

CHAPTER I

INTRODUCTION

1.1 Background of The Study

Writing is considered a crucial skill to possess since it is a task that individuals engage in regularly, stemming from those abilities. The other researcher by Rismasari (2019:), This study found that there is a correlation between grammar mastery and students' writing ability for students. The study found that students with a good command of grammar tend to write more clearly and structurally. Writing is the process of using language to convey messages from our thoughts to a written surface. The research study found that there is a significant positive correlation between grammar mastery and writing ability among seventh graders, where students with a better understanding of grammar tend to produce more structured and coherent writing. Students can identify the meanings of English words, their sounds, and the many ways that words may be combined to form coherent sentences. Nevertheless, regardless of how proficient the pupils are in the language, they still need to learn how to translate their spoken language grammatical knowledge into written language. In grammar, mastery is understood as knowledge of and ability to use the grammatical structures of a language and use them effectively in communication.

According to Wang, (2010) Grammar mastery definition is a rule for forming a sentence that shows what is happening in our life and what will happen soon. Grammar mastery often used for learning are Present, Past, Perfect and Future. Learning grammar requires more time to practice and perfect the grammar so that

it comes naturally. Therefore, as a student, we must know the differences, placement, how they used it in a sentence, and how to write each tense. Grammar is an aspect of speaking and writing that is concerned with forming meaningful sentences using the correct words. Grammar, the set of rules for choosing words and putting them together to create meaning, is crucial to language learning. Language does not exist without grammar. It is also difficult for students to communicate effectively in English without knowing English grammar. Grammar can refer to one of three things. Students are the study of the structure based on the rules of the language, the object of study or the set of rules with which the language can combine words and the morphemes formed by them into larger units, and the book in which it is said and presented these rules (Kortmann, 2020) the master of grammar knows how to make sense of a sentence and apply in sentences with the correct structure.

According to Harmer (2001:4), grammatical rules are very important in mastering a language. People can not use words if they don't know how to put them together. The grammatical control aspect of the language determines the sentence structure of the language. Grammar is very important and simple and grammar helps students create good English sentences to interact with others. For English students, many students are still confused about grammar and sometimes find it difficult to express what they want to say (Akbari, 2016). On the other hand, they are confused when people find the English writing form, especially related to sentence structure, because people do not understand or even know the English language form (Phoochroensi, 2012). Therefore, people have to pay more attention to the rules when making a correct sentence. In order to use the language correctly,

naturally knew the grammatical control structure of the language and its meaning. Mastery of grammar by itself does not make one a better writer.

Studying grammar involves how words are used, categorized, and organized in written ability. Language is a step-by-step procedure for organizing words to form coherent sentences. Writing is one of the processes of connecting language to convey the message of what is thought to be written. Grammar mastery means being able to construct sentences accurately by combining words effectively to communicate. Developing and practicing grammar takes time to feel natural. Based on the information provided earlier, it can be concluded that grammar plays an important role in developing skills and is an essential aspect of developing strong writing ability. By understanding and mastering the rules of grammar, writers can effectively convey ideas and messages to readers and can create interesting and dynamic writing, as well as enhance their creativity. To understand the essence of language, learners need to understand the inherent and unconscious rules embedded in every grammar. Mastering writing requires diligent practice and a thorough understanding of how to generate, organize, and refine ideas effectively to produce clear texts. This shows that grammar plays an important role for individuals who want to acquire a new language. Students' ability to construct sentences according to grammar mastery rules.

Writing is a complex process that reflects the writer's communication skills. This is the most difficult of the four skills. It takes a lot of work and focus. Richard and Rhenandya (2002:303) state that writing is the most difficult skill for second language learners to acquire. The difficulty is not only in generating and managing ideas, but also in changing the text that introduces that idea (Alameddine and Mirza,

2016). This means that a writer needs not only ideas to write, but also the ability to write ideas. This way the reader can understand what the author wants to say. In short, writing ability require time and good planning because writers must be able to organize time for research and writing in a text, and writing requires motivation and the ability to stay focused on the task. Without strong motivation, writing can feel like an arduous and tedious task.

According to Hyland (2003:9) defines that writing is learned, no, so written instructions are not personal and personal experiences of the writer. Writing is one of the most important skills that second language students need to develop. And on the other hand, writing is a skillful activity that combines information, ideas and experiences. Writing is also an individual and social process, which can also define writing as an activity that involves skills in planning and drafting as well as knowledge of language, context, and audience. According to Nunan (2003:88), writing is a combination of process and products. Writing as a process of generating ideas, managing information and conveying meaning, as a product, the author must be able to make the reader understand what he means by his sentence. People must be able to express their thoughts in sentences in writing. Writing is a way of conveying, expressing feelings, and sharing the author's experiences with readers using written language. writing is the act of creating or sketching visual symbols that convey a language understood by others, allowing them to interpret the symbols. Basically, goal writing is a written form of communication. Every type of writing has its own purpose.

According to Kleppner and Botham (2018), here are some rules for practicing students' writing ability. The first step is to set your writing time, write

your goal on a sticky note and put it where you will get a daily reminder of your goal. Step two, create a work environment. Step Three, write first and edit later. Write when you feel stuck writing your thoughts as a letter to someone you are writing to so you don't get distracted perfecting it. Step four, use triggers to develop a productive writing habit. Step Five, Be Responsible. Simply reporting your habit will help you stay on track. Step six, ask for feedback and ask for what you want. Feedback can and should be received from all kinds of people. Writing is one of the most important activities we engage in as scientists because it is important to share results both in scientific communication and elsewhere.

Learning to master grammar often involves learning about present, past, perfect, and future tenses. Grammar mastery is an important aspect of developing strong writing ability. For understanding and mastering grammatical rules, writers can convey ideas and messages effectively to their readers, create interesting and dynamic writing, and even increase their creativity. The grammatical system defines the structure and meaning of the language. According to Herring (2016:11), grammar involves how words are used, categorized and arranged in written text. Developing and practicing grammar takes time to feel natural. To understand the essence of language, learners need to understand the inherent and unconscious rules embedded in the grammar of every language. This shows that grammar plays an important role for individuals who want to acquire a new language. Students ability to construct sentences according to English grammar rules is one way to assess their grammar mastery.

There is a definite correlation between grammatical competence and students writing ability. Similar studies support this researcher, The first researcher

is Dewi (2020), The correlation between grammar mastery and writing ability of the tenth-grade students of SMKN 5 Denpasar in the academic year 2019/2020. The data was gathered through a combination of sentence construction and written recount text. The two instrument, such us for grammar mastery grammar transformation multiple choice and writing ability recount text. After collecting the required data, it was analyzed statistically using prerequisite tests such as normality and homogeneity testing, as well as hypothesis testing methods like Pearson product moment correlation and t-testing. The research findings claimed that there is a significant correlation between grammar mastery and writing ability of the tenth- grade students of SMKN 5 Denpasar in the academic year 2019/2020. The second researcher, from Alit (2018), The correlation between grammar mastery and writing ability in descriptive paragraph of the tenth-grade students of SMAN 1 Mengwi in academic year 2022/2023. Moreover, based on the research results using the instruments of grammartests and writing ability test in descriptive, the result showed that there was a correlation between grammar mastery and writingability, especially about their paragraph. The researcher uses an ex-post facto research with correlation design. Data was gathered by conducting research instruments, including structured sentence construction and descriptive text through the use of Normality Test, Homogeneity Test, Pearson product moment correlation, and t-test. Then, after conducting a normality and homogeneity test, it was determined that the data exhibited a normal distribution and equal variance. The data analysis results clearly showed that the alternative hypothesis was supported. In other words, the research findings confirmed that there is significant The

correlation between grammar mastery and writing ability in descriptive text of the tenth-grade students of SMAN 1 Mengwi in academic year 2022/2023.

The correlation between grammar mastery and writing ability will be clear. Correlation, defined as a relationship, grows in significance with deeper exploration. Correlation is a statistical technique used to establish a relationship between two numerical variables. How to master English writing and become a good writer for seventh-grade students of SMP (SLUB) Saraswati 1 Denpasar. In this situation, the researcher feels it is important for both of them because there is a lot of correlation between grammar mastery and writing ability. Based on the background above, the researcher is curious about this significant correlation. Researchers wish to conduct research entitled. The correlation between grammar mastery and writing ability of the seventh-grade students of SMP (SLUB) Saraswati 1 Denpasar in the academic year 2024/2025.

1.2 Research Problem

The research problem in the correlation between grammar mastery and writing ability is centered around understanding the relationship between students proficiency in grammar and their ability to write effectively. The studies conducted to investigate this correlation have yielded varying results, indicating a range of correlation from weak to substantial between grammar mastery and writing ability. Regarding the above description between grammar mastery and writing ability, this skill is especially important for English students in this era. Therefore, it is important to formulate a research question. The research problem is important so that the discussion becomes clear and specific. A scientific investigation begins

with a problem are formulating a research problem in doing investigation is important and useful for the research problem of the study can be formulated as follow is there any significant correlation between grammar mastery and writing ability of the seventh-grade students of SMP (SLUB) Saraswati 1 Denpasar in the academic year 2024/2025.

1.3 Objective of the Study

In the purpose of this study is to complete and answer the research questions that have been developed and the purpose can also provide a brief summary. In understanding the purpose of the study, it can allow researchers to focus on the procedures in the investigation of data collection. The main purpose of this study is to determine whether the grammar mastery and writing ability of seventh grade students of SMP (SLUB) Saraswati 1 Denpasar in the academic year 2024/2025 are officially significantly correlated with each other.

1.4 Limitation of the Study

In this correlational research, grammar mastery, and writing ability are seen as complicated in correlational research. Because of the importance of each variable, this study must have some limitations. The factors in this study that are looked at are writing ability and grammar competence. Simple present tense can be used if one has a strong command of grammar, but to create descriptive text content, writing proficiency is required. And to determine the boundaries of this research is very important to determine the research topic and make it more focused. In a correlational study, grammar mastery and writing ability are seen as complex.

Therefore, limitations are necessary for this study as each variable is significant. In this study, the variables examined were proficiency in grammar mastery and writing ability.

The students ability to write a descriptive text in this research was restricted to their skill in explaining how to describe something using a specific structure. Introduction, body, and conclusion. he writer solely emphasizes on the descriptive writing ability of students who are in the seventh-grade students of SMP (SLUB) Saraswati 1 Denpasar. The study limited to analyzed the correlation between grammar mastery and writing ability of seventh-grade students of SMP (SLUB) Saraswati 1 Denpasar in the academic year 2024/2025. The writer solely emphasizes on the descriptive writing ability of students who are in the seventh-grade students of SMP (SLUB) Saraswati 1 Denpasar in the academic year 2024/2025.

1.5 Significance of the Study

The expected research findings are one component of this study that is connected to the research. The primary focus of this study is to examine if grammar mastery and writing ability of seventh-grade students of SMP (SLUB) Saraswati 1 Denpasar in the academic year 2024/2025, are correlated. In order to maximize the benefits of their writing learning process, it is anticipated that the research study will also help students become more cognizant of their command of grammar and enhance their writing ability. Furthermore, while performing research, the importance of this study is crucial. Additionally, there is scientific study that seeks to explain. Furthermore, other researchers may find the study's findings beneficial.

The findings of this study are highly anticipated and suggested to offer research results that are closely related to students' proficiency in English grammar and their skills in writing texts. It is expected that there will be a strong relationship between grammar mastery and writing ability among seventh-grade students of SMP (SLUB) Saraswati 1 Denpasar in the academic year 2024/2025.

Theoretically, research findings as well as students' writing ability must be able to communicate and promote theoretical and empirical findings from current correlation theory. the result of this study would be expected to be meaningful and useful for improving the quality of study, especially in grammar mastery and writing ability of seventh-grade students of SMP (SLUB) Saraswati 1 Denpasar in the academic year 2024/2025. The ability range of the seventh-grade students could be measured through this research. The results of this research are important and useful for improving the quality of student learning, especially mastery of grammar and writing ability. It is hoped that this research can contribute to teaching in English. Grammar plays an important role in writing ability as it allows writers to choose appropriate words and effective sentence structures. And this research can be used as a reference for anyone who wants to do research. Besides, the result of the study could be used as a reference for future researchers who want to research the correlation between grammar mastery and writing ability.

Practically, it is expected that teachers, students, and researcher will find benefits from the findings of this studythe benefit of this present study could be useful for students in developing their writing ability especially in writing descriptive text. And for the research can measure students' writing ability in seventh-grade students based on the result of this study. The research was sure that

in future research, future researchers could use the strategy in this study as their reference. The first, for the students they will know how to use correct grammar with grammar mastery and writing ability step by step more naturally than before they learn. The result of this study can motivate the students to be more active and confident in constructing a text. The second, the teachers can know how much all the students understand grammar mastery and how strong the students writing ability. This study can provide the correlation between grammar mastery and writing ability achievement. The last, is for the researcher that can give more knowledge and idea to make based on the theory of the correlation between grammar mastery and writing ability. And this study can enrich the literary study especially among the researcher and for those who want to conduct the study about grammar mastery and writing ability.

1.6 Definition of Key Term

In this research, there are several terms used by researchers to represent the research topic. Definition of key terms important to define in order to provide a clear understanding of the topic. In addition, to avoid misunderstanding and confusion of readers in understanding this study, researchers need to provide clear operational definitions of the key terms used in this study. Researchers have two key terms which use in this study are explained clearly and concisely as follows:

1. Grammar Mastery

Grammar Mastery was operationally defined as the ability of the students in mastering grammar about the simple present tense at seventh-grade students in the academic year 2024/2025 .

2. Writing Ability

Writing ability is operationally defined as the ability of seventh-grade students of SMP (SLUB) Saraswati 1 Denpasar in conducting a paragraph. In this study, students writing ability is measured by text writing in the form of descriptive text.



CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

This research topic is based on the following theoretical framework taken by experts and based on the environment. To this end, the researcher explains and discusses based on the researcher's theoretical review, because there are many points in the material. Grammar and Writing are two important skills that are mostly used in learning English. Grammar is very important in mastering the language or language acquisition. In constructing sentences or using words, someone should know how to structure and put them together with correct words. Writing is a process and the influence of genres force. Writing is an important skill to master because students can use it to write their ideas, give information, or give their opinions. Several important points wish to be explained and discussed based on a review of relevant theories. in this study, the theory consists of grammar mastery and writing ability:

2.1.1 Grammar Mastery

Grammar is a language system. Sometimes people describe grammar as the rules of a language. In fact the word grammar has several meanings and descriptions tried by linguists. Different scholars define the term grammar differently. Harmer (2001:12) defines the term grammar as a description of the ways in which words can change their forms and combine into sentences in that language. Grammar is a set

of rules by which people speak or write. These rules are not always consciously understood, and if you ask people what the rules of English grammar are, they will probably offer one or two, or say that. It is because the rules we refer to are those that almost never think, but allow people to use their language easily and naturally. Another expert defines grammar as the rules of language, which change the rules. form of words and combine them into sentences.

The time of election for seventh grades is the past tense. According to Nordquist (2020), simple past tense verb is also called simple past tense or past tense for an action that happened and was completed at a certain time in the past. Mastery of grammar involves a comprehensive understanding of the formal rules that define word forms and how to apply them in sentences to accurately convey meaning. It involves a deep understanding of sentence structure and the arrangement of sentence components and extends to understanding simple and complex sentences. This study focuses on grammar as a systematic rule that guides the formation and arrangement of words to form coherent and meaningful sentences. It requires vocabulary and proper sentence formation to ensure effective communication. By mastering grammar, people gain the ability to write sentences that convey the desired message clearly and precisely. Finally, grammar skills are the foundation of effective written and oral communication.

Grammar is a rules language. It is also useful to construct free meaning using past, present or future tenses. For example when students discuss something that happens every day or want to describe something about it. They generally know how to express it in the simple present. Cooper (2019:11) states that the simple present tense is used to say that something is happening all the time. In other cases,

when students want to say that they have already done something, but want to express it without losing its meaning, they need to use the past perfect to show that they have done something. In general, the use of grammar is related to meaning. The expression of grammar affects its meaning.

From the statement above, stated that grammar is a rule that use to speak or write in English. However, sometimes several people not using grammar to communicate each other. They generally do not realize that when they express themselves through writing or talk, what they write or say has a pattern. And they remain unconscious apply the pattern in their communication. In grammar, you don't just need to know the rules, but also be able to apply them in everyday communication, both orally and in writing. People who really master grammar can adapt their use of grammar according to the context and audience, for example using formal language in formal situations and informal language in casual situations. Grammar mastery also means being able to speak and write fluently without many grammatical errors, and being able to recognize and correct these errors if they occur. Overall, grammar mastery is a combination of theoretical knowledge and practical skills in using grammar appropriately in various communication contexts.

According to Harmer (2007:12) grammar describes the ways in which words can change their forms and combine into sentences in a given language. Consistent application of grammar ensures that the language follows standard conventions. Grammar provides 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 a structural basis for all written and spoken conversations. Consistent application of

grammar ensures that the language follows standard conventions. A mastery of grammar is essential for fluency and accuracy in any language.

According to Lin (2010:13), Grammar is the central heart of language, and is a tool to help learners comprehension of the target language. That grammars purpose is to assist students in discovering the nature of language, language is made up of predictable patterns that allow us to understand what is said, read, heard, and written. Because grammar provides systematic rules of structure and word order, learners can create their own spoken and written discourse using these grammatical rules. Brown (2007:40) stresses that without grammatical structure, the use of language could easily become chaotic and might not be understandable. Grammar is one of the most important aspect of learn foreign language. In learning English, learners have to know grammatical system. Grammar should be mastered in language learning especially in teaching and learning English. Learning grammar is important, if we mastering the grammar are able to speak, write, and listen nicely.

Grammar is the system of rules in our heads. 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. 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. Grammar is the social implications of usage, sometimes called linguistic etiquette.

In conclusion, grammar mastery involves a thorough understanding of the formal rules that determine wording, sentence structure, and the arrangement of sentence components, including simple and complex sentences. Grammar skills are essential to create coherent and meaningful sentences that accurately convey the desired message. The use of tenses, punctuation, and combining subjects, predicates, and nouns are emphasized as key elements of grammar that affect meaning and clarity. According to various experts, including those mentioned above, a strong understanding of grammar rules is essential to avoid misunderstandings. and improve general communication skills. Therefore, mastery of grammar not only facilitates effective communication, but also increases confidence in engaging in complex conversations and writing more effectively.

2.1.2 Writing Ability

It can be said that writing is an important part of our global society. Researcher can learn many things by writing, starting with the simplest. Writing makes it possible to preserve and transmit information through generations, ensuring that information is not lost over time. Writing enhances learning by allowing a person to organize their thoughts, reflect on their experiences, and develop critical thinking. Writing can be a powerful tool for storytelling and creativity, helping people connect with others emotionally and intellectually, which fosters empathy and understanding. Writing can be a powerful tool for storytelling and creativity, helping people connect with others emotionally and intellectually, which fosters empathy and understanding.

Generally, researcher have four skills to support such as speaking, reading, listening and writing. These four skills must be balanced and interconnected. Half of the people said that writing is quite difficult because in some situations one word becomes another. Hyland (2003) claims that writing is not easy because the student must think to create ideas, words, sentences, paragraphs and compositions. Writing is expressing thoughts, experiences and stories on paper. For some people, writing can be difficult even in their native language.

According to Oshima and Hogue (2007), writing is never a one-step activity, it is a continuous creative activity. When writers begin the writing process, they usually begin by conceptualizing what they want to convey and how to express it. Once they are done, they review their work and can edit it until they are satisfied. The writing process usually consists of four main steps. First is prewriting, which involves choosing a topic and gathering ideas to develop it. Second is organization, where writers structure their thoughts into coherent outlines. Next, the writing stage involves preparing the work according to established outlines. Finally, the proofreading and editing stage involves refining and polishing the written content to improve its quality.

Writing is considered a productive skill, it is one of the main components of the four language skills and plays an important role in language learning. Teaching students to write is very important and must be done effectively. Contrary to popular belief, writing is a nuanced process that allows people to express their feelings, thoughts and life experiences in written form. By writing, students can communicate their thoughts and engage in critical thinking. In addition, writing is a forum for people to share personal perspectives, and writing courses emphasize

one's ability to form an opinion on various topics (Hyland, 2003). In addition, writing assignments can be challenging and encourage students to refine their ideas and express them effectively in paragraph form.

According to Lander and Brown, (2007:40) describe writing as transcribing letters, punctuation marks, idioms or words onto a surface, emphasizing the importance of correct grammatical structures to communicate ideas clearly. In addition, writing is an effective means for students to express their thoughts, feelings and judgments about readings, observations, learning or encounters. As students progress in understanding and mastering the writing process, including its components, paragraph structures, genres, formats, and technical aspects, they will be able to communicate their ideas more effectively and confidently.

Writing is an expression of ideas, thoughts, and stories on a piece of paper. For some people, writing might be hard even in their first language. It could be more difficult for them to write in foreign language. As Oshima and Hogue state that writing is the action that needs the some process such as thinking, writing, reading, correcting and revising. 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. Writing is not only a symbol on a piece of paper but it should be arranged into good sentences or paragraph by using some grammatical rules

There are many different definitions of writing that have been defined by experts. According to Harmer, (2001:79) states that writing is a form of communication to convey thoughts or express feelings in written form. Writing activities are not easy because a writer should be able to produce something new and provide the ideas to readers through writing. From the explanation, it means

that writing is the process of generating comprehension in learning a new language. The process refers to the act of gathering ideas and working with them and presented in a way in order the reader can understand. In other words, it is the process of arranging words, sentences, and paragraphs into a meaningful way for the reader to understand what the writer meant.

Therefore, writing is the most important part and can learn many things by writing. Writing can improve learning by making it possible to organize thoughts. Writing can also be a good tool in telling something. Writing can involve choosing a topic and gathering ideas to develop. Writing has been conceived as a linear, step-by-step process. It shows that writing needs a complex process where the writer or the students can master the aspect of the writing to be good writing.

2.1.3 Descriptive Text

One of the English courses that all middle school students must study is descriptive text, or simply "description". Students in high school, college, and those who adore English should all take note of this. On the other hand, reading descriptive content is crucial to honing our English. The senses are stimulated by descriptive writing Oshima & Hogue (2007). It describes the sensations of taste, smell, sound, and touch. An effective description serves as a verbal picture. Readers are able to visualize the items, places, or people they are contemplating. Those who practice descriptive writing will be able to communicate more effectively and captivatingly by being able to depict vivid and detailed experiences.

Descriptive texts are texts that provide details about someone or something. Its purpose is to identify and clarify a particular person, place or thing. As Kane (2000) states, description generally concentrates on sensory perception of what is seen, heard, and felt. Other categories of perception are also included in description, although they mostly relate to visual experiences. Thus, according to Kane's definition above, meaningful literature that describes experiences related to the senses-such as shapes, sounds, and tastes-is considered a descriptive text. Through in-depth sensory descriptions, descriptive texts allow readers to vividly experience the subject matter, adding depth and intrigue to the writing.

A description provides a detailed explanation of the things, people, and animals that have been identified through description. Clear explanations that give readers the information they require should be included in descriptions. Additionally, material must be arranged in a systematic manner in descriptions to help readers comprehend the people and things being described. Good descriptions, like those of animals, are like word pictures Oshima & Hogue (2007). It will appear realistic with a strong description. Readers can effectively obtain information from descriptive texts if they can visualize the subject matter being described.

A descriptive text is one that identifies, describes, or explains a certain thing in detail. Text that is descriptive usually has two or more paragraphs. Additionally, the simple present tense is typically used for occurrences and general action, thus it is appropriate to utilize this tense when writing descriptive language. Since Parrot (2000) asserts that the simple present tense is employed to describe and explain, there will be an object when discussing descriptive texts. It is easier for readers to comprehend the qualities and functions being described when items

are presented in plain, straightforward terms when the simple present tense is used in descriptive writing.

Descriptive text, according to Mukarto (2007), is a type of text that describes an object, a person, or a location. The general format of a descriptive text is as follows: identification, in which the object, location, or subject of the description is introduced. The description provides further information about the thing by describing its features, interests, and physical aspects. The conclusion, which comes last, serves to wrap up the paragraph or provide the author's insight on the topic. Using words that are precise and effective in achieving the writer's goals is crucial when writing in a descriptive style.

According Alwasilah & Alwasilah, (2013:114) outline four categories of descriptive text that might be investigated when writing descriptive text. First, a historical profile that offers a fascinating and factual account of locations, dates, or occasions. Second, a venture profile that provides in-depth information about a business or occupation. Third, summaries of fieldwork, interviews, and other studies. Fourth, a case study that describes an individual's experience with a cluster for example, the immigrant community, the sacrifice of a disaster and a personal research report that adds context to the narrative by focusing on an observation that will amuse the reader. Another topic for a descriptive text can be a common pastime, modern technology, etc.

For Descriptive text is an essential part of English instruction for learners at all levels, including those in high school and college, as well as anyone wishing to get better at the language. It focuses on employing in-depth sensory descriptions to

convey the distinct qualities, purposes, or identities of individuals, locations, and objects. In order to communicate enduring truths and routine behaviors, the simple present tense is typically employed in descriptive texts to create engaging and lucid descriptions. Precise education and practice are necessary for effective descriptive writing, enabling students to structure their thoughts and hone their observational abilities. In the end, developing one's descriptive writing skills helps writers communicate with readers more effectively by enabling them to produce vivid and engaging experiences.

2.2 Empirical Review

The empirical review is a summary of pertinent research that has been done, reviewing earlier studies that are pertinent to the current study. Empirical evidence can assist the researcher in defining the study's concept and preventing the unintended reproduction of the findings of earlier research. The purpose of this study was to investigate the relationship between grammar mastery and writing ability.

The first researcher Dewi (2020), The correlation between students grammar mastery and their ability in writing recount text of the eleventh-grade students of SMKN 5 Denpasar in the academic year 2019/2020. The research examined the relationship between students' with grammar mastery and their writing ability, using a descriptive text. The purpose of this study was to determine whether a student's proficiency with grammar and composing descriptive text was correlated. Additionally, the researcher employed two test types a writing exam and a grammatical transformation test to gather the data.

The second researcher, from Alit (2018), The correlation between students grammar mastery and their writing ability in descriptive paragraph of the tenth-grade students of SMAN 2 tapung in academic year 2022/2023. The claims that the sample for the data is chosen at random. Additionally, assign a writing and grammatical mastery test with two variables to each student. Finally, they both used the application to assess the research data, including mean variables and test result scoring. The researchers divided the students into two groups so that each group could take a direct test, which is how this research differs from theirs. For the exam, every seventh-grader will write in the simple past tense. They do, however, share certain parallels with this researcher in that they both use means variables and score test outcomes.

The studys findings demonstrated a strong relationship between students' proficiency with grammar and their writing skills. Furthermore, the value of counted was the outcome of multiple calculations made in tandem. It indicated that the hypthesis was approved. Thus, it may be concluded that there is a relationship between pupils' proficiency with grammar mastery and their writing ability. With the researcher can conduct research by making students understand more about grammar mastery and writing ability.

2.3 Hypothesis

A hypothesis in the research is a basic assumption of how the result of the research will be. Moreover, in formulating a hypothesis, the researcher has to ensure that the hypothesis is real or based on fact. Based on the theories and the problems

of the research, the hypothesis proposed as follows. In some studies, hypotheses are often tested using correlation methods to determine whether there is a significant relationship between grammatical ability and writing ability. In the research data shows that there is a significant correlation between grammar mastery and writing ability,

- **Alternative Hypothesis**

There is a significant correlation between grammar mastery and writing ability of the seventh-grade students of SMP (SLUB) Saraswati 1 Denpasar in the academic year 2024/2025

- **Null Hypothesis**

There is a not significant correlation between grammar mastery and writing ability of the seventh-grade students of SMP (SLUB) Saraswati 1 Denpasar in the academic year 2024/2025

