

## CHAPTER I

### INTRODUCTION

#### 1.1 Background of the study

There are four skills we need to be mastered in learning English language. They are reading, speaking, listening and writing. As a skill, writing is one of the difficult skills to be mastered by the students. Even so, as a student we should to mastered writing skill. Because this is one of the productive language skills that can be read by the readers. Moreover, Raimes (2001:3) states that writing helps students learn. It means that students understand better by writing. According to Harmer (2004: 31), writing is a way to produce language and express ideas, feelings, and opinions using writing text. It is means writing is very important and needed for anyone. Besides, writing is not only the process of arranging the alphabets into words or sentences but it also about express people's ideas in the written text. Moreover, the writer can not only put words into a sentence, we should make sure the words and the sentence that are related and connected with each other by arranging words into a sentence.

The creativity of students in writing becomes an interesting activity for teacher because they must provide an easy method for students so they can increase their skills to be able to write. Wolff (2007:1) states writing is a complicated method involving brain activity in order to regulate the infinite stream thoughts. However, Sabouri et al. (2014:1) state that writing is the most difficult skill for language learners. Writing is a

language skill that depends on automatic deployment of basic skills such as handwriting, spelling, grammar, and punctuation so that the writer can keep track of such concerns as a topic, organization, word choice and audience needs. Thus the learners always require thinking ability and the writing process that they have done.

Boardman (2002:11) states writing is a process of thinking, organizing, rethinking and reorganizing. That statement means writing is the way to produce language form into written form. In the other word, before writing the writer has thinking what they will write about. Organizing means the writer should to know how to organize word. Rethinking means the writer should to thinking once more about what they have been written. Reorganizing means the writer organizing once more what has been written before. In other words, the process need more than once in writing. That why it is very important to applied writing every day by students.

Furthermore, Oshima and Hogue (2007:15), writing is never a one –steps action; it is an ongoing creative act. As what I have read, there are four steps in writing. The first step is choosing the topic, second step is organizing the topic into a simple or abstract outline, third step is writing and the last step is polishing. All it needs practice. Practice writing by choosing topic and trying to develop it every day, will help the students to be creative. Besides, practice to thinking topic, organizing words, rethinking, reorganizing the more students practice the more support they have, the better they get.

In addition, Nunan (2003:88) states that writing is both a process and a product; the process of writing is often cyclical, and the product is what the people see, such as essay, letter, or story. Cyclical process means writing is not an instant process, but it

requires some practices that should be done. Many problems encountered by students when they are writing. For instance, organizing idea, organizing sentence, choosing appropriate diction and putting such ideas into an intelligible text. Most students are confused to organizing sentence, they are confused to put the first line, from where they will start. All of the problems will be solved by practice, that why practice is the important thing to do by the writer in writing, especially for the students.

Oshima and Houge (2007:61) states that descriptive writing is a genre of writing that appeals to the sense. On the other hand, descriptive text is a text to describing how something looks, feels, smells, taste and sound. In the other hand, descriptive text can help the students to be more creative in writing, they can put all of their felling after they see, feels, smells, taste and heard something. Knap and Watnis (2005:98) states that the language features of descriptive text are as follows: (1)using simple present tense when describing things a technical of factual point of view, (2)using relation verbs when describing appearance/qualities and parts/functions of phenomena, (3)using action verbs when describing behaviors/uses, (4)using adjective to add extra information to nouns, (5)using adverb to add extra information to verbs, and (6)using ad verbal phrases to add more information about the manner, place or time. It is very necessary for the students to know about the language features that is useful in writing a descriptive text, especially in this research which focuses on descriptive text.

In addition, grammar mastery is one of six language features that the writer used while writing a descriptive text. Hyland (2003:3) states that essentially, writing is seen as a product construct from the writer's grammatical and lexical knowledge.by

using correct grammar, the reader will comprehend the message that the writer tried to tell easier and avoid misunderstanding of what the writer tried to confess. Besides, writing a descriptive text the writer used grammar mastery, especially simple present tense. Simple present tense is one of sixteen tenses in English language that can help the students while writing descriptive text.

Based on the explanation above, the researcher is interested in conducting a study entitled The Correlation between Grammar Mastery and Writing Ability of The Eleventh Grade Students of SMA (SLUA) Saraswati 1 Denpasar in Academic year 2021/2022

### **1.2 Research problem**

Based on the background, the research question as follow: is there any correlation between grammar mastery and writing ability of the eleventh-grade students of SMA (SLUA) Saraswati 1 Denpasar in academic year 2021/2022?

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

According to the research problem on the background, the objective of the study is to know whether or not there is any correlation between grammar mastery and student's writing ability that is carried out in the Eleventh Grade Students of SMA (SLUA) Saraswati 1 Denpasar in Academic Year 2021/2022.

### **1.4 Limitation of the study**

The limitation of the study was important to know whether the main topic is appropriate or outside of the main topic. It is needed to present the study more deeply

and more specific. Therefore, for this topic in this study is to discuss the correlation between grammar mastery and writing ability of the eleventh Grade Students of SMA (SLUA) Saraswati 1 Denpasar in Academic Year 2021/2022) By giving twenty multiple choice to be grammar mastery tests of simple present tense. However, writing a descriptive text the writer using simple present tense to describing place, person or thing. Besides, in writing ability tests the researcher asked the student to make descriptive text about describing person.

### **1.5 Significant of the Study**

The researcher hope that the result of this research can give information about the level of a student's reading habits and writing ability. And also, the researcher expect that the finding of the study can give a lot of good contribution in the teaching-learning process in every school.

Theoretically, the finding of the researcher is to give more empirical evidence that can be used in the future studies relate to correlation between grammar mastery and writing ability. Practically, the study has benefit for the students, teacher and other researcher. For the students, hopefully this study can give awareness about the importance of the grammar, especially simple present tense in writing descriptive text. For the teacher, hopefully this study can give information that can be used as a consideration to get better result of the student being taught, and for the other researcher, it can be used as reference who want to carry a research which related with this topic.

## 1.6 Definition of Key Terms

In defining key terms is very important to in conceive confusion when the reader understands its meaning. Several terms are operationally determined by the researchers in this research. So that the readers should be operationally define to get a clear explanation. Therefore, there are some definitions of key terms that are operationally defined as follow:

### 1. Grammar Mastery

Grammar mastery is defined as the ability of the eleventh-grade students of SMA (SLUA) Saraswati 1 Denpasar to use grammar correctly, particularly on simple present tense.

### 2. Writing ability

Writing ability is the ability of the eleventh-grade students of SMA (SLUA) Saraswati 1 Denpasar in Academic Year 2021/2022) to write a descriptive text about persons in six until twelve sentences to write in one paragraph. Besides, the researcher use rubric from Oshima and Houge (2007:195) to give the score to the students tests of writing descriptive text which focus of Punctuation and Mechanics, Content, Organization and Grammar and Sentence Structure.

## CHAPTER II

### THEORITICAL AND EMPIRICAL REVIEW

#### 2.1 Theoretical Review

This chapter describes about the important theory on the correlation between grammar mastery and writing skill that cover common concepts. And also, this study gives the experts' review from much-related literature to support this study there are, 1) Grammar mastery, 2) Writing Ability, 3) Descriptive Text.

##### 2.1.1 Grammar mastery

Grammar is the rules of how word is used in a language. Grammar mastery means the student's understanding in using the correct rules of English language. In writing, grammar mastery are enables the students to evaluate the choices that are available to use during the composition (Nelson, 2002:1). In the other word, the students need to mastering grammar in writing to make it easier for the students to put the correct word or sentence. (Nelson, 2002: 1) stated one of the grammar that is important in writing is tenses. It means that before the students wants to start writing they have to mastering grammar at first, especially the tenses itself. Simple present tense is one of sixteen forms of tenses in English language, this tense is used and important in writing descriptive text.

Furthermore, (Murphy, 2004:4) state that the simple present tense is used to express something that happens all the time or repeatedly or something is true in general. In the other word, simple present tense is used by the writer while writing

descriptive text, because simple present tense is important when the writer want to describing something. Depending on the subject, simple present tense is using pure form of a verb or adding –s or –es to the end of a verb. In addition, for subject (I, you, they, and we) are use the pure or original form. And for subject (she, he, and it) are followed with –s or –es at the end.

While writing, a mastery of grammar enables students to evaluate the choices that are available to use during the composition (Nelson, 2002:1). One of the grammar that is important in writing is tenses. First, to describing an activity that is actually is progress at the moment of speaking the writer are used simple present tense. Second, simple present tense is used when demonstrating, describing or explaining step by step of the various stage in a process of some kind, for example the way to make something. Third, simple present tense is used in exclamatory sentences beginning with here and there. Fourth, simple present tense is used in general statement of what was true in past time, is true now, and is likely to be true in the future time. The theory that is used in the present study is from Murphy (2004:4). It was stated that simple present tense is one of sixteen tenses that is used to express something that happens all the time or repeatedly or something that is true in general.

### **2.1.2 Writing Ability**

Writing ability is a way to produce language that comes from thinking. In other words, writing can also be interpreted as an interactive process to share any information, messages, and ideas. From this statement, writing is one of the important parts of learning discussion in writing ability. According to Nunan (2003:83) writing



is a tough process for finding ideas. The writer thinks about how to express ideas into good writing and organize ideas into statements and paragraphs clearly. This shows that students are expected to explore ideas and make good paragraphs or text.

In addition, Harmer (2004: 4) states that being able to write is needed skill for the speaker the first, second and foreign language as good as they use their language. In the other word, we should to be able to speak using the language that we want to use to write. And also, the process of writing has four main elements based on Harmer (2004: 4) those of the processes are planning, drafting, editing (reflecting and revising) and final version. Therefore, writing is one of the complex and difficult skills in communication. According to Loannou-Georgeio, S and Pavlou P (2003:68), writing is difficult, it presupposes mastery of a number of language areas such as spelling, grammar, vocabulary and also skill like handwriting and punctuation. It means writing is not about writing on paper than everything is done but, writing is activated when you are able to make on and other sentences are related to each other.

According to. Oshima and Hogue (2007:15), reveal that the writing process has four steps: prewriting, organizing, writing, and polishing; revising and editing The first is free writing, a writer chooses a topic and collects ideas to explain to the topic. The second is organizing, a writer organizes those ideas into a simple outline. The third is writing, writers a crude draft using their outlines guidance. In the final steps is polishing, a writer polishes what they have written. Polishing is the most successful if it was done in two steps are making revisions and then editing it.

Moreover, according to Hyland (2003), writing is a way to develop an individual perspective on the topic in the text. In the other word, the writer is pouring their point

of view toward content or a topic in a written form. It's mean the writer should to produce language and communicate with others in a written way and to express their opinions, thoughts, feelings and to organize them in a written form. And also, according to Boardrman (2002:11), writing is a process of thinking, organizing, rethinking and reorganizing. The statement means that writing is the one way to produce language from our thought into written form. In other words, it means the writer has their own way to express their ideas and felling into the written form.

### **2.1.3 Descriptive Text**

Descriptive text is a text to use to create a clear picture of an idea, place or person. And also, the purpose is to describe and reveal a particular person, place persons or thing. According to Kane (2000:351), a description is about sensory experience, how things, place, or person looks, sounds or tastes. And also, according to Federer (2002:17), a descriptive text gives a clear picture of a person, place, object, event or ideas. The details of descriptive text come from the writer's sense-smell, taste, touch, hearing, and sight.

In other words, descriptive text is a group of a sentence that has one topic in which aims are to describe and explain to the readers about a person, animal, thing or place from general explanation into the specific one. Oshima and Hogue (2006:265) state that description is a word picture and descriptive text is the kind of essay that describe or show something and not to tell. It's can be describing people, persons, felling, and process in details. It's mean the text should focus only on one subject and used the specific detail to describe. For example, if the students write a descriptive text

about his favorite persons, their written describe not only the name but what the person looks like with a detail explanation.

Furthermore, according to Oshima and Hogue (2007:196), the generic structure of the descriptive text is an introduction, main body, and conclusion. The introduction is telling about the general of the text or it can be said identification because it introduces to the subject of the description. And then, the writers write some statements that show about describing the object in the whole paragraph. The main body explaining about the object, for instance, physical appearance, hobby, and characteristic so it can be called description, it gives details of characteristic features of the subject. And the last one is the conclusion which concludes the paragraph. It can be summarizing of the text or paragraph, there is three generic structure which has to be considered such as identification, description and the last is the conclusion.

To conclude, the theories that are referred are Federer, Oshima and Hogue theory, descriptive text is a text which described persons, place, or thing in specific details. The writers describe how something or someone looks or feels. There are three generic structures of descriptive text those are an introduction (identification), main body (description) and conclusion. And in this study, the writing descriptive text is used for writing ability test in the instrument of the study. The student has to write a descriptive text based on the topic, their Mother or Father which consists of six to twelve sentences. Besides that, the text should fulfill the following criteria: complete and tidy format, correct use of punctuation and mechanics, complete generic structure of the descriptive text, grammatical sentence, and the test must be done in 30 minutes.

## 2.2 Empirical Review

The empirical review is about reviewing a study conducted by other researchers who have similar research. Several researches have been done related to this present study which discussed the correlation between Grammar Mastery and Writing Ability. For this study, the researcher used two previous studies.

First similar study was carried out by Alit Tiara Putri (2018) with title “The Correlation between Students’ Grammar Mastery and Their Writing Ability on descriptive text paragraph of the Tenth Grade Students of SMA 2 Tapung Riau Pekanbaru in Academic year 2017/2018”. Furthermore, the objective of this study was to investigate the correlation between student’s grammar mastery and writing ability on descriptive text. Moreover, the result using the instrument grammar test and writing using descriptive text. The result showed there was correlation between grammar mastery and writing ability, especially their paragraph. On the other hand, students with high grammar can made better descriptive test than other who has low grammar knowledge.

Second Aivul Hendayana (2019), with title The Correlation between the Mastery of Present Tense and the Students’ Writing Ability at Eight Grade Students of Mts Al-Jauharen. This study uses quantitative method and correlation research design. The researcher showed there was significant correlation between grammar mastery and writing ability.

In addition, those two references help the researcher in this study to know how to give complete information to the sample. Besides, those two researchers are good in presenting the data, all is clear. But there are also weaknesses on it, there is no

instruction time to finish the test. It means, those two researchers have no clear information enough in writing and grammar test.

### **2.3 Hypothesis**

Based on the rationale above, the researcher can formulate the hypothesis as follows: There is correlation between student's grammar mastery and writing ability in the descriptive text of the eleventh-grade students of SMA (SLUA) Saraswati 1 Denpasar in academic year 2020/2021.

