CHAPTER I

INTRODUCTION

1.1   Background of the Study

English in general is divided into four skills, those are reading, writing, listening, and speaking. One of those skills which belongs to productive skill is writing. Writing skill is the crucial skill that students need to improve in order to master learning material in the learning process due to the thinking of students in learning a material can be shown through writing. If the students want to improve their writing, they should learn grammar. Students must know that writing and grammar cannot be separated from each other because without grammar, the students cannot construct a sentence and make it synchronized in a text. That is why students need to learn grammar.

Students nowadays feel lazy when they learn about grammar in school. That is because they need to know the specific formula to master the grammar. Nelson & Greenbaum (2016) state that grammar is the central component of language which mediates between the system of sounds or written symbols. It means that it will directly connect with their writing skill and that is why students must master grammar before mastering writing skills. Therefore, students must learn grammar seriously although its material make students lazy to learn.

Talking about writing skills, students will construct varieties of sentences in a text. However, at the beginning, the students need formulas to structure words into phrases, phrases into clauses into sentences, and sentences into text. Besides, Kellogg (2008:2) states that writing a text involves not just language systems, but cognitive systems for memories and thinking are also involved. When students

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want to create simple present tense sentences, they need to find the formula of simple present tense, verb that is being used, and it is passive or active sentences. Therefore, students must consider tenses with the context in writing skills.

Writing is not an easy skill to be mastered. It is because students have different levels in writing. Harmer (2007) states that the kind of writing which is asked for the students will depend on their age, levels and interest. Students will not be able to create complex text if they are at a low level and that is why students should have motivation in writing. If students are interested, they may find their enthusiasm in arranging a text. Thus, students are able to increase their skill more easily.

Furthermore, before the students are able to master writing skill, they must have knowledge in grammar mastery first, because grammar has a significant impact for the students in creating proper sentences and combining sentences in a text. Besides, Herring (2016:11) states that grammar refers to the way words are used, classified, and structured together in the form of writing. At least they know the correct grammar used for a particular text. For example: if students want to create descriptive text, they should be able to master the formula of simple present tense and the use of simple present tense, and the use of s/es in simple present tense in the particular text including students' creativity. Therefore, they will be able to arrange a great text.

However, sometimes students use wrong grammatical tenses in creating written text and it does not match with their idea that they want to share. Students must consider the use of grammar in arranging the sentences in a text. The combination of grammar and words in the sentences influence the meaning of the

sentences itself. Because Dignen (2017:70) says that sentences are groups of words that make sense on their own, grammar has an important role in building the structure of the sentences that students create in a text. Therefore, students should consider to use the right sentences to share their ideas properly and the more students consider the use of grammatical sentences, the more they improve their writing skill

Regarding the explanation above, grammar mastery has an important role in writing skill. The researcher is interested in choosing grammar mastery and writing skill especially in this research because the researcher wanted to know whether or not there is correlation between grammar mastery and writing skill in the tenth grade students of SMK Ratna Wartha Ubud in academic year 2021/2022. Thus, the researcher formulated the research entitled "The Correlation between Grammar Mastery and Writing Skill of the Tenth Grade Students of SMK Ratna Wartha Ubud in Academic Year 2021/2022"

1.2 Research Problem

Based on the background above, it is important to consider the research formulation for this research. In addition, it is important to make this study become clear and specific. The researcher was interested to find out the significant correlation between grammar mastery and writing skill. Thus, the research question for this study could be formulated as: Is there any significant correlation between grammar mastery and writing skill of the tenth grade students of SMK Ratna Wartha Ubud in academic year 2021/2022?

1.3 Objective of the Study

Objective of the study means the goal of finding the result of the data. By knowing the objective in this study, it will help the researcher to be more concerned in gaining data of this research. Moreover, the researcher was focused to find the data based on the objective of the study that the researcher creates. Furthermore, the main objective of the study was to find out the correlation between grammar mastery and writing skill of the tenth grade students of SMK Ratna Wartha Ubud in academic year 2021/2022.

1.4   Limitation of the study

Considering that grammar mastery and writing skill are complex in correlational study, the researcher limited the grammar mastery in the comprehension of simple present tense. Furthermore, the researcher also narrowed down the area of writing skills. Researcher was going to assess students' writing skill through creating descriptive text about a tourism place around Indonesia based on the basic competence (4.4): creating short and simple descriptive text about a tourism place around Indonesia with considering social function, text structure and language elements correctly and based on the contexts.

1.5   Significance of the Study

The researcher considered that this result of the study certainly gave significance in the research findings. In this study, the researcher was concerned in finding the result of the correlation between grammar mastery and writing skill of the tenth grade of SMK Ratna Wartha Ubud in academic year 2021/2022. The researcher hoped that this study could give benefits for the future research and the

teacher who wants to learn in improving students' writing skill. the researcher expected that the result of the research has theoretical and practical significance.

Theoretically, the result of this study would be expected to be meaningful and useful for improving the quality of study especially in grammar mastery and writing skill of tenth grade students of SMK Ratna Wartha Ubud in academic year 2021/2022 because the ability range of the tenth students of SMK Ratna Wartha Ubud could be measured through this research. Besides, this result of the study could be used as a reference for future researchers who want to research the correlation between students' grammar mastery and writing skill.

Practically, the benefit of this present study could be useful for students in developing their writing skill especially in writing descriptive text. The teacher can measure students' writing skills in tenth grade class based on the result of this study. The researcher was sure that in the future research, the future researchers could use the strategy in this study as their references. Therefore, it helped future research in gaining the data. Besides, the finding of this research may have some weaknesses that can be refined by the future research to make the future research better.

1.6   Definition of the Key Terms

The focus of this study was to find the correlation between students' grammar mastery and writing skill. The researcher had key terms which are related to this research. The key terms were grammar mastery and writing skill because the focus of this research was to find correlation between grammar mastery and writing skill. The key terms were used in order to avoid

misunderstanding. Furthermore, the research should be described to make the key terms become understandable, the researcher defined the key term as:

1.   Grammar Mastery

In this study, grammar mastery can be defined as the ability in mastering grammar particularly in mastering simple present tense of the tenth grade students of SMK Ratna Wartha Ubud in academic year 2021/2022. Students' ability in grammar was measured by the researcher using multiple choice test. The aspect of grammar that was considered is how students understand simple present tense verbal and nominal sentences in positive, negative, or interrogative form. Furthermore, another aspect is how students use the form of verbs in simple present tense.

2.   Writing skill

Writing skill can be defined as the ability in creating descriptive text about a tourism place around Indonesia of tenth grade students of SMK Ratna Wartha Ubud in academic year 2021/2022. In writing skills, students need to take out their thinking through written words, sentences, even text to share their thoughts about what they are thinking. Therefore, the students would create a descriptive text about tourism places and will be scored using scoring rubric which contains several aspects such as: Format, Punctuation and mechanics, Content, Organization, Grammar, and Sentence Structure.

CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

Theoretical review is the review of theories which is synchronized in the study. Theory is crucial to support the research especially for the variables that the researcher wanted to research. Instead of only using fact, theory would resolve the understanding gap in developing the research. Besides, the theory should be relevant and reliable which could be gained from experts. Furthermore, the theories which were included in this study such as: grammar mastery, writing skill, and descriptive text.

2.1.1 Grammar Mastery

Lynch & Anderson (2013:4) state that grammar is defined as the rule system of a language. It is also useful to construct express meaning using tenses in the past, present, or future time. For example: if students are talking about something which is happening every day or they want to describe something in general, they know how to express it by using simple present tense because Murphy (2019:4) states that simple present tense is used to say that something happens all the time. In other cases, if students want to say that they have done something already but they want to express it without losing the meaning, they should use present perfect which indicates that they have done something. Overall, the use of grammar has a relationship with meaning. How the grammar is expressed, it will affect the meaning.

Grammar is crucial in writing because it can construct varieties of words into grammatical and systematic sentences. A good sentence needs at least a subject and predicate. Without subject and predicate, sentences cannot be completed grammatically. That is why Gelderen (2010:65) states that subject and predicate are needed in every sentence to make grammatically correct sentences. Stobbe (2008:11) also states that a sentence must have both subject and a verb, and it must express a complete thought. Noun is also needed in building a sentence. Moreover, the integration of subject, predicate, and noun can construct a complete sentence.

Grammar mastery is the comprehension of students in understanding the function of grammar, the way in using grammar, and how student can use grammar in every contextual time. Because Woods (2010) states that grammar is sets of standards that must be followed in order to write properly, the rules and the standards must be comprehended in grammar mastery. Besides, grammar mastery is not only about formula, but how grammar build an understanding perception in meaning a written text. To make it clearly understandable, Radford (2004:14) state that grammars should be as simple as possible. Therefore, long written words do not mean that they have perfect grammar.

In conclusion, the researcher defined grammar as the basic rules in constructing sentences related to the context. Students could be helped in creating sentences or text using grammar. Grammar will direct students to determine the meaning of the sentences that they created. Besides, grammar will guide students in using the words which must follow the use of the context. However, it should

use the formula which is contained in the grammar. If students are not following the rules of grammar, the meaning of the sentences or text cannot be understood.

2.1.2 Writing Skill

Writing is a process in creating and developing ideas through written text. In writing, students create sentences based on grammar, some sentences which have been created will be combined to be a paragraph. Paragraph contains several sentences which sync each other. Generally, there is a topic sentence with supporting sentences and it should be unity and coherence. The paragraph in writing can be said as unity if topic sentences are clearly determined in a paragraph because Henning et al. (2005:79) state that writing a good paragraph will guide the reader towards a better understanding of the main topic and will serve to persuade the reader to find view and the argument, explanation plausible. The supporting sentence should clearly support the topic sentences as a unity. Besides, the paragraph should be cohesive. Wood (2007:119) states that paragraphs should be cohesive which means that the paragraph that has been constructed should have clear meaning.

McKay (2006:258) states that writing is a process which involves the pre-writing, revising, and editing process that students should follow to create a piece of writing. Starting from pre-writing, students should find a main idea for their writing that they are interested in. Zemach & Rumisek (2005:5) state that before beginning in writing, students should decide what they are going to write about. After getting the idea, they should find the topic sentence which will be developed. They should develop the main idea with supporting sentences or ideas.

Revising the use of grammar to be grammatically correct, and follow the rules based on the text that they created.

Writing skill is the ability of the students in creating a written text which is combined with students' ideas and grammar mastery. Writing skill is a crucial skill in order to improve students' comprehension in language. Students need to improve their writing process carefully in order to develop the ideas of the students. Besides, Oshima & Hogue (2007) state that writing skill is never one step action, but writing is an ongoing creative skill. It means that what is being created in writing, it is a creative skill. However, writing skills is not only about creating as many sentences as students can. In fact, Geyte (2013:48) states that if students write too many impersonal constructions and long sentences, students will make it harder for the reader to comprehend. Therefore, students must combine their ideas with their writing skill and grammar comprehension properly to increase their writing skill.

The researcher defined writing skill as the ability of the students in creating a text by combining students' ideas and grammar comprehension. Writing skills need process in developing students' ideas and their comprehension in grammar with noticing the rules in creating a text. For example, if students create a descriptive text about a tourism place, they must develop their idea about a tourism place, increase their grammar like what tenses are used in creating descriptive text, and how to create a correct paragraph. Therefore, students are able to create a text properly.

2.1.3   Descriptive Text

Descriptive text is a text that describes a thing in specific characteristic, function, or identify the specific things. Descriptive text contains two or more paragraphs. Besides, the tenses which are used generally are simple present tense because Parrot (2000:189) states that simple present tense is used to describe general action, and events, so the tense is proper when used in creating descriptive text. If talking about descriptive text, there will be an object which will be explained. Hutchinson (2005:60) states that the first thing which is needed to be done is developing the ideas clearly. It can be things, animals, and human beings as well. However, in descriptive text there are three parts of descriptive text and it can be called the 'generic structure'. They are identification, description and conclusion.

Identification is the general description of things, animals, or human beings, and description is the specific description or information which describe things, animals, and human beings. In identification, the things, animals, or human beings must be clearly described generally before the specific information is described. Hutchinson (2005:60) also states that the text should be begun with a general statement and going on to support with specific examples, details, and reasons. The general description should be focused on the object that will be explained. Identification can also be used as the introduction of the things, animals, or human beings to inform the reader about the descriptive text.

Description is the particular explanation of the things, animals, and human beings which have been explained in identification. Description should give clear specific information to the reader. Moreover, the description should

systematically contain information so that the reader can imagine the things, animal, or human beings that are being described. Oshima & Hogue (2007) state that a good description is a word picture. It means that a good description that is being described will look real. When the readers are able to imagine those things that are described in the text, it can be said that the descriptive text is successful in giving the information to the readers.

The researcher defines descriptive text as text which describe a thing, animal, human being, in general and specific about their general information, characteristic, and the detail that the thing, animal, and human being have. It is aimed to inform the readers about the information that an object has. In addition, descriptive text contains 3 paragraphs which consist of identification, description, and conclusion. Therefore, descriptive text should contain a clear description of the object that students will choose.

2.2   Empirical Review

Empirical review is the previous research which related to this study, this previous research helped the researcher for the future research. The focus in this study was to find the correlation between grammar mastery and writing skill of the tenth grade students of SMK Ratna Wartha Ubud in academic year 2021/2022. In this present study, the researcher should compare the previous research with this present research to find the weakness of the previous research, so it could be refined in this present research. In this study, the research found some previous research which related to this research.

The first research was from Dede Kurniawan, Nadrun, and Siska Bochari (2017). The research was about the correlation between students' grammar

mastery and writing achievement in SMA Labschool Untad Palu. The research was aimed to find whether there is correlation between grammar mastery and writing achievement. The sample of this study was the tenth grade students of SMA Labschool Untad Palu. Using random sampling techniques, the researchers used 1 questionnaire with 10 different questions, 20 objective tests, and created recount text on the next day as data collection and found that there is significant correlation between students' grammar mastery and writing skill.

The second research was from Puspitasari (2017). Their ex-post facto research was about finding the Correlation Between Grammar Mastery and Students Writing Ability. The sample that the researcher used as their research was the 1st grade students of SMK N 1 Bandung. The researcher uses purposive sampling technique to gain the data. The researcher asks students to answer 25 multiple-choice tests for 35 minutes and then asks students to create 10 sentences about the students' idols. As a result, the researcher found that there is significant correlation between grammar mastery and writing skill of the 1st grade students of SMK N 1 Bandung. The result is that R_{-value} is higher than R_{-table}, so h1 was accepted and h0 was rejected. It means that there was significant correlation between grammar mastery and descriptive text writing ability.

Based on the research which have been conducted above, the researcher found that both researches found a significant correlation between grammar mastery and writing skill. However, those two researchers use different methods in gaining the data. The first researcher used a random sampling technique and the other one used a purposive sampling technique. In this present study, the researcher decided to use a random sampling technique because it is more reliable

to gain the data from random people that choosing a specific class as a sample. Furthermore, the test which was given to the students is not clear enough to measure students' grammar mastery, the question needed to be more than 25 with more time in order to measure the real students' grammar mastery. Moreover, in assessing students' writing skills, the scoring rubric should be detailed. In this research, it is better using the scoring rubric that is adopted from Oshima and Hogue which would be explained in the next chapter.

2.3   Hypothesis

The researcher formulated the hypothesis of this research: there is a correlation between grammar mastery and writing skill. The statistical hypothesis can be formulated as follows:

1. Alternative Hypothesis (Ha): there is a significant correlation between grammar mastery and writing skill.

2. Null Hypothesis (H_0): there is no significant correlation between grammar mastery and writing skill.