

# CHAPTER I

## INTRODUCTION

### 1.1 Background of study

Grammar and writing are a language component and skill that should be learned by language learners. Grammar is the rule or a system that regulates the structure and the meaning of the sentence, while writing is communication in the written form. In writing, mastery of grammar enables us to evaluate the choices that are available to use during the composition (Nelson, 2002:1). Grammar mastery is important in writing a paragraph. A good writing contains a good grammar. Grammar as one of the aspects which have to be owned to create a good writing has the important role in writing ability. According to Richard and Schmidt (2002:251-252), grammar is a description of the structure of a language and how language units such as words and phrases are formed into sentences. Therefore, someone who learns a new language formally in general will be given grammar lessons. Without good grammar mastery, students may have difficulties in conveying ideas in writing.

According to Zemach and Islam (2006:4), writing is one of the most difficult language skills for English learners to master. In writing, students are required to think creatively and develop their own ideas. However, thinking of new ideas is very challenging for students, especially when they produce a good and well-written text. According to Brown (2004:336), writing is the very process of putting ideas down on paper to transform thoughts into words, to sharpen the main ideas, and to give the ideas structure and coherent organization. Besides putting the ideas

down in a piece of writing, writer also needs to consider significant factors in writing, such as the purpose of writing, the structure and grammar, and the audience. In writing, mastery of grammar enables us to evaluate the choices that are available to use during the composition (Nelson, 2002:1). Without the correct usage of grammar, the reader will not understand the written paragraph because the writer does not have direct interaction with the reader as people normally do in speaking. As mentioned above that grammar plays an important role in writing skill. From the grammar chosen in written work, it shows how intelligence the writer is.

In accordance with the explanations above, the previous theories about grammar mastery and writing skill have convinced the researcher that grammar is important that can help students when students want to improve their writing skill and it can give an impact on the learning process. Moreover, based on the background above, the researcher is curious about the significant correlation between grammar mastery and writing skill. Therefore, the researcher is interest to conduct a research entitled “The Correlation between Grammar Mastery and Writing Skill of the Tenth Grade Students of SMAN 1 Payangan”.

## **1.2 Research Problem**

Based on what has been described in the background of the study above, the researcher held research on the correlation between grammar mastery and writing skill of the tenth grade student of SMAN 1 Payangan. Moreover, the researcher is interest in finding out the significant correlation of grammar mastery and writing skill of the students in senior high school. Therefore, the research problem in this present study can be formulated in the form of question as follows: is there any

significant correlation between grammar mastery and writing skill of the tenth grade student of SMAN 1 Payangan?

### **1.3 Objective of the Study**

Research objectives describe concisely what the research is trying to achieve. Moreover, the objective of the study should be in line with the background and the research problem that has been formulated for the study. Furthermore, the aims of any activities which are related to the scientific investigation are always intended to find out a scientific solution about the research problem that has been previously formulated and determined. Thus, in line with the background and the research problem above, the primary objective of the present study is to figure out the significant correlation between grammar mastery and writing skill of the tenth grade student of SMAN 1 Payangan.

### **1.4 Limitation of the Study**

The limitation of the study is very important to make a discussion about the research problem more specific. In the present study, the researcher focused on investigating the significant correlation between grammar mastery and writing skill of the tenth grade student of SMAN 1 Payangan.

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

The results of the present study are expect to be beneficial for English teachers, students and other researchers. For the English teachers, it is expect to give more information that can be used as a consideration to get better results of the students

being taught in SMAN 1 Payangan. This research study also expected to make the students aware of their grammar mastery and to improve their writing skill in order to reach the maximum result in their writing learning process. In addition, the results of the present study are also beneficial for other researchers. Moreover, this study can be used as a reference for future researchers who want to carry a research which is related to this correlation research entitled “the correlation between grammar mastery and writing skill”

### **1.6 Definition of Key Term**

Key terms are important to be defined in order to give a clear understanding of the topic. Moreover, in order to avoid misunderstanding and confusion of the readers in comprehending this research, the researcher needed to give a clear operational definition of the key terms used in the present study. The researcher has two key terms which are uses in the present study were clearly and concisely clarified as follows:

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#### **1.6.1 Grammar Mastery**

Grammar mastery is defined as the ability of the tenth grade students of SMAN 1 Payangan in understanding the use of present tense in constructing sentence. Students’ mastery in grammar is measured by assigning them to master the construction of sentences which express present activity.

#### **1.6.2 Writing Skill**

Writing skill is operationally defined as the ability of the tenth grade students of SMAN 1 Payangan in conducting a paragraph. In this study, students' writing ability is measured by text writing in the form of descriptive text.

### **1.6.3 Descriptive Text**

Descriptive text is a text that describing something. The text which describing students' favorite thing or place by using present tense and the text consists of 2 paragraphs with generic structure, namely identification and description.



## **CHAPTER II**

### **THEORETICAL AND EMPERICAL REVIEW**

#### **2.1 Theoretical Review**

The theoretical review is a review of the theories that are related to the conducted study. The present study dealt with the correlation between grammar mastery and writing skill. The present study is conduct based on the following theoretical frameworks that are taken from the experts. There are some important points to be explained and discussed based on the relevant theoretical reviews that were taken by the researcher. The important points are: grammar mastery and writing skill

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

Grammar is the rule or a system that regulates the structure and the meaning of the sentence. According to Richard and Schmidt (2002:251-252), grammar is a description of the structure of a language and how language units such as words and phrases are formed into sentences. Therefore, someone who learns a new language formally in general will be given grammar lessons. Without good grammar mastery, students may have difficulties in conveying ideas in writing. Grammatical competence of native speakers is reflected in the type of institution the speaker has about their native speakers. Related to the writing skill, grammar in writing will help writers to develop their knowledge of linguistic resources and grammatical systems to convey ideas meaningfully appropriately to intended readers (Murcia,

2001:233). Knapp and Megan (2005), state that “Grammar is a name for the resources available to users of a language system for producing texts”.

In writing, mastery of grammar enables us to evaluate the choices that are available to use during the composition (Nelson, 2002:1). Shastri (2010:109) state that grammar is defined as the total mechanism of a language that helps to communicate correctly and appropriately. Thus, people who speaks the language are able to communicate well because they know the system of its language. Hymes (cited in Nassaji, 2011:6) distinguished two competences in grammar, those are linguistic competence (i.e., knowledge of grammar rules) and communicative competence (i.e., knowledge of language use and the ability to use language), and argued that knowing a language does not simply mean knowing how to produce grammatical sentences accurately but also how to produce them appropriately.

On the other hand, they are confused when they find English in written form, especially related to sentence structure because they do not understand or do not even know the form used in English (Phoocharoensil, 2012). Therefore, they must pay more attention to the rules in preparing the correct sentence. Grammar studies by themselves will not make a person a better writer. But by getting a clearer understanding of how a language works, it should also gain greater control. Based on the theory above, the researcher can conclude that grammar mastery is knowledge in the structure of language and the ability to combine sentence units so that sentences can be understood and fulfill the grammatical rules.

### 2.1.2 Writing Skill

Writing is a complex process that reflects the communicative skills of the author. This is the most difficult skill of four skills. It requires a lot of work and concentration. Richard and Rhenandya (2002:303) state that writing is the most difficult skill for second language students to master. The difficulty is not only in generating and managing ideas, but also changing this idea into readable text (Alameddine and Mirza, 2016). This means that the writer not only needs ideas for writing but also the skills to write ideas into written form. Thus, the reader can understand what is meant by the author. In other words, the skills involved in writing are very complex.

According to Hyland (2003: 9) defines that writing is learned, not, so writing instructions are also not personal and the personal experience of the author. On the other hand, writing is a skilful activity that combines knowledge, ideas and experience. Agreed by Nunan (2003:88) states that writing is a combination of processes and products. Writing as a process of generating ideas, managing information and communicating meaning, the product is the author must be able to make the reader understand what he means through his sentences. Therefore, in writing, they must be able to express their thoughts in sentences. Zemach and Rumisek (2005:54) state that the teaching of writing is important because of the reasons: the first reason is writing reinforces the grammatical structure, idiom and vocabulary that teacher has been working within the class. The second reason is when the student writes, she or he has a chance to be adventurous with the language. Finally, the student becomes involved with the language, with himself or herself and with his or her readers.



In addition, writing is an action and interaction that in writing activities itself there is a response to both writers and readers. This is supported by Straub in Hyland (2003: 9), stating that writing is an action to find meaning, a willingness to engage with student statements is very important, and the response is the main means to start and guide ideas. This means that writing is an activity and process to express to express ideas and finds the meaning of the idea (Wu dan Zhang, 2017). The response is one of the important things to start and guide ideas. There is no interaction between the author and the reader does not give a response about what the author has written. Brown (2004:220) states that writing is a process of putting ideas on paper to turn thoughts into words, to sharpen your main ideas to give them a coherent organizational structure. When converting ideas from the brain into written form, teachers must ensure that all students pass the criteria for good writing. Criteria for good writing must exist in student learning activities. As a result, students can easily convert what is in their mind related to the criteria of good writing.

Furthermore, Brown (2004:218) states that writing is a convention for recording speech and to strengthen the language and lexical features of the language. Now people understand the uniqueness of writing skills with their own features and conventions. People must know about grammar and text features and that will help them write well. Writing is used as an aide-memoire or practice tool to help students practice and work with the language they studied (Harmer, 2007:112). According to Oshima and Hogue (2007:15-18), writing is never a one-step act; it is a continuously creative act. Writing has roughly four stages called pre-writing, organizing, writing, and revising or editing. In the pre-writing stage, writers collect

ideas from the selected titles, and they can list any ideas that come to their minds. The next step is organizing, and the author organizes the ideas collected in a simple outline in the next process. In the next step, the author begins to write a rough draft and outline. The final step is to revise the content and organization of their writing and edit the grammar, punctuation, and mechanics. These steps would make their writing much better.

A written text, letter, or book that is read is a product of writing produced by the author. Writing is the author's way of producing something in written form. According to Harmer (2004:79), the writing process is the stages that a writer goes through to produce something in final writing. Thus, once the writers write down their thoughts on paper, they will produce a product like letters, essays, novels, texts, paragraphs, reports, etc. Harmer (2007:327) states that writing is a process that is often influenced by genre constraints, so these elements must be present in learning activities. In writing process, genre elements also influence pouring ideas into written form. Weigle (2002:1) also states that writing effectively is becoming increasingly important in our global community. Teaching writing is therefore assuming an increasing role in both second and foreign language education contexts.

From the above definition, it can be said that writing can be distinguished from other skills as the most difficult. There are many factors that influence writing to be good such as grammatical, vocabulary, and spelling knowledge that must be integrated into a text. Based on the theory, the researcher conclude that writing skill is the skill of generating or expressing ideas and pouring speech into written form.

### 2.1.3 Descriptive Text

Descriptive text, or in terms of writing only known as “description” is one of English lessons that should be mastered not only by junior high school students but also senior high school students, college students and anyone who loves English. Because after all, descriptive material is very necessary for the increasing of our English proficiency. According to (Oshima & Hogue, 2007: 61), 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.

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. In a broad sense, description, as explained by Kane (2000: 352), it is about sensory experience how something looks, sounds, tastes. Mostly it is about visual experience, but description also deals with other kinds of perception. Thus, if we conclude it from Kane’s explanation above, the descriptive text is meaningful text that describes the experience related to the senses, such as what shape, sound, taste is.

Descriptive text is a type of text which is used by the writer or speaker to describe particular thing, person, animal, place, and or event to the readers or hearers (Gerot & Wignel, 1994, Knapp & Watkins, 2005) as cited on Noprianto (2017:67). Savage and Mayer (2005:33) state that the description should make the readers feel like responding to what they are reading. The point of descriptive text begin with identification; in which it introduces the object of description. Then description, in which gives vivid details to make the writing more descriptive,

familiar and expressive. The final is conclusion, in which is states the opinion of the description.

According to Mukarto (2007: 140-141) as cited on Andriyani (2007:25), descriptive text is used to describe a particular person, place, or thing. The generic structure of descriptive text are: Identification: introduction of thing, place, or person to be described, and description: descriptions of the parts, qualities, and characteristics of the thing, person, or place being discussed. The purpose of a description is to create the picture using word. The important part of writing in description is using clear and effective word that creates exactly from the picture that the writer wants.

Most descriptive text is about visual experience, but in fact the experience other than the sense of sight, we can also use it to make descriptive text. But in particular, the 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. So, it can be said that the descriptive text is a text that explains about whether a person or an object is like, whether its form, its properties, its amount and others. The purpose of the descriptive text is clear, that is to describe, represent or reveal a person or an object, either abstract or concrete.

## **2.2 Empirical Review**

The first research was conducted by Zaiyana Putri (2016) in her correlational study entitled “The Correlation between Grammar Mastery and Writing Ability”. This study aims to reveal whether there was a correlation between grammar mastery and writing ability. To achieve the objective of the study, the authors conducted a

field research used two sets of test consisting of grammar and writing. The subjects of the study were the second grade students of SMA Negeri 1 Bandar Baru. There were 247 students and 32 of them were taken as the samples. With the intention of drawing representative sample, simple random sampling was applied. The data of this study were students' scores on both tests. Since this study was a correlational one, Pearson Product Moment correlation formula was used in analyzing the data because the number of the sample was more than 30. The t-distribution at the level significant 0.05 is 2.042 with the degree of freedom 30. Since the result of t-test is 18.51 which was higher than t-distribution ( $18.51 > 2.042$ ), this proved that there was a significant correlation between the students' ability in mastering grammar and their competence in writing.

The second research was conducted by Dede Kurniawan (2017) in his correlational study entitled "The Correlation between Students' Grammar Mastery and Writing Skill". This research attempted to investigate the correlation between the students' grammar mastery and writing skill of the tenth grade of SMA Labschool Untad Palu. The researcher used correlational research design. The researcher employed random sampling technique to choose the sample. The data were collected by using questionnaire and tests. In analyzing the data, the researcher used Pearson's Product Moment Correlation Coefficient and Significance of Coefficient Correlation formula, using 0.05 significant level with 18 (20-2) degree of freedom (df). The researcher found that the correlation coefficient between students' grammar mastery and writing skill was 0.606. The result of this research was categorized "substantial" (0.60 to 0.799). It means that there was a significant correlation between the students' grammar mastery and writing skill.

The researchers above gained the same results in which the findings showed that there was a significant correlation between grammar mastery and writing skill.

The first research used multiple choice to collect the data and the second researcher used questionnaire to collect the data. Thus, in this present study the researcher used fill-in the blank test and making a descriptive text to collect the data through Google Classroom platform.

### **2.3 Hypothesis**

A hypothesis is a prediction of what will be found as the outcome of a research project and it is typically focused on the relationship between two different variables studied in the research. To answer the research problem in this study, the researcher is not sure that there is a correlation, namely the non-directional hypothesis. Thus in this present study, the hypothesis can be stated as follows: there is a significant correlation between grammar mastery and writing skill of the tenth grade students of SMAN 1 Payangan.