

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Students have to master four English skills, namely listening, reading, speaking, and writing. Reading and listening are receptive skills that students do not need to produce language but they only receive and understand it. These skills involved comprehending and interpreting information present through auditory or written forms. Speaking and writing included in productive skills, where learners doing these need to produce language (Harmer, 2007). Balancing mastery of receptive and productive skills equips learners with the skill to effectively communicate and comprehend in various contexts, fostering comprehensive language proficiency. Writing as a productive skill requires students to organize ideas and arrange them in a clear and structured written form. Thus, good writing skills not only improve communication skills, but also strengthen overall understanding of the language.

According to Lander and Brown (2016), writing skills include the skill to write authentically, purposefully, fluently, coherently and grammatically. This definition underscores the writer's skill in articulating original ideas clearly and correctly. Effective writing requires more than just grammatical accuracy, this requires a clear purpose that is aligned with the author and the intended reader. Mastery of writing involves understanding various elements such as audience analysis, organization, and style. Through such preparation, individuals can transition from receiving language receptively to producing it proficiently. Ultimately, honing writing skills will empower individuals to convey their thoughts

and perspectives eloquently in a variety of contexts, thereby fostering effective communication.

Writing serves as the conduit through which we translate our thoughts into tangible form using language. According to Lander and Brown (2016), his definition portrays writing as the act of recording ideas onto paper, transforming them into words, refining core concepts, and organizing them into a coherent structure. Despite its importance, mastering writing remains the most formidable among the four foundational English skills. Achieving proficiency in writing necessitates not only a mastery of language but also the skill to articulate ideas with clarity and precision. It requires an understanding of grammar, syntax, and style, coupled with the ability to engage and persuade readers effectively. Therefore, while challenging, the mastery of writing yields invaluable rewards in communication and self-expression.

Writing is the process of using language to convey messages from our thoughts to a written surface. Writing is the process of writing ideas down on paper to turn them into words, sharpen them, and give them consistent structure and organization. However, writing is considered the most difficult skill to master of the four basic English skills. In the writing process, writers need on how to generate ideas, how to organize them coherently, how to use discourse markers and rhetorical conventions put them cohesively into a written text, how to revise text for clearer meaning how to edit text for appropriate grammar, and how to produce a final product (Lander & Brown, 2016). Mastering writing requires diligent practice and a thorough understanding of how to effectively generate, organize, and refine ideas to produce clear text.

The requirement for writing skill is crucial for students' academic work since it allows them to express their opinions. For instance, giving an opinion when responding to essay questions, presenting the findings of an experiment, or making observations. Writing skill are intimately linked to grammar mastery Grammar in writing can produce sentences that are easily understood by readers. Azar and Hagen (2009) state that grammar plays an important role in English and it can advance students skill, involve writing. Students cannot understand the meaning of specific terms if they are unable to utilize the appropriate words when expressing thoughts in writing. Errors and misinterpretations are common. Students find it challenging to comprehend what they are reading and to utilize in their writing as a result. If children can learn how to utilize grammar correctly, their language skills will improve and become more regular.

According to Dykes (2007), grammar is very important and simple. Saying grammar is simple means that grammar follows clear rules and patterns so it is easier to learn and apply. Although it may seem complicated at first, grammar is actually structured and logical. Once students understand these basic patterns and rules, using grammar correctly becomes easier. Grammar helps students create good English sentences to interact with others. Because students do not interact directly with readers in written texts as they do when speaking, readers will not be able to understand written texts if the grammar is not correct. As a result, mastering English grammar is essential for writing, especially recount writing. This means that mastering grammar is very important for learning English as it is an important component of the English language.

The needs for grammar mastery in writing should be considered. Studied by Cahyaningrum (2021) found that there was a significant correlation between students' writing skills and their grammar mastery. These findings further suggest that mastering English grammar is important for writing well. This proves that grammar has an important role in writing. This study reinforces the idea that grammar mastery is an indispensable component of successful writing endeavours. There is another studied that conducted by Putra (2022). The objective is to determine the significant correlation between two variables there are grammar mastery and writing skill. Moreover, this research found that tenth grade students at SMK Ratna Wartha Ubud had a correlation between grammar mastery and writing skills. Students with good grammar mastery also have good writing skills.

Based on the explanation above, previous theories about students' writing skills and grammar mastery had convinced researchers that grammar mastery influenced writing skills and might have influenced the learning process. Based on this background, the researcher wondered about the significant correlation between students' writing skills and their grammar mastery. Therefore, the researcher was interested in conducting research entitled “The Correlation between Grammar Mastery and Writing Skill of the Eighth Grade Students of SMP N 4 Mengwi in the Academic Year 2024/2025.”

1.2 Research Problem

Initiating a scientific inquiry commenced with identifying a problem, and it was crucial for the researcher to formulate a research problem before delving into the investigation. Motivated by the study's context, the researcher sought to explore the relationship between students' proficiency in grammatical structures,

particularly in the simple past tense, and their writing skills in recount paragraphs. Consequently, one research question arose: Is there any significant correlation between grammar mastery and the writing skill of the eighth-grade students of SMP N 4 Mengwi in the academic year 2024/2025?

1.3 Objective of the Study

The objective of the study was to answer and resolve the problems that had been formulated in the research. This objective briefly explained the results the research aimed to achieve. The research was expected to provide scientific solutions to the problems faced. Every research attempted to find scientific solutions to identified problems. In addition, the research objective was what the research wanted to achieve. The objective of the study is to figure out the significant correlation between grammar mastery and the writing skill of the eighth-grade students of SMP N 4 Mengwi in the academic year 2024/2025.

1.4 Limitation of the Study

Based on the main objective of the initial problem, this research had limited variables. Because each variable was very large, this research required limitations. Grammar mastery and writing skills were research variables in this study. To limit and make the research problem specific, the research had to have limitations. In this study, the researchers investigated the correlation between grammar mastery and writing skills of the eighth-grade students of SMP N 4 Mengwi in the academic year 2024/2025.

The writing skills in this research were limited to students' skill to write a recount paragraph about their memorable experiences, following the generic

structure of a recount paragraph: orientation, events, and reorientation. Moreover, grammar mastery was focused on mastering the simple past tense. These limitations helped the researchers focus on specific details and kept the research simple and clear. By doing this, the study aimed to show a clear relationship between grammar mastery and straightforward writing skills. These limitations were important to keep in mind when interpreting the results. The goal was to provide clear and specific insights, but these insights were based on a limited scope.

1.5 Significance of the Study

This study investigated whether there is a significant correlation between grammar mastery and the writing skill of the eighth-grade students of SMP N 4 Mengwi in the academic year 2024/2025. The results of this research were highly expected and recommended to show a significant relationship between students' English grammar mastery and their skill to write paragraph. This research was also expected to have a significant and practical impact on students' habits of using English grammar well and regularly to improve their writing skills, which would be assessed by using good and regular English grammar. Students' grammar mastery and writing skills were closely related to each other.

Theoretically, it was hoped that the research results and students' writing skills could contribute to and support theoretical and empirical evidence of correlation theory. In addition, it was hoped that the results of this research would help strengthen existing theories. The results of this research would provide a basis for other researchers to conduct similar studies regarding the correlation between grammar mastery and students' writing skills. It was hoped that additional empirical evidence would be used in future research to provide more support for the current

findings. It was also hoped that this research would inspire the development of new methodologies that were more effective in measuring the correlation between grammar mastery and writing skills.

Practically, it was hoped that the results of this research would be useful for English teachers, students, and other researchers. It was hoped that the English teacher at SMP N 4 Mengwi could provide information about the correlation between grammar mastery and writing skills in writing recount paragraphs and anticipated to offer valuable insights, enabling them to enhance their academic performance. Students were expected to become more aware of the importance of understanding the use of the simple past tense in writing skills, especially in writing recount paragraphs, so that they could produce interesting and good work. Students also will minimize mistake and avoid misunderstanding. They were also expected to become more interested in learning grammar and improving their writing skills. It was hoped that the findings of this research would serve as a good reference for future research by other researchers.

1.6 Definition of Key Term

Researchers had to provide definitions of key terms to offer a clear understanding of the topic and to avoid misunderstanding and confusion for readers when interpreting the research. In addition, the definition of key terms was intended to limit the number of terms used in the research. There were number of terms used by researchers in the study to reflect the research topic. The basic understanding and skills that students had during the learning process were outlined in this research. Several terms were used by researchers in this research to reflect the

research topic. Students' basic understanding and skills in the learning process were defined in this research. This research investigated:

1. Grammar Mastery

In the present study, grammar mastery operationally describes as the entirety of skill of students of the eighth-grade students of SMP N 4 Mengwi to make the sentence with follow the simple past tense formula there are: verbal positive, verbal negative, nominal positive, and nominal negative and highlighted the grammar mastery of simple past tense in recount paragraph.

2. Writing Skill

Writing skills in this study is operationally defined as the skills of eighth-graders of SMP N 4 Mengwi in the academic year 2024/2025 in writing skill by using correct grammar and follow the generic structure of recount paragraph there are: orientation, events and reorientation about student memorable experience. The paragraph consists of 6-12 sentences and the paragraph will be assess by scoring rubric.

3. Correlation Study

In this present study, correlation study operationally defined as type of research that measures the correlation between grammar mastery and writing skill of eighth-grader of SMP N 4 Mengwi in the academic year 2024/2025.

CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

This chapter provided an explanation of the theoretical review related to the research. To support the research, a theoretical review was used. This review covered theories related to the research. In addition, scientific research should be conducted based on relevant theoretical reviews and expressed opinions on the subject. The following theoretical framework was used as the basis of the research, which focused on the correlation between grammar mastery and writing skill. Several important points were explained and discussed based on a review of relevant theories. Grammar mastery and writing skills were part of the theoretical review provided.

2.1.1 Grammar Mastery

Understanding the formal rules that govern how words are formed and used in sentences to convey their meaning is called grammar mastery. Not only does it include the study of simple and complex clauses but also an in-depth understanding of the structure and arrangement of sentence components. Grammar is a set of rules that regulate the arrangement and formation of words to create coherent and meaningful sentences. Skills in forming appropriate sentences and understanding word usage are necessary to ensure effective communication. People who are skilled in grammar can create sentences that convey the desired message clearly and accurately. Ultimately, grammatical proficiency is essential for communicating both written and verbal.

According to Styaningrum (2019), grammar mastery is mastery of formal rules regarding word form and the application of words in a sentence so that correct and meaningful sentences are created. Using proper grammar ensures that each word in the sentence has the correct function and position. Correct grammar helps avoid misunderstandings in written communication. Grammar mastery allows writers to convey their ideas clearly and effectively. By mastering grammar, writers can create cohesive and coherent sentences. Good grammar is the foundation of any high-quality writing. Understanding grammar rules also helps in understanding and analysing more complex texts. Without a good understanding of grammar, the message you want to convey can be ambiguous or difficult to understand.

Grammar functions as the framework of language. In addition, it is useful to create meaning expressed by using the words "in the past", "in the present", or "in the future". For example, if students want to discuss something that happens every day or want to describe it. Most people know how to express it using the simple past tense. According to Cooper (2019), it is used to say something happens all the time. However, in other situations, students should use the present perfect to show that they have done something but want to express it without losing the meaning. In general, there is a correlation between grammatical usage and meaning. The grammatical meaning is influenced by the way it is pronounced.

According to Harmer (2007), grammar is the study of how words in a language can take on different forms and be combined to make sentences. Consistent application of grammar ensures that language adheres to standard conventions. Grammar provides the rules that govern the structure of sentences, ensuring clear and effective communication. Grammar helps distinguish between

different parts of speech, such as nouns, verbs, and adjectives. Grammar provides the structural foundation for all written and spoken discourse. Consistent application of grammar ensures that language adheres to standard conventions. Grammar mastery is crucial for achieving fluency and accuracy in any language.

Grammar is one of several English components in English language. Azar and Hagen (2009) state that grammar plays an important role in English and it can advance students skill. Understanding grammar helps students to construct sentences correctly, thus improving their overall communication skills. By learning grammar, students can avoid common mistakes that can lead to misunderstandings in English, both in spoken and written English. A strong grasp of grammar gives students the confidence to engage in more complex conversations and discussions. Grammar mastery rules enable students to write more effectively, allowing them to convey their ideas clearly and accurately.

Grammar is very important for writing because it can combine various words into systematic and grammatical sentences. Sentences must have a subject and a predicate, because no sentence is grammatically complete without them. Therefore, Nelson (2008) states that every sentence must have a subject and a predicate if it is to be considered a grammatically correct sentence. Stobbe (2008) states that two sentences must have a subject and a verb and contain a complete thought. A sentence requires a noun, and a complete sentence can be created by combining a subject, predicate, and noun.

Grammar itself has definition as Yule (2001) states that grammar is a procedure that explains the structure of phrases and sentences based on the order of the language. Grammar provides a framework for understanding how words can be

combined to form meaningful phrases and sentences. Understanding grammar helps individuals construct sentences that accurately convey the desired meaning. The study of grammar involves examining the role of different parts of speech and the way they interact in a sentence. Understanding grammar is necessary to become proficient in a language, because this knowledge provides the rules necessary to form coherent and correctly structured sentences.

According to Swan (2005), grammar shows how words are combined, arranged, or modified to reveal a particular meaning. Correct grammatical construction ensures that a sentence conveys its intended meaning clearly and unambiguously to the reader or listener. By modifying grammatical elements of a sentence, such as tense, mood, or voice, we can express different times, attitudes, or aspects of action. Punctuation, governed by grammatical conventions, plays an important role in clarifying meaning by indicating pauses, stops, and connections between different parts of a sentence. Without a strong understanding of grammar, communication can become confusing and the intended meaning of the message may be lost or misunderstood.

Grammar mastery refers to a student's comprehension of how grammar works, how to use it, and how to apply it in every situation. According to Woods (2010), grammar is a system of standards that must be comprehended in order to master it, as well as rules that must be followed in order to write correctly. Aside from that, mastering grammar involves more than just knowing formulae, it also entails comprehending how grammar affects how readers perceive and interpret written language. To ensure that it is easily comprehended Radford (2004) states

that the goal of grammar should be simplicity. Since the written words are lengthy, this does not imply that their grammar is flawless.

In conclusion, grammar mastery involves a thorough understanding of the formal rules that determine word form, sentence structure, and the arrangement of sentence components, including simple and complex clauses. Proficiency in grammar is essential for constructing coherent and meaningful sentences that convey the desired message accurately. The use of tenses, punctuation, and the integration of subjects, predicates, and nouns are highlighted as fundamental aspects of grammar that influence meaning and clarity. According to various experts, including those above a strong understanding of grammar rules is essential to avoid misunderstandings, and improve overall communication skills. Therefore, grammar mastery not only facilitates effective communication but also builds confidence in engaging in complex discussions and writing more effectively.

2.1.2 Writing Skill

Writing's important role in contemporary international society can be asserted. Even the most basic information can be learned by people through writing. Writing allows for the preservation and dissemination of knowledge across generations, ensuring that information is not lost over time. Writing enhances learning by allowing individuals to organize their thoughts, reflect on their experiences, and develop critical thinking skills. Writing can be a powerful tool for storytelling and creativity, helping people connect with others emotionally and intellectually, thereby fostering empathy and understanding. Writing can be a powerful tool for storytelling and creativity, helping people connect with others emotionally and intellectually, thereby fostering empathy and understanding.

According to Langan (2008), writing is a skill that encompasses things like typing, driving, or even making delicious food. just like any ability can be learned. According to the statement, everyone can write well, but they must learn to write correctly before they start writing. Because English writing is a more complex skill, most students find it difficult to do well. Sometimes, students consider what to write first and what tense to use when they want to write. Utilizing writing frameworks and planning tools can help students organize their thoughts more clearly and choose the appropriate tenses, making the writing process more manageable.

Oshima and Hogue (2007) state that writing is never a one-step action, it is about ongoing creative acts. When writers embark on the writing process, they typically begin by conceptualizing what they want to convey and how to articulate it. Upon completion, they review their work and may revise it until they are content. The writing process generally comprises four main stages. Firstly, there's prewriting, which involves selecting a topic and gathering ideas to develop it further. Secondly, there's organizing, where writers structure their thoughts into a coherent outline. Subsequently, the writing phase entails drafting the piece using the established outline. Lastly, the revising and editing stage involves refining and polishing the written content to enhance its quality.

According to Kane (2000), writing is the process of writing something on paper in three stages. The first is “thinking”, which means choosing a topic of discussion; the second is “to do”, which means to compose; and the last one is “do again”, which means revise. During the “thinking” phase, writers organize their thoughts and create an outline to guide the writing process. Drafting allows writers to develop their initial ideas into full sentences and paragraphs, forming the

foundation of their work. Revising includes checking for grammatical errors, refining word choices, and reorganizing content to ensure the writing flows logically. These three step-thinking, doing, and doing again—form a cyclical process that helps writers produce polished, well-structured, and thoughtful pieces of writing.

Writing is included as a productive skill, is one of the fundamental components among the four language skills, and plays an important role in language learning. Teaching writing to students is very important, and it must be done with an efficient approach. Contrary to popular belief, writing is a nuanced process that serves as a means for individuals to articulate their emotions, thoughts, and life experiences in written form. Through writing, students can convey their ideas and engage in critical thinking. Additionally, writing serves as a platform for individuals to share personal perspectives, with writing courses emphasizing an individual's skill to form opinions on a variety of subjects (Hyland, 2003). Additionally, writing assignments can pose a challenge, encouraging students to refine their ideas and articulate them effectively in paragraph form.

According to Fulwiler (2002), writing is intricate, unpredictable, and engaging, implying that writers should be forgiving of themselves when their initial attempts fall short. Writing is widely acknowledged as demanding, requiring persistence and commitment to improve. Achieving proficiency in writing also demands a broad knowledge base and various skills. Writers must invest significant time and effort to refine their craft effectively. Despite its challenges, writing offers ample opportunities for growth and self-expression. Embracing the iterative nature

of the writing process can ultimately lead to more meaningful and impactful outcomes.

Harmer (2007) presents various rationales for the significance of learning writing: firstly, unlike conversation, writing allows students more time for reflection as it is not constrained by time limits; secondly, writing prompts students to pay attention to precise language usage as they formulate their thoughts on paper; thirdly, writing serves as a tool for reinforcing language taught in other paragraphs; fourthly, writing often serves as preparation for various activities; fifthly, writing can be integrated into larger activities where the primary focus may be on other skills such as speaking or acting out scenarios; sixthly, writing is commonly utilized in questionnaire-style tasks; and finally, writing aids students in undertaking diverse activities by enhancing their skill to express themselves effectively in written form.

Lander and Brown (2007) describe writing as the act of transcribing letters, punctuation marks, idioms, or words onto a surface, emphasizing the importance of employing correct grammatical structures to convey ideas clearly. Additionally, writing serves as a potent tool for students to articulate their thoughts, emotions, and assessments regarding their readings, observations, learnings, or encounters. As students' progress in their comprehension and mastery of the writing process, including its components, paragraph structures, genres, formats, and technological aspects, they can communicate their thoughts with greater effectiveness and confidence.

According to Harmer (2007), there are four main parts to the writing process: planning, drafting, editing, and producing the final version. Writers should consider three main things during the planning stage. Writers should start by determining the

“purpose” of their writing. Then, they must determine their “audience,” which impacts layout, paragraph structure, and language choices. Third, they must ensure “correct structure” and an orderly arrangement of facts, ideas, or arguments. Writers sequentially tell their plans or ideas to convey meaning to readers during the drafting stage. During the editing stage, which also includes reflection and revision, authors often ask readers or other editors to provide criticism and suggestions about their revisions. Finally, the writer edits the draft carefully, makes the necessary changes, and creates a perfect final version.

From the above definition, it can be said that writing plays an important role in contemporary international society because it allows knowledge to be stored and shared across generations as well as enhances learning by helping people organize their thoughts, reflect on their experiences, and develop critical thinking skills. It encourages empathy and understanding and encourages creativity and storytelling. Prewriting, organizing, drafting, and revising are all parts of the writing process. This process is essential for communicating emotions, thoughts, and experiences, encouraging critical thinking, and forming opinions. Students become better communicators when they learn to write. Ultimately, writing is a difficult but rewarding skill that is essential for intellectual and personal progress.

2.1.3 Recount Paragraph

A paragraph is a collection of related sentences dealing with a single topic. According to Zemach and Islam (2005), paragraph as a collection of sentences that focus on the single topic, functioning to outline the author's point of view regarding that subject. In academic writing, paragraphs typically range from five to ten sentences, with the initial sentence often being slightly indented. Paragraph length

may vary depending on the topic, but should contribute to an organized and visually appealing presentation. Additionally, well-crafted paragraphs will maintain relevance to the assigned topic and align with the content provided by the instructor. Clarity and coherence are key elements of an effective paragraph, ensuring that readers can easily understand the author's ideas.

Writing paragraphs is the first step that must be learned in order to be able to write paragraphs that produce better written products. Zemach and Islam (2005) say that writing can make paragraphs longer by adding detailed descriptions of how something looks, sounds, smells or feels. When students find it difficult to write what they think, they should think about the main concept or object they want to write about. To teach students to write, using media is a great way to help them develop their ideas in paragraphs. As a result, students must focus and provide specific information.

A paragraph consists of a group of interconnected statements developed by a writer regarding a particular subject. According to Oshima and Hogue (2007), the initial sentence introduces the main point or idea, while the following sentences provide support for the main point. In addition, when composing recount paragraphs, writers must consider paragraph organization. This organization usually involves breaking down paragraphs into orientation, events, and reorientation. Following these steps ensures that recount paragraphs maintain a coherent structure. Understanding organizational principles is essential to producing effective paragraphs.

Zemach and Islam (2005) emphasize that paragraphs have various functions such as providing information, expressing opinions, providing explanations, or

telling short stories. These sentences are structured logically to ensure clarity and understanding for the reader. Therefore, a paragraph functions as a series of sentences intended to convey information or ideas effectively, so that readers can understand the topic and message conveyed by the author. In writing, there are many types of paragraphs, each of which functions to convey certain information or stories to the reader. Recount paragraphs are one of the most prominent types of paragraphs.

People usually want to tell other people about something happened in their life. When they want to tell other people through written form, they should write a paragraph or text. In that case, recount paragraph is one kind of paragraph that students have learnt in junior high school. In addition, according to Hornby (2000:978), recount text is one kind of story genre; recount tells somebody about something that you have experienced. A recount paragraph usually focuses on events that happened in the past. It is written in the order that the events occurred, helping the reader follow the story. The main purpose of a recount is to share personal experiences. This type of text is often used to inform or entertain others about something the writer has been through.

According to Hyland (2003:20), the purpose of recount text is to reconstruct past experiences by retelling events in the original sequence. Recounts “tell what happened”. The purpose of a factual recount is to document a series of events and evaluate their significance in some way. The purpose of the literary recount is to relate a sequence of events so that it entertains, and this generally includes the writer’s expressions of attitude about the event. The generic structure of recount text consists of an orientation, event, and reorientation. In the orientation, the writer

introduces the setting and people involved in the story. In the reorientation, the writer often wraps up the story by reflecting on the events or sharing final thoughts.

Knapp and Watkins (2005:225) state that recount is the simplest type of text in this genre. In general, a recount is a sequential text that only presents a series of events chronologically. Every story, no matter how simple, requires orientation. In fact, it is difficult to tell a story without describing its characters as placed in the context of a particular time and place, although some postmodern narratives often play by this rule. The orientation paragraph is a characteristic of this type of recount. The sequence of events sets up the setting of the story; However, this recount is more complex than the previous recount. Students also explain all the important activities that occur during the trip.

According to Knapp and Watkins (2005:2223), every story no matter how simple needs an orientation. As a result, it is impossible to tell a story without orientation unless we see that there are characters set up in a particular time and place. In addition, recount paragraph has some characteristics such as it is well organized, or it means that the events are connected in sequence. Recount paragraph also has the generic structure such as orientation, events and re-orientation. Further, recount paragraph focuses on the important participants in the events and the language feature of recount paragraph such as; using personal pronouns and past tense.

The researchers defined a recount paragraph as a structured way to retell past events by following a clear sequence of orientation, events, and reorientation. It started by setting the scene with details about the time, place, and participants, followed by the main events in chronological order, and ended with a reflection or

conclusion. This type of writing helped convey personal experiences or document important events in a meaningful way, whether to inform or entertain the reader. By using past tense, personal pronouns, and logical transitions, recount paragraphs ensured that the story was coherent, focused, and easy to understand.

2.2 Empirical Review

An empirical review involved examining previous research relevant to the current study. It helped researchers avoid unintentionally duplicating previous findings and provided clarity on research concepts. In this particular study, the researcher aimed to establish a correlation between students' grammar mastery and writing skills. Previous research had already demonstrated such a correlation, serving as the foundation for this study. Two specific studies conducted by other researchers had shown a correlation between students' grammar mastery and their writing skill. These studies served as important references for guiding and informing the current research endeavour.

The first research by Cahyaningrum (2021) in her correlational study entitled *The Correlation between Students' Grammar Mastery and Their Competence in Writing Descriptive Text at the Tenth Grade SMKN 1 Bandung in Academic Year 2020/2021*, aimed to identify the correlation between students' grammar mastery and their skill in writing texts. The results of this research showed that there was a significant correlation between grammar mastery and writing skills in descriptive texts for tenth-grade students at SMKN 1 Bandung in the academic year 2020/2021. Additionally, this research also found a significant correlation between these two variables.

Moreover, this research involved the addition of ICT to assignments, the use of multiple-choice questions as a grammar test via Google Forms, and a paragraph creation task for a writing test. The grammar test consisted of 20 questions with an answer time of 25 minutes, while the writing test students were asked to make 10 sentences in 25 minutes. In the observation process, it was found that the 25 minutes for the descriptive writing task tended to be challenging for some students, who seemed to be in a hurry to complete the test. Therefore, as an effort to improve this research, the researcher set the test time allocation to 30 minutes, so that students could take the test more thoroughly and carefully.

The second research by Putra (2022), in his correlational study entitled *The Correlation between Grammar Mastery and Writing Skill of the Tenth Grade Students of SMK Ratna Wartha Ubud in Academic Year 2021/2022*, aimed to identify the correlation between grammar mastery and writing skills of tenth-grade students at SMK Ratna Wartha Ubud. Another aim of this research was to evaluate the correlation between students' grammar mastery and their skills in writing texts. The results of the research showed that there was a significant correlation between grammar mastery and writing skill in creating descriptive texts by tenth-grade students at SMK Ratna Wartha Ubud in the academic year 2021/2022. Additionally, this research found a significant correlation between grammar mastery and writing skills.

Moreover, this research has clear specifications regarding grammar mastery and writing tests, with detailed explanations of the questions and time allocation used. On the other hand, the use of multiple-choice tests for grammar test can enable them to copy their friend work or cheating. As an alternative in this study, the

researchers use sentence construction test. The use of sentence construction test allows them to be thinking critically. By comparing the two studies, this study aims to further explore the practical implications of grammar mastery in improving students' writing skill student results. As such, these previous studies serve as important references, guiding research design and analysis while validating the importance of grammar teaching in the development of writing skills.

2.3 Hypothesis

In research, a hypothesis represented a fundamental assumption regarding an anticipated research outcome that essentially predicted a phenomenon. When formulating a hypothesis, researchers had to ensure its validity by basing it on existing reality or facts. Based on the theory and findings discussed in the theoretical and empirical review, this research developed two hypotheses:

1. H_a : There is a significant correlation between grammar mastery and writing skill of the eighth-grade students of SMP N 4 Mengwi in academic year 2024/2025.
2. H_0 : There is no significant correlation between grammar mastery and writing skill of the eighth-grade students of SMP N 4 Mengwi in academic year 2024/2025.