastery and writing ability of the eighth-grade students of MTs. Miftahul Ulum Denpasar in the academic year 2021/2022.

