

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Grammar is language learning that must understand the nature of these internalized and unconscious rules, which are components of the grammar of every language, in order to understand the language. Grammar is the structure and meaning system of language. The definition of "grammar", according to Harmer (2001), is the ways in which words in a language can have different forms and be combined to make sentences. Grammar is therefore very important for anyone who wants to learn a second language. The extent to which students can construct well-formed sentences according to the rules of English grammar is a good indicator of their grammar proficiency. Therefore, grammar classes will be given to anyone learning a new language formally in general. Without a strong command of grammar and may have difficulties in conveying ideas in writing.

Grammar mastery, according to some people is competence as the ability to compose proper sentences using appropriate word combinations for communication purposes. From the above, it is clear that one of the language components that significantly affects writing proficiency is grammar. When expressing an action that requires a time relationship, use the tense. The junior high school curriculum lists six tenses to be taught, including simple present, simple present continuous, and simple past. Therefore, tenses are considered one of the most challenging concepts for students to learn when learning grammar. Several experts who have researched tenses have pointed this out.

In English, there are four parts of English competence: speaking, listening, reading, and writing. The four skills are divided into two groups: receptive skills, which include reading and listening and require language users to receive written and spoken words. Although writing and speaking are useful abilities, language users should also be able to develop written and spoken language (Harmer, 1998). Writing skill is one of the English language aptitudes that should be well integrated. Students who write will be better able to understand English as a whole and other abilities. Although students may be reluctant or shy to speak in front of others, they can write before speaking or sharing their opinions on a topic.

Zemach and Islam (2006), writing is one of the difficult language skills for English learners to master. Students have to use their creative abilities and come up with creative concepts when writing. However, students find it quite difficult to come up with original ideas, especially when they produce well-written texts. Brown (2004), writing is the process of putting ideas on paper to clarify key concepts, provide clear structure and organization, and translate thoughts into words. Writers not only have to pour their heart into a piece of writing, but also have to pay attention to the key elements of writing, such as the audience, language and structure, and the purpose of writing. Writing proficiency helps us to analyze our opportunities for use in writing (Nelson, 2002). Since the writer and reader are not directly involved like when speaking, the reader will not understand the paragraph if the grammar used is wrong.

According to Oshima and Hogue (2007), writing is a constant creative process and not just one action. Prewriting, organizing, writing, and polishing are the four steps in the writing process. Prewriting is the first step. At this stage, the writer

determines what topics and concepts will be discussed in the writing. Organizing, or gathering concepts into an outline, is the second step. Writing is the third step, where the writer uses the outline as a guide to put his or her thoughts on paper and create a draft. The writer tweaks and revises the written form in the fourth step, polishing. Writing at different times will create different forms of writing and bring up new and interesting things to be written and read by the public.

Students' academic activities require writing skills because writing provides a different perspective on a subject. For example, providing a description when answering an essay question or summarizing the results of an observation or research. Writing skills are closely related to mastery of grammar. Students cannot understand the meaning of certain terms if they cannot use the right words when expressing thoughts, both in writing and speaking. Mistakes and confusion are common. Students find it difficult to understand what they read and apply it in writing and speaking. If students can learn how to use grammar correctly, their language skills will improve and become more organized. Sequentially, mastery of grammar will significantly improve one's readiness for education.

In addition, the level of education also has an impact on grammar knowledge. As students can pick up new vocabulary and grammatical structures related to the field of education they study in the teaching-learning process. With the correlation between grammar mastery and essay writing skills, it is important to examine how students formulate their ideas in essays and use proper grammar to express them. Baradja (1975), writing is one of the highest levels language skills. Oshima and Hongue, (2003), writing is the process of introducing ideas or concepts into language through the use of language symbols. Thus, a strong grasp of grammar

not only supports clearer communication but also contributes to more effective and sophisticated essay writing.

Writing is a one-step activity that requires more than one stage to complete. "Prewriting is the first step in the writing process," according to Oshima. In this step, you gather various topics to write about. Talking about a topic with others while taking notes is one approach to getting ideas (Oshima and Hongue, 2003). Gathering ideas, discussing them with others, and making notes about what to write are the first steps in the writing process. When writing, writers should consider the reader's intentions and goals as well as the messages contained in texts or stories, symbols, and graphic signs. However, this is not enough, as the writer must also realize that the writing should be appropriate to the chosen topic. Writing with multiple points of view will result in a variety of writing styles and topics that are new and interesting for readers to write about and read.

According to the first research conducted by Mellyana (2022) on the ninth-grade student of SMPN 2 Ubud, is there a significant relationship between grammar mastery and writing skills. The result of the study is that there is a significant correlation between grammar mastery and writing skill in the ninth-grade student at the school. The second research conducted by Astaguna (2022) entitled The Correlation Between Grammar Mastery and Writing Skill. The researcher found that is there any significant correlation between grammar mastery and writing skill of the tenth-grade student of SMAN 1 Payangan. According to the theories of the experts above, students with higher grammar will be easier to express their thoughts in English well, so they learn better. This shows that the correlation between the research variables is significant.

In accordance with the explanations outlined above, the researcher has been convinced by previous opinions regarding the correlation between writing skills and grammar mastery that grammar is an important component that can help students in developing their writing skills and can have an impact on the learning process. Furthermore, using the above-mentioned background, the researcher's aim is to find out whether writing skills and grammar mastery are significantly correlated. Therefore, the researcher is interested in conducting a study entitled “The Correlation Between Grammar Mastery and Writing Skills of the Eighth-Grade Students of SMPN 2 Ubud in Academic Year 2024/2025”.

1.2 Research Problem

The research problem is to analyze the correlation between eighth-grade SMPN 2 Ubud learner's writing skills and their understanding of grammar mastery based on the data given in the research background above. The researcher is also interested about the strong correlation that has to senior high school the writing skills of learners and their mastery of grammar. Therefore, the research problem in this study can be formulated in the form of questions as follows: "Is there any significant correlation between Grammar Mastery and Writing Skill of the Eighth-Grade Student of SMPN 2 Ubud in Academic Year 2024/2025?"

1.3 Objective of the Study

Every research has an objective, the objective of the research describes concisely what the research wants to achieve. A particular investigation is expected to provide a scientific solution to the research problem. In addition, the research

objectives should be in line with the background and research problems that have been formulated in this study. Furthermore, the aims of any activity related to a specific investigation is always intended to find a scientific solution to the research problem that has been formulated and determined beforehand. Therefore, in line with the background and research problem above, the objectives of this study are to find out the Significant Correlation Between Grammar Mastery and Writing Skill of the Eighth-Grade Students of SMPN 2 Ubud in Academic Year 2024/2025.

1.4 Limitation of the Study

The study is carried out by teachers in advanced educational institutions with the aim of transferring skills (knowledge, competencies, and social skills) to students, learners, and other audiences. There are many challenges in writing. However, many techniques are better when solving problems in writing, so avoid lengthy discussions. Based on the objectives study, the present study is focus on grammar mastery and writing skill. The school uses the Merdeka curriculum, the learning materials and modules are based on the Merdeka curriculum. The curriculum for the eighth-grade students of SMPN 2 Ubud in academic year 2024/2025.

In addition, the writing skill to write descriptive paragraph about favorite animal by choosing one of the following topics based on the correct and complete generic structure. There are three generic structures: identification, description, and conclusion. The students have to describe the topic provided and follow the criteria of a good paragraph based on the scoring rubric. Furthermore, grammar mastery is focused on mastering simple present tense and present continuous tense. These the limitation help the researcher to focus on specific details and keep the research

simple and clear. In doing so, this study aims to show a clear relationship between grammar mastery and writing skills. These boundaries are important to keep in mind when interpreting the results of the study.

1.5 Significance of the Study

The expected outcome of this study is one of the factors associated with this research. Nonetheless, the main purpose of this study is to determine whether eighth grade students at SMPN 2 Ubud in academic year 2024/2025 have significantly correlated writing skill and grammar mastery. The result of the study is highly expected and recommended to provide research findings that are significantly related to student's English grammar mastery with student's writing skill in making a descriptive paragraphs. This study will evaluate how students use the simple present tense and when writing descriptive paragraphs to determine if there is a significant correlation between the two variables namely, writing skill is descriptive paragraphs and their simple present tense grammar mastery and is expected to have a significant and practical impact on students' habits in using good and correct English grammar to improve students' writing skills.

Theoretically, the result of this research is expected to enrich theories and become the reference for future studies related to the correlation between grammar mastery and writing skill of the eighth-grade student of SMPN 2 Ubud in academic year 2024/2025. Furthermore, the procedures for conducting the research can be good guidance to be used to conduct a related study. Moreover, the findings are expected to be used as evidence that there is a significant correlation between grammar mastery and writing skill of the eighth-grade student of SMPN 2 Ubud in

academic year 2024/2025. This study will evaluate how students use the simple present tense when writing descriptive paragraphs. Furthermore, to find whether there is a significant correlation between the two variables namely students' writing skill in descriptive paragraphs and of simple present tense grammar mastery.

Practically, the results of this study are expected to be useful for English teachers, students, and other researchers. For English teachers, it is very important because it is expected to give information that can be used as a consideration to get better results on an alternative way of teaching in writing descriptive paragraphs of the eighth-grade student of SMP N 2 Ubud in the academic year 2024/2025. For students, they can learn and know how important grammar mastery is to improve their writing skill especially in writing descriptive paragraphs. In addition, for the researcher, the result of this study can be used to enrich the knowledge of English by the researcher feedback and it can be used as a reference for conducting a study in the same field.

1.6 Definition of Key Term

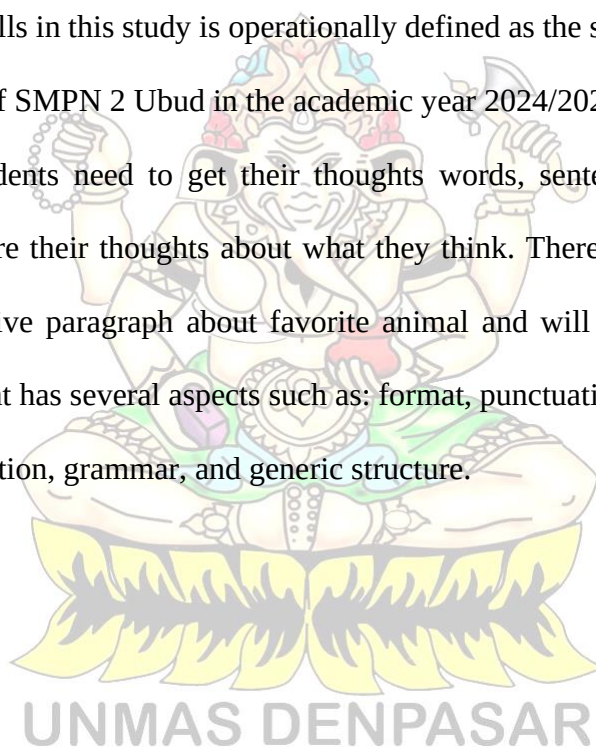
Some terms in this study are provided to help readers understand the content of this study to avoid readers' misunderstanding or confusion regarding this study. Therefore, to accurately characterize grammar mastery and descriptive paragraph writing skills as research concepts, researchers need to do so. The key concepts of descriptive paragraph writing skill and grammar mastery are important concepts. These important terms should be defined clearly and concisely so that readers can understand the research topic clearly. The following is the subject of this study:

1.6.1 Grammar Mastery

In the present study, grammar mastery is defined the skill of eighth-grade students of SMPN 2 Ubud to use grammar correctly. In this study, the researcher focused on the use of simple present tense and present continuous tense grammatically and correctly.

1.6.2 Writing Skill

Writing skills in this study is operationally defined as the skills of the eighth-grader students of SMPN 2 Ubud in the academic year 2024/2025. In this study, in writing skill students need to get their thoughts words, sentences, and written paragraph to share their thoughts about what they think. Therefore, students will create a descriptive paragraph about favorite animal and will be assessed using scoring rubric that has several aspects such as: format, punctuation and mechanics, content, organization, grammar, and generic structure.



CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

In this chapter, the review of research relevant to the current study was clarified and analyzed by the researcher. The review of the relevant theories on which the research is based is called the theoretical review. Furthermore, a scientific study needs to be conducted by considering the appropriate theoretical review and presenting ideas on the topic. The relationship between writing skills and grammar mastery competence is the focus of this study. The following theoretical framework, obtained from experts, provides the foundation for this study. Based on the corresponding theoretical study, there are some important points that need to be explained and resolved. Writing skills and grammar mastery are theoretically reviewed.

2.1.1 Grammar Mastery

Grammar is the system of rules that govern the structure and meaning of sentences known as grammar. The definition of “grammar”, according to Harmer (2001), is the ways in which words in a language can have different forms and be combined to make sentences. According to Harmer (2007) Grammar is not just concerned with syntax. However, the way words are formed and can change their form in order to express different meanings is also at the heart of grammatical knowledge. Students who struggle with grammar will find it difficult to express their opinions in written form. In addition, mastery of grammar is not only about

formulas, but how grammar builds the perception of understanding in interpreting a written text.

Grammar is the study of how words in a language can take many forms and combine to produce sentences, according to Harmer (2007). Grammar must be applied consistently to guarantee that language follows accepted norms. Grammar mastery is students' understanding of the function of grammar, how to use grammar, and how students can use grammar at any contextual time. According to Woods (2010), grammar is a set of standards that must be followed in order to write well, these rules and standards must be understood in grammar mastery. According to Murcia (2001), in the context of writing skills, grammar in writing helps in the development of the writer's understanding of language resources and grammatical structures to effectively communicate ideas to the target audience. From the above statement, it is mentioned that grammar is the rules used to speak or write in English.

According to Radford (2004), grammar should be made as simple as possible. However, sometimes some people do not use grammar to communicate with each other. They generally do not realize that when they express themselves through writing or speaking, what they write or say has a pattern, and they remain unaware of the pattern in their communication. So in learning grammar, we must be serious and good. Grammar mastery in writing helps us to analyze the options available to us when writing (Nelson, 2002). According to Shastri (2010), grammar is the overall structure of a language that supports proper and correct communication. As a result, people who speak the language can communicate effectively because they are comfortable with the grammar.

Hymes (2011) makes a distinction between two types of grammatical competence: communicative competence (knowledge of language use and ability to use language) and linguistic competence (knowledge of grammar rules). However, because students struggle to understand or even comprehend the forms used in English, they become confused when they get into written English, especially in terms of sentence structure (Phoocharoensil, 2012). As a result, when writing correct language, they should focus more on the rules. However, writing ability can be improved by understanding language structure more deeply. Based on the above concepts, a researcher can determine that mastery of grammar means understanding the structure of the language and integrating the units of the sentence with the rules.

According to Syahara (2012), grammar competence is the ability to use grammar rules correctly without having to have a formal understanding of the rules. Students must have an understanding of grammar in order to write correctly. For this reason, the goal of teaching grammar is important to improve language skills as much as possible. Graham and Perin (2007), some students with low writing skills often write incorrect sentences. This happens due to inadequate grammar mastery, so they cannot convey their ideas. Therefore, there is a significant correlation between writing and grammar. Swan (2005) asserts that grammar shows how words are combined, grouped, or changed to express a particular meaning. A properly constructed sentence guarantees that the reader or listener will understand it and perceive it as intended.

Grammar tenses refer to the state of the verb. The tense of the verb explains the time of the action. There are three major tenses in English. These include the

present, past, and future. Each of these tenses can explain an event that occurred in the present, an event that occurred in the past, or an event that will occur in the future. Accordingly, Cook and Suter (1980) point out that the present tense indicates that something is taking place now, whereas the present tense indicates that something has been completed in the present. Another definition given by Cook and Sutter (1980) as quoted in that the present tense is an action or situation that usually occurred or finished in the present. There are four tenses that show the final form, namely simple present tense, present continuous tense, present perfect tense, and present perfect continuous tense.

Azar (2003) states that formula of simple present tense as follows:

Statement: S + verb I (s/es) + o

Negative: S + do/does + not + verb I + o

Interrogative: Do/does + s+ verb I + o...?

Simple present tense is a tense used to express routine events that are done repeatedly. The word "present" simply refers to the word "present". So the verb tense used will be adapted to the present time period. The simple present tense of do is used for I, you, we, and they, while does is used for the pronouns he, she, it, and personal names. In the simple present tense, there are verbs that function as predicates in a sentence. The verb has a role to form the tense. On the verb, the suffix -s or -es is added to the simple present tense sentence. The -s suffix is used in verbs ending in vowels, while the -es suffix is used in verbs ending in consonants.

The present continuous tense is a sentence that is used to express an activity that is ongoing and has not yet been completed when spoken about. Present Continuous Tense is a form of continuous or progressive tense that is used to

describe the present time or time span. Simply put, present continuous tense is used to express actions or events that are taking place at the time of speaking or to express what we are currently doing. To mark the use of the present continuous tense, certain time signals are often used that indicate when the action is happening. Time signals used to mark the present continuous tense include now, right now, at the moment, currently, at present. Azar (2003) states that formula of present continuous as follow:

Statement: S + to be (is, am, are) + Verb I + ing + ...

Negative: S + to be (is, am, are) + not + Verb I + ing + ...

Interrogative: to be (is, am, are) + S + Verb I + ing + ...?

Present perfect tense is a sentence pattern used to express a past action or event that is still continuing today. Present Perfect Tense is a tense that functions to show the result of an activity. This type of tense can be used to describe an activity or situation that has started in the past and has finished in the past as well or is still continuing until now. The sentence is characterized by the auxiliary verb "have" or "has" and the past participle (verb 3). Have/has here means 'have', not 'has' because have followed by a noun, not a verb. There are 2 ways to make present perfect tense sentences, namely verbal sentences and nominal sentences. Azar (2003) states that formula of present perfect tense as follows:

Statement: S + have/has + Verb III + ...

Negative: S + have/has + not + Verb III + ...

Interrogative: Have/has+ S + Verb III + ...?

Present Perfect Continuous Tense is a sentence used to express an activity that is in progress and has not yet been completed when spoken of. Present perfect

continuous tense is a verb form or tense to express an action that has been completed at some point in the past, or an action that has started in the past, but the action is still happening/continuing until the present. The action in the present perfect continuous tense is usually of a certain duration and is related to the present condition. The present perfect continuous tense is instead formed with the auxiliary verb have or has. Azar (2003) states that formula of present perfect continuous tense as follows:

Statement: S + have/has been + Verb I + ing + ...

Negative: S + have/has been + not + Verb I + ing + ...

Interrogative: Have/has + S + been + Verb I + ing + ...?

In conclusion, grammar mastery requires a deep understanding of the formal rules that govern word form, sentence structure, the placement of basic, and complex clauses within sentences. Grammar proficiency is necessary to create meaningful sentences that accurately reflect the intended meaning. The integration of subjects, predicates, and nouns, as well as the use of tenses and punctuation, are emphasized as important components of grammar that affect meaning and clarity. Grammar also has components, since grammar is related to a word or word knowledge, the components of word knowledge are also the components of grammar. In this study, the researcher only used two types of word class namely: simple present tense and present continuous tense because these two types have been taught in the school.

2.1.2 Writing Skill

One of the language skills is writing. In schools, it is always taught. Compared to other language skills that need to be learned, such as grammar, vocabulary, pronunciation, punctuation, intonation, and so on, writing skill is more complex and difficult as it includes conceptual assessment. According to Langan (2009), writing should be based on the idea that writing is an important skill. It is a student's writing skill; writing skills are learned. Hyland (2003) states that one way to think about writing is as marks on a page or screen, a logical arrangement of words, phrases, and sentences organized according to a system of rules. According to Oshima and Hogue (2007), writing is a skill, and learning it is important because writing is an essential language skill, similar to speaking, listening, and reading. Mastery of writing enhances overall language proficiency.

According to Langan (2010), a realistic attitude about writing should be built on the idea that writing is a skill. In fact, writing is a process, it is not done in one easy step but a series of steps, and it is rarely done in one sitting. Writing is a skill, just like driving or typing, that students can master with hard work. In addition, teachers must facilitate students in the learning process. Thus, students have more opportunities to write down all their ideas. The students need practice to become good writers to improve their skills. In line with that, according to Fowler (2001), writing is a synthesis process. When you write, you use words and information to express your point of view in a coherent whole, an essay. However, the writing uses intuition and reasoning, sensation and emotion, and speed and memory.

Hyland (2003) states that, writing is a complex structure that can only be learned by developing the ability to manipulate lexis and grammar. The emphasis

on language structure as the basis for teaching writing is usually a four-stage process. The first is familiarization. Students are taught specific grammar and vocabulary, usually through a text. The second is controlled writing. Students manipulate prescribed patterns, usually by creating substitution tables. The third is guided writing; students mimic a model text or text type. The last is free writing, where students use the pattern they have developed to write essays, letters, etc. Effective writing instruction empowers students to articulate their thoughts and viewpoints clearly, emphasizing the importance of both technical skill and personal expression in the writing process.

The writing process it means by which students learn how to approach and carry out a writing task. The writing process emphasizes the writer as an independent producer of texts, but it goes further to address the issue of what teachers should do to help learners perform a writing task. Since writing is an act of finding meaning, a willingness to engage with students' statements is essential, and response is the primary means of initiating and guiding ideas. Through writing, students can transmit messages without having to speak. Therefore, to convey messages through writing, they must have writing skills. According to Hogue (2008), good writing is more than just sitting down and "talking" on a piece of paper. Good writing involves a process of thinking, planning, writing, and revising. This means that students should think in advance about what they are going to write.

In addition, writing is an action and interaction in which there is a response from both the writer and the reader. This is supported by Straub in Hyland (2003), who states that writing is an action to find meaning, the willingness to engage with students' statements is very important, and response is the main means to initiate

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). There is no interaction between the writer and the reader if there is no response to what the writer has written. According to (Brown, 2004), writing is a process of putting ideas on paper to turn thoughts into words, to sharpen your main ideas to have a coherent organizational structure. When transforming ideas from the brain into written form, teachers must ensure that all students pass the criteria of good writing.

Brown (2004) states that writing is a convention for recording utterances and for reinforcing language and lexical features of language. Writing is used as a tool or practice tool to help students practice and work with the language they are learning (Harmer, 2007). According to Oshima and Hogue (2007), writing is never a one-step action; it is a continuous creative act. Writing has about four stages called prewriting, organizing, writing, and revising or editing. In the prewriting stage, writers collect ideas from the chosen title, and they may make a list of ideas that come to their mind. The next step is organizing, and the writer organizes the collected ideas in a simple outline in the next process. In the next step, the writer starts writing a rough draft and outline. The last step is revising the content and organization of their writing and editing grammar, punctuation, and mechanics.

Zemach & Rumisek (2005) the students will learn how important the reader is to the writer, and how to express clearly and directly what you mean to communicate. Hawthorne and Glenn (2011) state that students need to express their thoughts and knowledge effectively in writing if they are to participate actively in modern society. If they cannot write well, young people may find themselves unable to engage fully with a society that requires proficiency in many written forms

and text types. Thus, writing is important to every student. Writing skill can help the student to become good writers. The students have to know and understand the essential foundation of writing skills such as strategy, technique, and opportunity. Writing skills also give special instruction in spelling, handwriting, and keyboarding.

A written text, a letter, or a book that is read is a product of writing produced by the writer. Writing is the writer's way of producing something in the form of writing. According to Harmer (2004), the writing process is the stages that a writer goes through to produce something in the form of writing. Thus, after writers put their thoughts on paper, they will produce products such as letters, essays, novels, texts, paragraphs, reports, and others. Harmer (2007), states that writing is a process that is often influenced by genre constraints, so these elements must be present in learning activities. According to Weigle (2002), also states that writing effectively is becoming increasingly important in our global community. Therefore, the teaching of writing takes on an increasingly important 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. In this study, the researcher uses the descriptive paragraph writing skill of the eighth-grade students of SMP N 2 Ubud in academic year 2024/2025. The researcher provides the topic about animal in the write descriptive paragraph and asks the students to write a descriptive paragraph should consists of 6-12 sentences based on the topics. The students have to describe of the topics that will be provided. The topics about favorite animal. Additionally,

in this study, the researcher scores the descriptive paragraph by using a scoring rubric.

2.1.3 Descriptive Paragraph

A paragraph is a group of sentences that contain relevant information about one main idea or main idea expressed in the topic sentence. Write that the body of a paragraph consists of additional sentences that will support, explain, strengthen, or prove the main idea that has been presented in the topic sentence. Therefore, a paragraph can stand alone and tell what the author wants to convey as a whole. The paragraph above has a topic sentence that contains one main idea and several supporting details or additional sentences. The topic sentence is usually in the first sentence of the paragraph, but it can also be in the middle or at the end of the paragraph. The topic sentence is more general than the rest of the sentences, talking about something as a whole. Supporting details are usually more specific than the topic sentence.

Paragraph is a form of sentence structure that has a main idea and supporting ideas. Each sentence in the paragraph must have a main idea that supports or is coherent with each other. This coherent nature aims to fully convey the purpose of the paragraph. Paragraphs are the core of thoughts in an essay. Paragraphs contain a unity of thought that is supported by all the sentences in the paragraph, starting from the opening sentence, main sentence or topic sentence, explanatory sentence, to the closing sentence Mantra (2021) cites Awalludin (2018). The sentences that are strung together are related to each other in a series to form an idea. Paragraphs are part of an essay or part of a speech. Where paragraphs are characterized by a

unity of ideas that is higher or broader than a sentence. Therefore, a paragraph generally consists of a number of sentences.

Oshima and Hogue (2006) state a paragraph is a group of related statements developed by an author on a subject. The first sentence states the specific point, or idea, of the topic. Subsequent sentences in the paragraph support that point. A paragraph usually consists of a main thought, idea or notion supported by supporting sentences. A paragraph has three parts: a topic sentence, several supporting sentences, and a concluding sentence. The topic sentence tells what topic will be discussed in the paragraph. Supporting sentences provide details about the topic. The concluding sentence summarizes the main points or restates the topic sentence in different words.

The paragraph begins with a topic sentence that names the topic and asks the reader to look up the process or procedure. Use words like steps, procedures, hints, suggestions, and instructions. In process paragraphs, students explain how to make or do something, so process paragraphs are also called how-to paragraphs. One way to write a definition paragraph topic sentence is to provide three pieces of information. To clearly explain how to do something, break down the process into steps and explain each step. In the supporting sentences, add details that explain the topic more fully. Supporting sentences can provide additional facts that explain who, what, where, when, how, or why, an explanation of the process, an example, or a description. In the concluding sentence, you can explain why the topic is important, interesting, or unique.

A descriptive paragraph is a piece of writing (essay) that describes an object based on the author's observations, feelings, and experiences. For brevity or

memorability, description means "to describe". Descriptive paragraph is a writing style used to give a detailed and clear description of an object, place, event, or person. Descriptive is used to describe a person, a place or an object so precisely that the reader 'sees' the item clearly in the student's imagination. Through descriptive paragraph, the writer tries to give sense of thought about what the students have to smell, seen, tasted, heard, felt about the person, place, or thing. Description presents the appearance of things that occupy space, whether they are objects, people, buildings, or cities. Thus, descriptive writing has the function to show the readers what something looks like in detail.

Descriptive paragraphs are very important for students because by learning them, students can organize the ideas or vocabulary in their minds into a good paragraph. A good descriptive paragraph is like a window into another world. Through the careful use of examples or details, a writer can focus a scene that clearly describes a person, place, or thing. Descriptive paragraphs are paragraphs that describe a person, place, or thing so that the reader can picture it in his or her mind. The best descriptive writing appeals to multiple senses at once - smell, sight, taste, touch, and hearing - and can be found in both fiction and nonfiction. A paragraph is a short piece of writing consisting of 150 to 200 words. A paragraph usually consists of an opening point called a topic sentence followed by a series of sentences that support that point.

Descriptive paragraph is a kind of paragraph with social function to describe the characteristics of a particular object such as person, animal, or thing. Descriptive is used to describe a person, a place or an object so precisely that the reader 'sees' the item clearly in the student's imagination. Through descriptive paragraph, the

writer tries to give sense of thought about what the students have to smell, seen, tasted, heard, felt about the person, place, or thing. Description presents the appearance of things that occupy space, whether they are objects, people, buildings, or cities. Thus, descriptive writing has the function to show the readers what something looks like in detail. The student's details should appeal to the five senses. They should tell your reader how something looks, smell, sounds, feels, and tastes.

The generic structure of a descriptive paragraph is the introduction, main body, and conclusion. The introduction or identification tell about the overview of the paragraph. The students write some statements that indicate about the description of the object in the whole paragraph. The main body or description explains about the object, for example, its physical appearance, hobbies, and characteristics, which can be referred to as description. The last is the conclusion of the paragraph. This can be a summary of the paragraph or the writer's opinion about the object being described. The conclusion of the paragraph usually repeats the idea of the identification. Moreover, the generic structure of descriptive paragraph usually consists of the introduction, main body, and conclusion.

In addition, Oshima and Hogue (2006), descriptive writing the appeals to the senses. It tells how something looks, feels, smells, or tastes. The generic structure of descriptive paragraphs is the introduction, description, and closing. The description usually contains special characteristics possessed by the object, place, or person, such as describing an artist's physique, appearance, hobbies, and characteristics. In the present study, the theory that is used is from Oshima and Hogue (2006) who states descriptive writing appeals to the senses, so it tells how something looks, feels, smells tastes, and sound. A good description is a word

picture the reader can imagine the object, place, or person in his or her mind. Its means to make the reader can imagine the object, place, or person in his or her mind it needs the right choices of grammar in all sentences.

In conclusion, descriptive paragraph is a group of sentences which contain specific information about one central idea that is usually stated in a topic sentence in order to support and explain the main idea of a topic. It is to describe and reveal a particular person, place, or thing. So, it can be said that the descriptive paragraph is a paragraph that explains about whether a person or an object is like, whether its form, its properties, its amount and others. The topic sentence is usually in the first sentence of a paragraph, but it can be in the middle or in the end of the paragraph. A paragraph contains a unit of thought which is supported by all the sentences in the paragraph, starting from the introductory sentence, main sentence or topic sentence, sentence explanatory until the closing sentences.

2.2 Empirical Review

An empirical review of previous studies that are relevant and have been conducted with the current research is known as an empirical review. Empirical evidence can help researchers understand and clarify research principles and prevent unintentional replication of previous research findings. The purpose of this study is to determine the relationship between writing ability and grammar mastery. Other studies have shown the relationship between students' writing skills and grammar mastery. This study was conducted using previous research as a basis. There are two relevant researchers who have completed the following research projects by other researchers:

The first study conducted by Mellyana (2022) in her correlation research entitled "The Correlation Between Grammar Mastery and Writing Skill of The Ninth-Grade Students of SMPN 2 Ubud in Academic Year 2022/2023". The purpose of this study was to determine the relationship between grammar mastery and writing skill to write down text in their writings. The result of this study indicates that there is a significant relationship between the use of past tense in making recount text of the ninth-grade student of SMPN 2 Ubud in academic year 2022/2023.

Furthermore, the researcher showed that there was a significant correlation between those two variables. Moreover, the strength of this study based on the result using the sentence writing test to test student grammar mastery and text construction test for test student writing skill. The sentence writing test consisted of 30 items in which the researcher provided key word or clues to measure the past tense in grammar mastery, especially the simple past tense and past continuous tense. The text construction test student writing skill in recount text, student was required to choose one of the topics. The student had 45 minutes to finish their test. In addition, student should be carefully the test.

The second study conducted by Astaguna (2022) in her correlation research entitled "The Correlation Between Grammar Mastery and Writing Skill of The Tenth Grade Students of SMAN 1 Payangan". The objective of this study was to find out if there was a significant correlation between grammar mastery and writing skill of the tenth-grade student of SMAN 1 Payangan. Using fill in the blank test as the research instrument of grammar mastery and descriptive text test for writing skill. The researcher used correlational research design. The researcher employed

cluster sampling technique to choose the sample. The data were collected by using fill in the blank test and descriptive test writing. The researcher collected the require data the result of the data analysis, which was shown that is there any significant correlation between grammar mastery and writing skill.

In addition, the strength of the research was used writing test, to test students' grammar mastery and writing skill. To measure students' grammar the researcher used fill-in the blank test and to measure writing skill the researcher used descriptive text writing. Moreover, the researchers did not provide a specific topic to write about, both gave a free choice of three topics needed to measure the test. In this study, the researcher wants to provide clear instructions on how to write descriptive paragraphs and provide specific topics to measure the test. Moreover, to this study will provide a sentence construction test for practice in assessment where a sentence is a group of words that express a complete thought. Where, a simple sentence consists of a subject + verb + possible object. This sentence structure is sometimes represented as SVO. There are two tense focus on grammar namely simple present tense and present continuous.

2.3 Hypothesis

A research project that focuses on the relationship between two different variables to be studied includes a hypothesis, which is a prediction of what will be found in the project. Although there is already scientific data, this research is based on both opinions about how the data will function. This research proposes a hypothesis that shows a significant correlation between writing skills and grammar mastery of grade VIII students at SMPN 2 Ubud in the 2024/2025 academic year.

This research hypothesis is stated as an alternative hypothesis because there is always a chance that the research results will show a relationship between the variables under study such as:

1. Alternative Hypothesis (HA): There is a significant correlation between grammar mastery and writing skill of the eighth-grade students of SMPN 2 Ubud in academic year 2024/2025.
2. Null Hypothesis (HO): There is no significant correlation between grammar mastery and writing skill of the eighth-grade students of SMPN 2 Ubud in academic year 2024/2025.

