

CHAPTER I

INTRODUCTION

1.1 Background of the Study

English has practically become a major language in recent years. In Indonesian entire school, English is one of the main subjects. It has been thought at various level of education, such as primary, junior, and senior high school. In the hope the students are prepared to face the era of globalization trough their studies in formal education. The students must learn three components (grammar, vocabulary, and pronunciation) and four skills (writing, speaking, listening, and reading) of English. The components and skills have a correlation to one another such as grammar and writing. There is assumption “a good writing has to contain a good grammar”. Based on the assumption for the people who want to write sentences, paragraphs, essays, and stories, they have to master grammar as requirement of good writing. Writing skill is categorized as productive skill in English language skills. Writing is an art to express thoughts or ideas clearly with a logical, well-developed organization that accomplishes an intended purpose.

In addition, writing is an important skill to learn by the students to develop their ability to express their ideas and establish or maintain social relationship by communicating with others. Writing is the ability to creating e and criticizing. The ability to create is to write freely words and ideas in elaborating the ideas creatively without worrying whether they are good. Besides, criticize is the ability to decide the thinking and ideas critically and thoroughly revise what has been created before in writing. It is not only in generating and managing ideas, but also in converting

these ideas into readable text (Alameddine & Mirza, 2016). In other words, writing is an important part of communication, because writing is a means to communicate, to convey message, ideas, and feeling in written form.

Furthermore, one of the components that have correlation with writing skills is grammar. According to Celce-Murcia and Larsen-Freeman (2019), grammar refers to a system of meaningful structures and patterns that govern how words and phrases are arranged to express meaning in language. Therefore, someone who learns a new language formally in general, was given grammar lessons. Of course, this depends on the level of the students who are learning. Writing is difficult to be mastered by the students because they as a writer need to put words together to develop the ideas. In order to become a good writer, students have to keep practicing developing their ideas. They have to do their best in logically organizing the ideas and grammatically arranging sentences so that their writing can be easily and clearly understood.

Moreover, According to Brown (2016: 341), writing involves both the process and the product, where students must focus on drafting, revising, and finalizing their work. Additionally, grammar is defined as the set of rules and principles that dictate the structure and use of language. Furthermore, grammar is a set of rules or principles of the working of a language, its system or structure. Grammar is the process of describing the structure of phrases and sentences by considering its order in a language. In other words, learning Grammar is an important activity in language learning. According to the study of language learning which includes a focus on learning grammar (form-focused instruction), grammar

teaching convincingly shows more effective results than teaching focusing only on the meaning.

However, in fact, grammar mastery could influence writing skill. The current problem that is still faced by The Seventh-Grade Students were commonly in constructing a good paragraph with good grammar. Actually, most of the students enjoy English especially when they get writing skill because they can express their ideas, feelings and thoughts. The one and only thing that makes the students unable to writing well enough is because they do not have enough knowledge about vocabularies and grammar that must be used. Even though, they have many ideas in their mind. Grammar is one of fundamental aspects that effects one's writing, without good grammar mastery, ones may have difficulties in conveying their ideas in writing.

The importance of grammar in writing is emphasized, suggesting that focusing on grammatical form in composition helps writers enhance their linguistic resources and express ideas more effectively. As a result, it is important for having high grammar mastery for each student to help them to master writing skill. In addition, the kinds of paragraph that is learnt by students in Senior High School level are limited into five that are: descriptive, narrative, recount, procedure, and report paragraph. In the present study, the researcher focused on descriptive paragraph. It is important to use words properly in order to get the point directly, and to practice good basic grammar to add credibility in writing descriptive paragraph.

According to Reichelt (2019), descriptive writing is a genre that engages the senses, providing vivid details about how something appears, feels, smells, tastes,

and sounds. A descriptive paragraph is accomplished when the readers can imagine the object, place, or person in their mind. According to Williams and Colomb (2018), a well-structured paragraph typically consists of 6 to 12 sentences focused on a single topic. It means that sentences support the main topic that would be described. A paragraph can provide information, tell an opinion, explain something or tell a short story. The sentences should be described the topic clearly in specific detail and explanations. Thus, it let the readers easily catch the paragraph's meaning. Therefore, when the writers can arrange the paragraph appropriately and clearly, the readers were easily understood what the writers was told the readers through their writing.

A study was conducted by Narvika (2021) in her correlation research entitled “The Correlation between Students’ Grammar Mastery and Writing Ability in Descriptive Text of The First Grade Students in MAN 1 Bandar Lampung”. The results of the study show that there is a positive correlation between students’ grammar mastery and writing ability in descriptive text. In her research, she used multiple choices for testing grammar mastery in descriptive text material and in writing test, students were asked to describe someone they love. The second study is from Aqsani (2023) in her correlation research entitled “level of grammar and writing ability and the correlation between the two variables”. The results of the study show that the grammar mastery and writing skill showed that there was a weak correlation between them in a positive direction. In this study, showed that grammar mastery is not the main factor that can assist students’ writing skill.

The third study was conducted by Fauzul Etfita (2019) in his correlational research entitled “The Correlation Between Students’ Grammar Mastery and News

Writing Ability”. The results of the study show that there was a correlation between students’ grammar mastery and News writing ability. There is positive and significant correlation between students’ grammar mastery and their achievement in writing news. Based on the data analyzed by using Bivariate Correlation (SPSS), the researcher found that the coefficient correlation was 0.874. The fourth study was conducted by Oktawidya and Wahyuni (2018) entitled "The Correlation Between Grammar Mastery and Writing Thesis Proposal at STKIP YDB Lubuk Alung" at the sixth-semester students in academic year 2017/2018. The method of this research is correlational study and applied a total sampling technique, with the total number of the sample is 32 students. The findings of the research showed that there is a significant correlation between students' grammar mastery and writing thesis proposal.

Based on the explanation above, the previous theories about students’ writing skill and grammar mastery have convinced the researcher that grammar mastery influence in writing skill and it can give an impact on the learning process. Furthermore, based on the background that has been clearly elaborated, the researcher is curious to figure out the significant correlation between students’ grammar mastery and their writing skill. Therefore, the researcher was interested to conduct a scientific research entitled “The Correlation between Grammar Mastery and Writing Skill at The Seventh-Grade Student of SMPN 7 Denpasar in Academic Year 2024/2025”.

1.2 Research Problem

Research problems are very important for begin a scientific investigation. Additionally, in doing investigation, formulating a research problem is magnificent before doing the research for the researcher. According to the background of the study above, the researcher held research on the correlation between grammar mastery and writing skill at The Seventh Grade Student of SMPN 7 Denpasar in academic year 2024/2025. Moreover, the researcher is interested in finding out more about the significant correlation of grammar mastery and writing skill. Therefore, the problem of the research can be formulated in the form of question as follows: is there any significant correlation between grammar mastery and writing skill at the seventh-grade students of SMPN 7 Denpasar in the academic year 2024/2025?

1.3 Objective of the Study

There are some different ways of tests to know that whether there is correlation Between Grammar Mastery and Writing Skill at The Seventh Grade Student of SMPN 7 Denpasar in Academic Year 2024/2025. In addition, the objective of the study is the goal in which the researcher planned to do or achieved during the test or intended to answer and solve the research problem. By knowing the research objectives, it becomes important to describe what results was achieved from the research. This helped researchers to pay attention to the process of collecting data in research. The implementation of any scientific investigation is of course to answer research questions and find scientific solutions to research problems. Therefore, based on the research problem that is stated above, the

objective of the study as follow: to figure out whether there is any significance correlation between grammar mastery and writing skill at the seventh-grade students of SMPN 7 Denpasar in the academic year 2024/2025.

1.4 Limitation of the Study

To make a discussion about the research problem more specific, limitation of the study is very significant. The limitation of the study was formulated through the complexity and broadness of the problem that has been mentioned above. In the present study, the research is limited on investigating the correlation between grammar mastery and writing skill of the seventh-grade students of SMPN 7 Denpasar in academic year 2024/2025. In this research, what involved in the discussion is related to students' grammar mastery and its relationship with student' writing skill in descriptive paragraph. Additionally, this research is focuses on using grammar to write descriptive paragraph which is suitable with the instructional syllabus design for the first semester of the seventh-grade students. Moreover, the grammar mastery that is focused on this study is simple present tense. Writing skill in this study is limited to the skill of the students in constructing a descriptive paragraph. In this present study, the researcher focuses on producing written descriptive paragraph interaction and communication in wider context both in formal and informal situations. Furthermore, this present study was focused on students writing skill in write a descriptive paragraph in describing particular thing and person. Thus, the paragraph should fill the scoring procedure criteria that was used that involved the aspects of format, punctuation and mechanic, content, organization, and grammar and sentence structure.

1.5 Significance of the Study

The significance of the study is important in conducting research because the significance of the expected research findings is one of the practical reflections which is considered in undertaking the present study. In addition, the study was only focused on figuring out whether there was a significant correlation between grammar mastery and writing skill of the seventh-grade students of SMPN 7 Denpasar in academic year 2024/2025. The result of the present study is highly expected and recommended to provide significant research findings related to grammar mastery and its correlation with writing skill. Ultimately, the findings of the present study are expected to give both theoretical and practical significance on the correlation between grammar mastery and writing skill that was conducted in the future.

Theoretically, the result of the study is used to practice the researcher's knowledge in the field of the research. Besides, the result of the study is expected to distribute and support the theoretical and empirical outcome of the existing correlation theory, especially about grammar mastery and writing skill. Furthermore, the results of the present study are also intended to strengthen the theory that exists. Moreover, the additional empirical evidence is expected to be used in the future studies or to give more empirical evidence to the existing findings related to the correlation between students' grammar mastery and writing skill in making descriptive paragraphs. Furthermore, it is expected to give additional empirical evidence that can be used in future studies.

Practically, the finding of the present research is expected to give some scientific contribution for the English teachers, English students, and the future

researchers. For English teachers, the result of this study can inform them about the relation between grammar mastery and writing descriptive paragraph. The researcher also hopes that the result of this study will become input to English teacher in teaching learning processes, especially in writing. For the students, they will be motivated to improve their understanding in grammar to write descriptive paragraph by understanding this research. The students also will know whether the grammar mastery will help them in making a good writing especially in descriptive paragraph. And for future researchers, the researcher hopes that the research will be useful for the future researcher as the reference to make further research. It is expected to future researcher to conduct the same research on wider area. So, it will be more advantages and beneficial to the development of English education.

1.6 Definition of Key Term

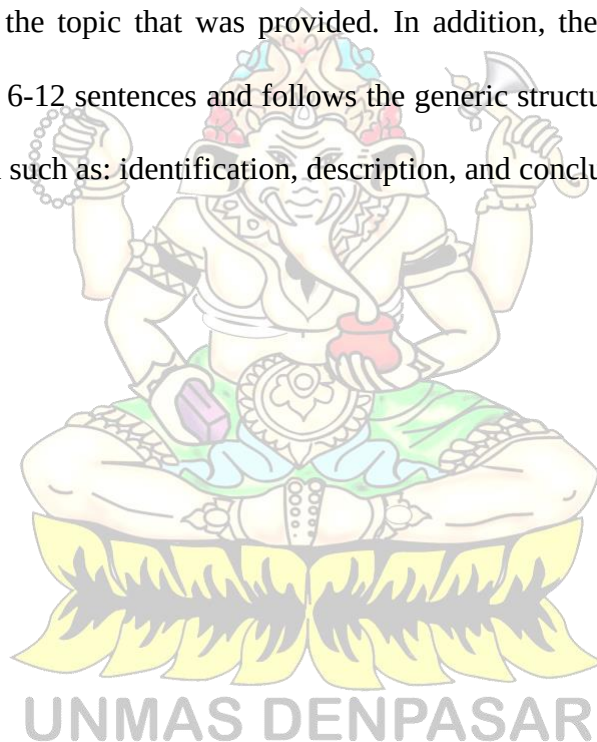
Key terms are very paramount to make the reader understand clearly about the content in the present study. Besides, the researcher must provide the definition of key term used in this present study to prevent misunderstanding and confusion of the readers. In addition, definition of key term is also giving limitation to the terms of this present study and make clear in comprehending this research. Hence, the researcher provides two definitions of key term which are defined operationally. In this present study, the key terms used are grammar mastery and writing skill. Moreover, the key terms that are used in this study are clearly and concisely clarified as follows:

1. Grammar Mastery

Grammar mastery is operationally defined as the mastery of grammar especially in simple present tense of the seventh-grade students of SMPN 7 Denpasar in writing a short sentence.

2. Writing Skill

Writing skill is operationally defined as the skill of the seventh-grade students of SMPN 7 Denpasar in writing a descriptive paragraph that describes the topic that was provided. In addition, the paragraph should consist of 6-12 sentences and follows the generic structure of a descriptive paragraph such as: identification, description, and conclusion.



CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

Theoretical review is a review of some theories relate to the study. Scientific research is expected to base on the appropriate theoretical background. Therefore, it is used to support and build this study. Besides, research also required to be conducted based on relevant theoretical constructs and empirical evidence. Furthermore, the purpose of this theoretical review is to provide clear and accurate information or knowledge about the study in accordance with the expert. The theoretical reviews also use as a guidance to the researcher in conducting and determining this present study. Then, it is used to support and this part was explain the review of relevant theories used in this study. The present study is based on the discussion of the following theoretical framework: (1) Grammar Mastery of the students, and (2) Writing Skills. For the purpose of present study, some theoretical new points as well as empirical evidence are review. Some of the viewpoints are as follows:

2.1.1 Grammar

In the context of education, there are several definitions of grammar. Grammar is usually considered one of the language components beside the vocabulary and sound system which students should acquire. Knowing grammar means understanding what the paragraph means correctly. Grammar gives language users the control of expression and communication in everyday life. Besides, mastery over words helps speakers to communicate their emotions and purpose

more effectively. Furthermore, According to Carter and McCarthy (2016: 3), grammar addresses the structure of sentences and smaller components, including clauses, phrases, and words. Grammar is essentially about the systems and patterns we use to select and combine words. To communicate we must share a common system, which is why people who speak different languages cannot understand one another – they are using different systems. For people to communicate through language there must be common systems and grammar is one of the essential systems.

Grammar is the study of how words combined to form sentences. It provides us with the terminology we need to talk about language in an informed way. It also enables us to describe our own use of language, as well as that of other people. According to Lee (2018: 1), mastering grammar in writing allows us to assess and make informed choices throughout the composition process. According to Hall (2017: 296), grammar guides us in using words appropriately by teaching us how to select and arrange them in a proper manner. We must be acquainted with certain principles and rules constitute what is collect grammar Automatically we have to be able to understand grammar, because grammar guides us in making sentences and also as a central in teaching and learning of languages.

The rules of grammar as the dictionary suggest, are about how words and how they are put together into sentences. One of the important things in writing grammar is tenses. In sixteen forms of tenses which indicate the certain time of action in English, there is simple present tense. According to Murphy (2019: 4), the simple present tense is used to describe general truths and actions that occur regularly or habitually. Additionally, Sargeant (2007: 58) explains that the simple

present tense can also convey factual information and ongoing or scheduled events in the present or future. Simple present tense is using the pure form of a verb or by adding -s or -es to the end of a verb depending on the subject. If the subject is either I, You, They or We, the verb that is used in simple present tense is the pure or original form. On the other hand, if the subject is either She, He or It, the verbs that are used simple present tense is followed with s or-es at the end. The grammar of the language is what happens to words when they become plural or negative, or what word order is used when we make question or join two clauses to make one sentence.

Grammar gives language users the control of expression and communication in everyday life. According to Taylor (2017: 214), grammar involves understanding why certain writing may read poorly and knowing how to correct it, emphasizing that effective writing requires accurate word usage. It is impossible to write well without using words correctly. It means that, when people want to write something, they should know about grammar because it shows the meaning and relation with every single word that becomes a sentence. Mastery over words helps speakers to communicate their emotions and purpose more effectively. Otherwise, communication can sound like a toddler getting frustrated because he or she does not have many words to express his or her thoughts well. Moreover, grammar also gives effect in written communication. Moreover, understanding basic principle of word, sentence and paragraph structures bestows writers with the flexibility to plan how they communicate a message, from a simple paragraph to a presentation. If people cannot successfully

According to Kolln and Gray (2016: 3), grammar can be understood in three ways: as the set of internalized rules we carry in our minds, as the formal rules described in grammar books, and as the conventions that guide language use in various contexts. It means that the study of grammar a lifetime of "knowing" how to produce sentences. This subconscious system of rules is your "language competence". It is important to recognize that these internalized rules vary from one language community to another. Second, grammar is the formal description of the rules. This definition refers to the branch of linguistic science concerned with the formal description of language, the subject matter of books like this one, which identify in an objective way the form and structure, the syntax of sentences. Third, grammar is the social implications of usage, sometimes called "linguistic etiquette". This definition could be called do's and do not's of usage, rather than grammar.

The theory that used in the present study is from to Sargeant (2018: 58), the simple present tense is used to convey factual information and events in a story that are happening currently or are planned for the future. On the other words, grammar is a set of rules derived from a language that enable people to understand what they read or what they construct in sentences or expressions when they communicate. Grammar is the way of the spoken and written language to be organized. It is concerned with the order of word groups, clauses and sentences and morphemes in words. It is closely related to generic structure and cohesion. The communicative competence model balances these extremes. The model recognizes that overt grammar instruction helps students acquire the language more efficiently, but it incorporates grammar of teaching and learning into the larger context of teaching

students to use the language. Instructors using this model teach students the grammar they need to know how to accomplish defined communication tasks.

2.1.2 Writing Skill

In our global society, it can be said that writing is a crucial part. Through writing, we can learn a lot of things, from the simplest one such as how to make a glass of milkshake until how this earth is formed, for example. In short, writing plays a significance role in our life. According to Bailey (2018: 15), writing is a process that involves several stages, including planning, drafting, revising, and editing to refine one's ideas and improve clarity. Those are not the simple steps in writing because people have to realize that what they write is what they want to say or express. That's why for some people, writing might be hard even in their first language. It could be more difficult for them to write in foreign language.

In learning English, there are four skills that should be mastered by the students, such as listening, speaking, reading and writing. Among the four skills, writing is the most difficult skill to be learnt. According to Brown and Lee (2015: 203), writing is often considered the most challenging skill for second language learners to master due to its complexity and the need for clear expression in a new language. The difficulty is not only in generating and organizing ideas but also in translating idea into real paragraph. Out of the four main English skills, writing is considered to be the most complex skill.

Writing skill is described as a process that is the stage a writer goes through in order to produce something in the final written form. Furthermore, According to Harmer (2015: 116), writing differs from speaking in that it is less spontaneous and more permanent, with fewer resources available for communication, as writers

cannot interact with their readers or adapt in real-time as speakers do in conversation. For this reason, the conventions of writing tend to be less flexible than those of conversation, and the language which is used tends to be standardized. Therefore, writing should be taught and given attention in writing a paragraph especially in teaching English.

According to Reid (2016: 15), writing is the end result of a series of complex and challenging processes, which are difficult for learners to master all at once. Among these separate acts are note-taking, identifying a central idea, outlining, drafting, and editing. Both young and old people can encounter the discouraging 'writer's block' if they engage in more than one or two of these activities at once. Furthermore, writing is an activity of marking coherent words on paper and composing paragraph to make it flows smoothly. Writing also can be used to record their thoughts, feelings, and personal things. Therefore, the processes of writing enrich students' capability in use their critical thinking in practicing their writing skill.

According to Anderson (2017: 3), writing is a process of synthesis, where writers use words and information to organize their ideas into a coherent structure, such as an essay, to express their viewpoint. But writing draws on intuition as well as reasoning, on sensation and emotion as well as fast and memory. According to Heaton, there are five skills necessary for writing that are (1) Language use is the ability to write correct and appropriate sentences; (2) Mechanical skills is the ability to use correctly those conventions peculiar to the written language; (3) Treatment of content is the ability to think creatively and develop thoughts, excluding all irrelevant information; (4) Stylistic skills is the ability to manipulate sentences and

paragraphs, and use language effectively; (5) Judgment skills is the ability to write in appropriate manner for a particular purpose with a particular audience in mind, together with an ability to select, organize and order relevant information. Based on the description above, the writer assumes that writing is the most difficult skill of language because there are many rules and aspects that should be considered by learners in order to the readers comprehend about the paragraph.

According to Brown and Hood (2017: 331), descriptions in writing should engage the reader, evoking a response or emotional reaction to the content. Additionally, as noted by Williams (2018: 246), a well-developed paragraph typically contains 6 to 12 sentences, all focused on a single topic. It means that sentences support the main topic that would be described. A paragraph can provide information, tell an opinion, explain something or tell a short story. The sentences should be described the topic clearly in specific detail and explanations. Thus, it would let the readers easily catch the paragraph's meaning. Therefore, when the writers can arrange the paragraph appropriately and clearly, the readers was easily understand what the writers was told the readers through their writing.

Based on to Bailey (2018: 61), descriptive writing often follows an organizational pattern, typically using spatial order to present details in a clear and logical sequence. Spatial order is the arrangement of things in space. It means writers should describe something specific from the bottom to the top, far to near. According to Williams (2018: 3), a paragraph consists of a series of connected statements that a writer elaborates on to discuss a particular subject. The first sentence states the specific point or idea of the topic. The rest of the sentences in the paragraph support that point. That means a descriptive paragraph has one topic

to be discussed. Moreover, the other sentences in the descriptive paragraph are called supporting sentences. It consists more information about the topic, specific details, and an explanation. The last is the conclusion as the closing of a paragraph. It is usually showing how the writers' feelings. In brief, it assumed that a paragraph is a group of sentences explaining and discussing the main point based on the topic sentence. Besides, writing process also involved how to revise paragraph for clearer meaning, how to edit paragraph for appropriate grammar and how to produce a final product.

In the present study, the theory that is used is from According to Langan (2008: 13), stated that writing is a skill that can be mastered through consistent practice, even though it may be challenging at first. Writing is a skill; it is a process that by hard work, students can master. Students need to realize that they must do more practice if they want to become good writers. Moreover, writing is a process of theory; it is done in a series of steps. Sometimes, students would find the problem when they want to develop their writing so they must explore their thoughts in writing. It means that the students must practice well in order to get state that the description should make the readers feel like responding to what they are reading. Therefore, after they have finished writing, they have to read over what they have been written and make changes and corrections to produce a good writing. Afterwards, they have to write and revise again until they are satisfied that their writing expresses exactly what they want to say. Therefore, writers have to give their efforts to make their writing can be easily and clearly understood by the readers by functioning punctuations, choosing appropriate words, organizing ideas and using correct grammar.

2.2 Empirical Review

Empirical review is a way of obtaining information by making observations based on the results of previous research. Empirical review in research methodology is when the researcher reviews the currently available information and theory regarding the topic and background to the topic. Empirical review is the review of relevant research that have been conducted; in which it reviews the previous research that relevant with the present research. Empirical evidence can help the researcher avoid unintentional replication of the previous study results and to clarify as well as define the concept of the study. It also used as a reference since they examined the same study. Moreover, it is to look over both strength and weaknesses which guide the present study in achieving more result. In conducting this research, the researcher wanted to make a correlation grammar mastery and writing skill. Several researchers have been conducted related to this research which discusses the correlation between grammar mastery and writing skill. The related study which are used as references are described in chronological order below.

The first research was conducted by Fauzul Etfita (2019) in her correlational research entitled “The Correlation Between Students’ Grammar Mastery and News Writing Ability”. The objective of this research was to find out the correlation between students’ grammar mastery and News writing ability of the fourth semester students of English Language Education at Faculty of Teachers’ and Training Universities’ Islam Riau. Moreover, based on the research results using the instruments of grammar and writing tests, the result showed that there was a correlation between students’ grammar mastery and News writing ability. There

is positive and significant correlation between students' grammar mastery and their achievement in writing news. Based on the data analyzed by using *Bivariate Correlation* (SPSS), the researcher found that the coefficient correlation was 0.874. Therefore, the correlation of students' grammar mastery and their achievement in news writing is considered significant and very high correlation as the coefficient correlation by interpretation correlation table. The result showed that the correlation between students' grammar mastery and News writing ability is significant.

Additionally, the strength of the previous study was in its research findings. The findings of the previous research showed that there is a correlation between two variables; those are students' grammar mastery and news writing ability. However, the study only includes 28 students, which may not be representative of the broader population. a small sample size can lead to less reliable results, a higher margin of error, and a greater likelihood of drawing incorrect conclusions. Increasing the sample size could enhance the study's validity and generalizability. The researcher of the present study is using 80 sample students of the seventh-grade. The present study employs a sample size of 80 seventh-grade students, carefully selected to represent diverse demographics and academic backgrounds, ensuring comprehensive insights into the researched phenomena. Additionally, a larger sample size can also increase the generalizability of the results, meaning that the findings are more likely to apply to a wider population, rather than being specific to the sample studied.

Another study was conducted by Narvika (2021) in her correlation research entitled "The Correlation Between Students' Grammar Mastery and Writing Ability in Descriptive Text of The First Grade Students in MAN 1 Bandar Lampung". The

objective of this research was to find out the correlation between students' grammar mastery and writing ability in descriptive text of the first-grade students in MAN 1 Bandar Lampung. The findings of the research showed that there is a significant correlation between students' grammar mastery and writing ability. From the result of his research, the researcher showed that the better the students' mastery in grammar, the better their writing ability. the researcher found that the coefficient correlation was 0.703. It also means describe that there is a significant correlation between students' grammar knowledge and their ability in writing.

In addition, the strength of the previous study was clear research in the students' grammar mastery, writing ability and their correlation. However, the researcher used multiple-choice test for testing grammar. Multiple-choice questions often allow for educated guessing, especially if the options are close in meaning or structure. This makes it difficult to accurately gauge a student's true understanding of grammar. Multiple-choice tests may not be effective in measuring higher-level cognitive skills such as analysis, evaluation, or synthesis of information. In the present study, the researcher would like to be used sentence construction as a test of grammar mastery. When students construct sentences, they actively apply grammar rules and principles in a practical manner. This hands-on approach reinforces learning and helps students internalize the rules more effectively. Sentence construction tests help measure a person's understanding of language structures and rules.

2.3 Hypothesis

According to Singh (2006:54) hypothesis is defined as a tentative solution of the problem. Hypothesis is needed to predict the existence or non-existence of a relationship. It is because the only persuasive argument we know of is that of contradicting an existing widespread belief (Fraenkel and Wallen, 2009:39). This is a phenomenon prediction as a temporary response to the research problem. In addition, in formulating a hypothesis, the writer must ensure that the hypothesis is real or based on fact. In this research, the researcher proposed a hypothesis to be tested, namely alternative hypothesis (H_a) and null hypothesis (H_0). The hypotheses of the research are as follows:

- 1) Alternative hypothesis (H_a): there is significant correlation between grammar mastery and writing skill of The Seventh Grade Students of SMPN 7 Denpasar in academic year 2024/2025.
- 2) Null Hypothesis (H_0): There is no significant correlation between grammar mastery and writing skill of The Seventh Grade Students of SMPN 7 Denpasar in academic year 2024/2025.

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