

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Writing is one of the productive that the students learn, and students should be mastered. The purpose of teaching writing is to increase students' skills to express their ideas in written form. To produce good writing, they have to follow the steps of writing. As what has been stated by Oshima and Hogue (2007: 15), writing is never a one-step action; it is on-going creative act. When the writers start writing, they have already thought about what to say and how to say it. Then after they finish writing, they read over what they have written and made changes and correction. They write and revise again until they are confident that they writing express what they want to say. By writing the students can share their ideas to each other when they are constructing a paragraph.

Writing is one productive skill which the students should master in every grade. Writing is one of the crucial skills that need to be learned by the students. According to Raimes (2001: 83), writing is form of communicate that produces practical writing that many people do in their everyday lives. Much of this every writing everyday writing is writing to get things done. There some types of writing that familiar and anyone might know it such as; messages, forms, invitations, letters and instructions which those types of writing are essential in writing skill though for students in learning English.

In writing students have time thinking about and creating their thoughts; however, it is still quite difficult for them to develop good writing to express their

aims. Harmer (2004:13) states that writing is a way to produce language and express ideas, feelings, opinions using writing test. From this statement, it can be concluded that a person can express themselves by speaking and writing.

Writing skill is the proses transfer and input a meaning in written word. Through writing, people try to draw the meaning from the printed page and interpret the information appropriately. It requires more than knowing the meaning of individual words but people also know individual word combined together to produce meaningful sentences. Nowadays, written English that is taught in schools in Indonesia focuses on the lesson or subject. One of text-book genres that are studied is descriptive text. The descriptive text is elaborated by the first year students of junior high school in their second semester.

The descriptive paragraph uses simple present tense in writing. Teaching descriptive paragraph writing cannot be separated from teaching the use of simple present. However, there are many misuses of the simple present tense students' writing. They do not understand well how to use the tenses in English. According to Richards and Renandya (2002:303), they add that students could not organize their ideas and arguments by using appropriate writing styles and then express their thoughts clearly in English.

In brief, the difficulty of writing is about developing the ideas and how to make them understandable by putting correct tenses. Thus, the students' writing problems are only in producing ideas but also thinking about putting them into sentences by using correct tenses. On the other hand, if students use incorrect words and ambiguous, it will confuse readers to understand their descriptive text writing content. Moreover, the researcher wants to know more about the

correlation between English grammar and writing skill. Where in English grammar the researcher focused in simple present tense and the writing the researcher focused on descriptive paragraph.

Moreover, when the researcher had observed at SMPN 12 Denpasar, the students were expected to be able in elaborating a good sentences in paragraph then delivered it as their tool in communicating, but in practice based on what the researcher observed, the students were still less understanding about simple present tense and writing paragraph. Therefore, the researcher thought that there was a relationship between the use of English grammar as it was mastered and their skill in writing to elaborate the descriptive paragraph.

On the other hand, based on the previous research 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 2016/2017 Academic Year” where the findings of the research showed that simple present tense mastery positively correlated with the students’ ability in writing descriptive text. The previous research used to the directional hypothesis while the present research used non directional hypothesis research. Therefore, the present research wonders about the correlation between English grammar and writing skill at SMPN 12 Denpasar.

In addition, based on the explanation above, the researcher wanted to know about the correlation between English grammar and writing skill of eighth grade students at SMPN 12 Denpasar. The researcher was motivated to conduct this research, because the researcher wanted to know if there is a correlation about English grammar and writing skill. Where the English grammar was focused on

simple present tense and the writing skill was focused on constructing descriptive paragraph. The researcher was interested in conducting the research about “the correlation English grammar and writing skill of the eighth grade students at SMPN 12 Denpasar in academic year 2021/2022.”

1.2 Research Problem

Primarily based on what has been described inside the background of the examination above, the researcher held research on the correlation between English grammar and writing skill of the eighth grade students at SMPN 12 Denpasar in the academic year 2021/2022. Moreover, the researcher is interested in locating the considerable correlation between English grammar and writing skill of the eighth grade students in junior high school. Consequently, the studies hassle on this present study can be formulated inside the shape of the query as follows: is there any significant correlation between English grammar and writing skill of the eighth grade students at SMPN 12 Denpasar in academic year 2021/2022?

1.3 Objective of the Study

To maintain this research, the research itself needs to have some research goal. Research objectives describe concisely what the research is attempting to gain. Particular research is anticipated to provide a systematic way to study trouble. Moreover, the objective of the study must be in line with the history and the research hassle that has already been formulated for the examination.

Moreover, the pursuits of any sports which have been related to the investigation have been continually intended to discover a scientific answer approximately the studies hassle that has been previously formulated and determined. For that reason, in keeping with the background and the studies problem above, the primary goal of the present study is to figure out whether there's any significant correlation between English grammar and writing skill of the eighth grade students at SMPN 12 Denpasar in academic year 2021/2022.

1.4 Limitation of the Study

Based on the identification of the research problem, this research is focused on analysing the correlation between English grammar and writing skill of the eighth grade students at SMPN 12 Denpasar in academic year 2021/2022. To maintain that, in these studies the researcher has discovered the English grammar and writing skill. For the English grammar has centred at mastery of simple present tense by using grammar test with questions along with fill the blank and key phrase which have been prepared by means of the researcher and for the writing skill the researcher has measured the students' writing skill by descriptive paragraph writing.

1.5 Significance of the Study

There are some vital factors to be defined and discussed primarily based on the relevant theoretical critiques that have been taken with the aid of the researcher. In addition, the study was only focused on figuring out whether there was a significant correlation between English grammar and writing skill of the

eighth grade students at SMPN 12 Denpasar in academic year 2021/2022. The result of the present study is highly expected and recommended to provide significant research findings related to English grammar and its correlation with writing skill. Ultimately, the findings of the present study are expected to give both theoretical and practical significance on the correlation between English grammar and writing skill that will be conducted below.

Theoretically, the end result of this study is meant to reinforce the correlation concept of English grammar which focused on simple present tense and writing skill in which focused on writing a descriptive paragraph. This theoretically anticipated providing inner and actual high quality contributions, especially in dating examinations. It is also anticipated to assist theories and empirical effects. Similarly, the findings of this study are expected to provide information to instructors about the importance of studying simple present tense and the students' skill in writing a descriptive text. Therefore, the end result of this examination is with a bit of luck to be used as guidance for other college students in making their research and additionally predicted to be beneficial for other researchers who want to study correlation for destiny.

Practically, the importance of this study is predicted to be beneficial for instructors, college students, and different researchers. For the teachers, it is able to help the trainer to locate out the trouble of students in writing a descriptive text. Then student English grammar mastery has a crucial impact on the students' writing skill. For the students, it's far more useful for college students to offer development of their writing skill, talents and make them simpler to enhance their skill in writing, in particular descriptive text. For the other researchers, this

research will be very useful references for folks who are interested in the identical observation and supply beneficial consideration to conduct any other researcher which continues to be related to the area of the study.

1.6 Definition of Key Terms

Key terms are very paramount to make the students understand clearly about the content in this present study. In order to avoid the misunderstanding and the confusion of the readers, the researcher should elaborate the definition of key terms. Key terms are also given limitation to the terms of this present study and make clear in comprehending this research. Therefore, the researcher provides two of definition key terms which need to be operationally defined as follows:

1. English Grammar

Grammar mastery is defined as the students' skill of the eighth grade students at SMPN 12 Denpasar in academic year 2021/2022 to use the grammar correctly. In this present study, the researcher focused on simple present tense mastery.

2. Writing Skill

Writing skill is operationally defined as the students' skill of eighth grade students at SMPN 12 Denpasar in academic year 2021/2022 by constructing descriptive paragraph which is usually to describe and express a particular person, and the paragraph should consist of identifications, description and conclusion.

CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

The research study is a very formal work in which all the basic ought to be essentially extracted from the theories of the related study. Other than that, in this present research, the research also required to be conducted on the basis of relevant theoretical construct and empirical evidence. Theoretical review is a review of some theories that relate to the study. Theoretical review consists of a theoretical framework that enables researcher to the present study in the light of summary of the literature. In this chapter, the researcher describes the prominent factors which encompass theoretical reviews which can be related to this study. The prevailing views are to handle the correlation between English grammar and writing skill. There are some crucial things to be explained and mentioned based totally on the applicable theoretical opinions that had been taken through the researcher. The theoretical reviews included English grammar and writing skill.

2.1.1 English Grammar

Grammar is described as the manner a language manipulates and combines phrases (or bits of phrases) a good way to form longer devices of its means (Ur, 1996: 11). For instance, in English the existing shape of the verb is in the 1/3 person has two awesome bureaucracies, and if the plural is mixed with a novel subject, the end result is commonly unacceptable or “ungrammatical”. Grammar may be roughly defined as the way a language manipulates and combines words (or bits of words) in order to form longer units of meaning. For

example, in English the present form of the verb in the third person has two distinct forms, and if the plural is combined with a singular subject, the result is usually unacceptable or “ungrammatical”. There is a set of rules which govern how units of meaning may be constructed in any language: we may say that a learner who knows grammar is one who has mastered and can apply these rules to express him in what would be considered acceptable language forms.

In coaching English as an overseas language, the scholars need to grasp grammar because through mastering grammar, students could be able to write English effectively. According to Harmer (1987:4), grammatical rules is essential for the mastery of language. People cannot use words unless they know how the words should be put together. Besides, the grammatical aspect of a language specifies the way in which sentences in that language construct. For English learners, many students still confuse about grammar and they sometimes difficult to express things they want to say. On the other hand, they confuse when they find English in written form, especially dealing with sentence structure, because 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 sentence. It is true that special nations have exclusive languages and each language has a system that's known as grammar. It is also passed off in translating, for you to compete in translating we must understand the language structure. In English grammar, tenses play an important function in sentence formation.

Every tense of English has its own forms. However, people should keep in mind that there are numerous varieties of sentences. The shape of sentences may be positive, negative, or interrogative sentences. Consistent with Haddlestone

and Pullum (2005; 31), the relevant use of present irritating bureaucracy is to suggest present time. Nearly all verbs have a present tense form. The selection between them relies upon the clause. The third person singular form occurs with a 3rd person singular subject and the plain present tense form takes place with some other type of subject.

Radford (1989: 3-4), says that grammar is a model of those linguistic abilities of native speakers of language which enable them to speak and their language fluently. The native speaker's grammatical competence is a contemplated kind of institution which the speaker has about their native speaker. There's a set of guidelines which govern how devices of meaning can be constructed in any language: we may additionally say that a learner who is aware of grammar is one who has mastered and can apply those guidelines to express him in what would be taken into consideration applicable language paperwork. Consequently, they have to pay more attention to the guidelines in constructing correct sentences. Therefore, here is the critical of learning grammar.

According to Leech and Svartvik (1973: 21) in Nurhayati (1993: 34), "To use a language properly we of course have to know the grammatical structure of the language and their meaning". The study of grammar by itself will not necessarily make someone a better writer, but by gaining a clearer understanding of how a language works, we should also gain greater control over the way we shape words into sentences and sentences into paragraphs. In short, studying grammar may help us to become a more effective writer.

2.1.2 Writing Skill

As one of communication skills, writing is a way to communicate and produce meaning using graphic symbols; that is, letters or combinations of letters which relate to the sounds we make when we speak. Byrne (1984: 1), states that writing is the art of forming graphic symbols, that is letters which relate to the sounds the writers make in speaking. In this sense, the symbols have to be arranged according to certain conventions, to form words, and words have to be arranged to form sentences. According to Heaton (1975: 135), writing is one way of making meaning from experience for one self and for another. Furthermore, he said that writing serves as the most available and the most compelling way because the outcome is visible language, it is a satisfactorily per moment record of thoughts and feelings. Referring to the various definitions of writing explained by those experts, the writer concludes that writing is the activity of arranging graphic symbols in order to produce meaning which comes from thought and ideas.

2.1.2.1 The Importance of the Writing

Writing is crucial because it's used extensively in higher training and in the pave of work. If college students do not know how to express themselves in writing, they won't be able to talk well with professors, employers, peers, or just about everybody else. Plenty of expert verbal exchange is performed in writing: proposals, memos, reviews, package, initial interviews, e-mails and more are part of daily life of the college pupil or a successful graduate. Writing is essential. It brings about a lot of advantages (Chappell: 2011) here is the reason why writing is important; the first is express one's personality, foster communicate, develop thinking skills, make logical and persuasive arguments, give person a change to

later reflect on his/her ideas and re-evaluate them, provide and receive feedback and prepare for school and employment.

2.1.2.2 The Process of Writing Activities

This section includes a description of the activities leading to the writing of the previous essay. These activities include prewriting, planning, and writing.

a. Prewriting

Graham and Perin (2007: 18), explain that prewriting engages students in activities designed to help them generate or organize ideas for their composition. Engaging the students in such activities before they write a first draft improves their quality of their writing. Prewriting activities include gathering possible information for a paper through reading or developing a visual representation of their ideas before sitting down to write. Oshima and Hogue (1998: 15), state prewriting activities are useful for narrowing a topic and generating ideas. Three useful brainstorming techniques are listing, free writing, and clustering. Listing is a brainstorming technique in which you think about your topic and quickly make a list of whatever words or phrases come into your mind. Your purpose is to produce as many ideas as possible in a short time, and your goal is to find a specific focus for your topic. Free writing is a brainstorming activity in which you write freely about a topic because you are looking for a specific focus. While you are writing, one idea will spark another idea. Clustering is another brainstorming activity that you can use to generate ideas.

b. Planning

In the planning stage, you organize the ideas you generated by brainstorming into an outline. An outline is a formal plan for a paragraph. In an outline, you

write down the main points and sub points in the order in which you plan to write about them (Oshima and Hogue).

c. Writing

Stage three in the writing process, after prewriting and planning, is writing and revising several drafts until you have produced a final copy to hand in. In this case, the researcher only measured the students' skill in writing text, especially descriptive text. It's because on the variable x which stated English grammar the researcher only tested their skill writing by using simple present tense in descriptive text. The researcher will introduce them to some text descriptive about a person or idol, place, animal and favorite things, then explain how to make a good text in descriptive text. Remember that no piece of writing is ever perfect the first time. Each time you write a new draft, you will refine and improve your writing (Oshima and Hogue 2007:18). Graham and Perin (2007: 20), the process of writing approaches stress activities that emphasize extended opportunities for writing. Writing for real audiences, self-reflection, personalized, instruction, goals, cycles of planning, and reviewing; stressing personal responsibility and ownership of writing projects; facilitating high levels of student interactions; developing supportive writing environments; encouraging self-reflection and evaluation; and offering personalized individual assistance, brief instructional lessons to meet students' individual needs, and, in some instances, more extended and systematic instruction. The overall effect of the process writing approach was small to moderate, but significant.

2.2 Empirical Review

Grammar and writing are two important skills which are mostly used in learning English. This section is going to present the previous study that was conducted by some researchers. This section is going to present the previous research that was conducted by some people and the general concept of correlation between English grammar and writing skills. Empirical evidence could help the researcher unintentional replication of the previous research results and clarify as well as define the concept of the research. There were other researchers that showed the correlation between English grammar and writing skills. Those researches used as basic consideration to conduct this present research. Therefore, this present research has references from previous research to considerate this present research can be continued based on the problem that the previous research has. The previous researchers were elaborated below:

The first research conducted by Sari (2019) found the significant correlation between English grammar and writing skill in descriptive text of the tenth grade students of SMKN 1Denpasar in academic year 2019/2020. The researcher provided the theories to reinforce her study about English grammar and writing skill in descriptive paragraph. In this research, there was no clear instruction for the grammar test that used to assess the students' knowledge about grammar test. Therefore, to avoid the same problem with the previous study, the researcher would like to explain the clear assessment to assess the students in English grammar and writing skill.

The second research conducted by Fitria (2017) found a significant correlation between students' mastery of simple present tense and their

achievement in descriptive writing among the tenth grade students of SMPN 1 Karya Peggawa in Academic year 2016/ 2017. The strength of the study was the researcher provided the theories about grammar mastery, writing skill and descriptive text from the expert to support her statements. However in this study, the researcher did not explain what type of assessment she used to assess the students' grammar mastery. To avoid the same issue, the researcher in this study would explain the clear assessment to assess the students in present tense mastery and descriptive writing skill ability.

In this research, the researcher got some benefits from the previous researcher like this present research know how to conduct the research, know what kind of the test that should be measured in analyzing the data by using SPSS 24 version.

2.3 Hypothesis

A hypothesis is a prediction about what will be found as outcomes of a research project and it is typically focused on the relationship between two variables studied in this 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 a correlation research namely non-directional hypothesis. It is defined as a hypothesis that there is a correlation between two variables being studied. It stated that the result was not due to the chance that they were significant. In this present study the hypothesis is stated as follows: there is significant correlation between

English grammar and writing skill of the eighth grade students at SMPN 12
Denpasar in the academic year 2021/2022.

