

CHAPTER I INTRODUCTION

1.1. Background of the Study

English have four skills, listening, speaking, reading, and writing. In Indonesia, it is the first foreign language that must be taught as a compulsory subject starting from elementary school, junior high school, senior high school, up to univesity other higher education institution, it is hoped the student can speak,read and write English well, it can be seen that when the students are asked to answer the question by using English and also difficult to give ideas or opinion. Even though, the object of teaching and learning English is to enable the student to use English as communication it means that the students can use the language in communication.

Writing is not complicated but also challenging. In addition, many people believe, mistakenly, that writing should flow in simple, straight line from the writer's head on to the page. Langan (2001:10) states that the truth is that writing is a process of discovery that involves a series of steps, and those steps are very often a zigzag journey. The writers frequently do not know their exact destination as the begin to write. Very often, they discover the direction and shape of a paper during the process of writing. Even writers do not discover just what they want to write about until they explore their thoughts in writing. Meanwhile, wring helps us to organize our ideas. We can arrange them a coherent form.

Writing is the most difficult skill to be learned because it needs hard thinking in producing words, sentences, and paragraphs. According to Zemach and Rumisek (2005:3), in the writing process, several steps and processes should be done to make a paragraph become a good text, such as pre-writing, drafting, reviewing, and rewriting. Thus, writing is not simple to learn by the people. Today, none of us would ignore their importance in the educational system, but we have mentioned that writing ability is the most complex and difficult skill to master. To hard teach how to write because it completes by many components such as structure, vocabulary, punctuation, and spelling to make a

good writing ability. After that, we read over our writing then we will do some correction and also changes. In short, to have better writing, we should never stop only in one step.

The structure is very important to know because it is one of the components of English material. The student will have difficulty to understand language without knowing it well. A structure consists of rules which explain the particularities of the problem. So teachers should be careful in teaching tense. Grammar and writing are language components and skills that should be learned by language learners. Grammar is the rule or a system that regulates the structure and the meaning of the sentence, while writing is communication in the written form. Radford said that grammar is a model of native language ability that allows them to speak and speak their language fluently. Grammatical competence of native speakers is reflected in the type of institution the speakers. Grammar is defined as the way language manipulates and combines words or pieces of words to form a longer unit of meaning (Ur, 1996: 11). For example, in English, the present verb form in the third person has two different forms, and if the plural form is combined with a single subject, the result is usually unacceptable or unimportant. There is a set of rules that govern how the unit of meaning can be built in any language: we can say that a student who knows the grammar has mastered and can apply this rule to express it in the form of acceptable language.

According to Harmer (1987:4) grammatical rules are very important for mastering the language. People cannot use words unless they know how they should be put together. Besides the grammatical aspect of a language determines the way the sentence in the language is built. For English students, many students are still confused about grammar and sometimes they find it difficult to express things they want to say (Akbari, 2016). On the other hand, they are confused when they find English in written form, especially related to sentence structure because they do not understand or do not even know the form used in English (Phoocharoensil, 2012). Therefore, they must pay more attention to the rules in preparing the correct sentence. According to Leech and Svartvik (1973: 21) "To use language correctly, of course, we have to know the grammatical structure of language and its meaning". Grammar studies by themselves will not make a person a better writer. But by getting a clearer understanding of how a language works, it should also gain greater control.

Writing is a complex process that reflects the communicative skills of the author. This is the most difficult skill of four skills. It requires a lot of work and concentration. Richard and Rhenandya (2002: 303) state that writing is the most difficult skill for second language student to master. The difficulty is not only in generating and managing ideas, but also in changing this idea into readable text (Alameddine and Mirza, 2016). This means that the writer not only needs ideas for writing but also the skills to write ideas into written form. Thus, the reader can understand what is meant by the author. In other words, the skills involved in writing are very complex. According to Hyland (2003: 9) defines that writing is learned, not, so writing instructions are also not personal and the personal experience of the author. On the other hand, writing is a skillful activity that combines knowledge, ideas and experience. Agreed by Nunan (2003: 88) state that writing is a combination of process and products. Writing as process of generating ideas, managing information and communicating meaning, the product is the author must be able to make reader understand what he means through his sentences. Therefore, in writing, they must be able to express their thoughts in sentences. Therefore, in writing, they must be able to express their thoughts in sentences.

In addition, writing is an action and interaction that in writing activities itself there is a response to both writers and readers. This is supported by Straub in Hyland (2003: 9), stating that writing is an action to find meaning, a willingness to engage with student statement is very important, and the response is the main means to start and guide ideas. This means that writing is an activity and process to express ideas and finds the meaning of the idea (Wu Zhang, 2017). The response is one of the important things to start and guide ideas. There is no interaction between the author and the reader does not give a response about what the author has written.

Furthermore, Brown (2004: 218) states that writing is a convention for recording speech and to strengthening the language and lexical features of the language. Now people understand the uniqueness of writing skills with their own features and conventions. People must know about grammar and text features and that will help them write well.

From the above definition, it can be said that writing can be distinguished from other skills as the most difficult. Many factors influence writing to be such as grammatical, vocabulary, and spelling knowledge that must be integrated into a paragraph.

Based on the previous description, the theories about grammar and writing ability have convinced the researcher that grammar can help students increase their curiosity and self-confidence when students have writing ability. It can impact the learning process. Moreover, based on the background above, the researcher is eager to find out whether grammar correlates with writing ability in English language learning among junior high school students especially in writing descriptive text. Some people may be good at writing descriptive text with lots of good ideas to express but if they lack of grammar knowledge, they will have such a trouble in communicating those ideas to other people. As a result, some students may get bad marks in school, or for some writers they may not get anything published. After that people begin learning grammar, they start speaking and learning tenses, gerund and so on. The rules of grammar help to determine the mechanics of writing descriptive text, which what makes the connection between grammar and writing is important. A good comprehension of grammar makes students write any kind of texts effectively.

The English students of the eighth grade have been taught the structure and writing courses. In writing, ranging from writing 1 to paper writing test. Students are taught about the first step to writing; like learning about sentences, punctuation, writing paragraphs, outlining essays, to making essays and research papers. The most common problem when students write a descriptive text, there are still many grammatical errors, students cannot write well if they do not have good grammar competence. This happened because they lacked of confidence so they made it difficult to write. In addition, students sometimes get stuck in developing topics in their writing. Conversely, students who have competence in grammar can be more confident than those who don't, because they know how to make good and right sentences.

It can be seen that most of the previous studies investigated grammar as a whole, general knowledge covering the 16 tenses. Only few studies investigated the correlation between students' grammar mastery of certain tenses with certain writing text. Therefore,

considering the importance of mastering English and the urge of having a good writing skill, this study aims at investigating the correlation between students' grammar mastery and writing skill in descriptive text. Grammar mastery is chosen as the variable as it expresses truth or fact and habitual actions, something that students will use a lot in their daily life. Further, simple present tense is also the first tense that students learn in English. On the other hand, descriptive text is chosen since it uses simple present tense in the structure. According to some statements above, it is really important to research to find out is there any correlation study between students grammar mastery and writing ability.

5 Mengwi In The Academic Year 2023/2024”.

A scientific investigation begins with a problem are formulating a research problem in doing investigation is important and useful for the researcher before doing the research. Based on the background study above the research problem of the study can be formulated as follow is there any significant correlation between grammar mastery and writing ability of the eighth-grade student of SMPN 5 Mengwi in academic year 2023/2024?

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Therefore, the researcher was interested to do a research entitled “ The Correlation Between Grammar Mastery and Writing Ability of the Eighth Grade Student of SMPN

1.2. Research Problem

1.3. Objective of Study

Every research has its objective. Research objectives describe concisely what the research is trying to achieve. A particular investigation is expected to provide a scientific solution to the research problem. Moreover, the objective of the study should be in line with the background and the research. The problem that has already been formulated for the study. Furthermore, the aims of any activities which were related to the scientific investigation were always intended to find out a scientific solution about the research problem that has been previously formulated and determined. Thus, in line with the background and research problem above, the primary objective of the present study is to figure out the significant correlation between grammar mastery and writing ability of the eighth-grade students of SMPN 5 Mengwi in academic year 2023/2024.

1.4. Limitation of Study

As the topic suggests, this study is conducted to prove whether or not there is a significant systematic relation between grammar mastery and the ability in writing. Therefore, this study is limited to analyze the correlation between grammar mastery and writing ability. Grammar mastery that use in this study is Simple present tense, the students able to make a descriptive paragraph using simple present tense. Writing Ability used in this study is imple present tense, the students able to make a descriptive paragraph using simple present tense

1.5. Significant of Study

By conducting this study, the researcher expects that this study can be useful to the English teacher, student, and other researchers. For the teacher, this study can provide

the correlation between grammar mastery and writing ability achievement. By conducting the results of this study, the teacher can motivate and build the students' confidence to improve their interest in the learning process. For the student, the result of this study can motivate the students to be more active and confident in constructing a text thus they can achieve a better score. By considering that grammar can influence their writing, it is expected that students also can improve their grammar. For the future researcher, this study can enrich the literary study especially among the researcher and for those who want to conduct the study about writing ability.

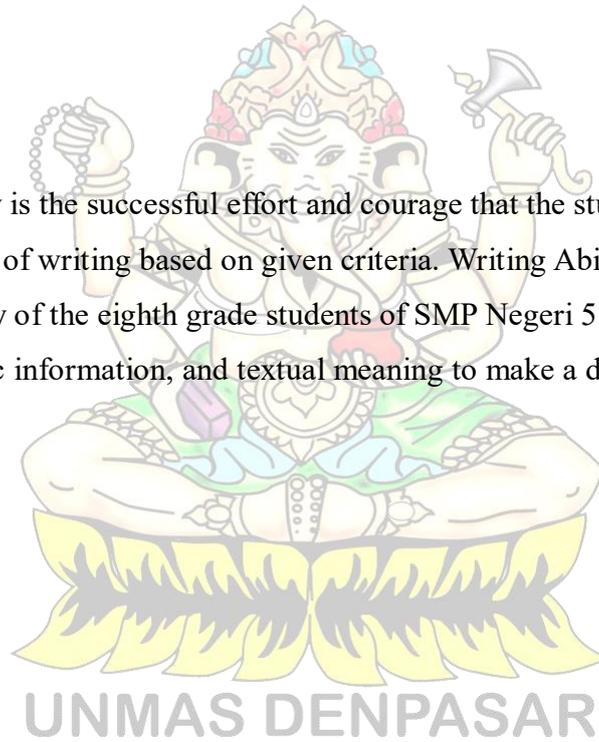
1.6. Definition of Key Term

The definition of key terms is related to the researcher's proposition based on some key concepts about the variables used in research. Thus, operational variables that need to be defined are grammar mastery and writing ability. The operational definitions are as stated below:

1.6.1 Grammar Mastery

Grammar mastery in this research operationally means the mastery of the Eighth

Writing ability is the successful effort and courage that the students do in constructing a piece of writing based on given criteria. Writing Ability is operationally defined as the ability of the eighth grade students of SMP Negeri 5 Mengwi in general information, specific information, and textual meaning to make a descriptive text.



Grade Students of SMPN 5 Mengwi in academic year 2023/2024 in terms of using Simple Past Tense.

1.6.2 Writing Ability

CHAPTER II THEORETICAL AND EMPIRICAL REVIEW

2.1. Theoretical Review

Theoretical review is a set of concepts and terms from experts used and needed in this research. Therefore, the theoretical study used for scientific studies is based on the theoretical background and empirical evidence. It would need related references that could lead this scientific study. Some of the important theories from the experts which mentioned below would be related to the theoretical

In conducting a research, theories are used to explain some concept and term applied in the research concerned. Theoretical review is about theories that are related with this present study. Therefore, the researcher uses related theories to give more evidence in this research. There were some previous research findings related to teaching grammar in context have been conducted. The present study is conducted on the ground of the following theoretical review: grammar and writing.

Nunan (1998:101) suggests that grammar instruction will be more effective in classrooms. Learners are exposed to authentic samples of language so that the grammatical features being taught are encountered in a range of different linguistic and experiential contexts. It is not assumed that once learners have been drilled in a particular form they have acquired it. Drilling is seen only as a first step towards eventual mastery, there are opportunities for recycling of language forms, and learners engaged in tasks designed to make transparent the links between form, meaning, and use. Learners are

given opportunities to develop their own understandings of the grammatical principles of English by progressively structuring and restructuring the language through inductive learning experiences. They encourage them to explore the functioning of grammar in context, and over time learners encounter target language items in an increasingly diverse and complex range of linguistic and experiential environments.

2.1.1. Grammar Mastery

Grammar mastery is the mastery of formal rules concerning word forms and application of words in a sentence to create correct and meaningful sentences. Grammar mastery is the understanding of sentence structure, sentence element, and also includes the understanding of simple clause and complex clause. In this research, the researcher discusses grammar as the system of rules of forming words and combining them into sentences. As can be clearly seen on the literature review above, writing is a skill which requires ideas, thoughts and feelings and expressed them into written form. As a form of communication to express ideas, writing activities are not easy because writers not only may express their ideas in writing but also they can write down about the information. In learning English, writing is one of language skills that must be achieved by students. However, writing is considered as the most difficult skill to be mastered. Richards and Renadya (2002) say that writing is the most difficult skill for foreign language students to master. It explains that grammar gives knowledge to students about how to various ways of structuring words correctly. It means that students need to know how to combine words to write into meaningful sentences by using grammar. Therefore, the writer assumes that grammar is one of the aspects to make students writing good and meaningful especially in paragraph construction test. In the other words, grammar mastery has a connection to increase students writing ability.

Besides, the grammar course in the first semester the students are also taught writing course and it has three credits. In the writing course, the learning process introduces the basic writing that focuses on the introduction of punctuation, capitalization and sentence patterns from writing a simple sentence, and complex sentence. This course

is also introducing guided writing and imitative writing for the students. Therefore, from the explanations above that, the researcher hopes with considering grammar materials and writing materials can prove that there is any strong correlation between grammar and writing. Meanwhile this research was conducted with reference to the relevant theories, where it indicated that the teaching of grammar and writing related each other. In teaching a foreign language, the lecture indicates that grammar is needed for the students. There are some definitions of grammar quoted from experts. Larsen-Freeman (2000) defines grammar as rules of a language. Grammar is a system of meaningful structures and patterns that are governed by particular pragmatic constraints. In another definition of grammar by Thornbury (1999:13), grammar is a description of the rules for forming sentence. Grammar is a way of learning language related to the meaning of words, sentence structure, language sounds, and forms.

According to Harmer's theory, grammar describes how words can change into a sentence related to the language. 16 So that in understanding grammar, there is a process of how language is combined and manipulated, from being just word fragments to forming a more detailed and lengthy unit. For example, the present form of the verb in the third person has two distinct forms. Another example of combining the plural are with a singular subject is usually ungrammatical or unacceptable. Language is closely related to grammar because it has become the basis for learning languages. In addition, grammar is a science that gives knowledge to students in arranging sentences into a perfect paragraph. Thus, grammar is a rule in language to manipulate word pieces and then combine them in sentences to form a paragraph, including an account of the meanings that these forms convey. That is a method for arrangement, comprehending, and acquiring words when studying a foreign language. So we are born, develop as children, and pick up everything from our surroundings. In order to become excellent writers in the future, we learn all subjects in school, notably a foreign language like English. We can learn a variety of grammar skills, including how to use common tenses such the present, past, perfect, and future. Because the teacher and students were applying with a paragraph descriptive test, we used the simple past tense for this session. Additionally, research must be carried out based on pertinent theoretical frameworks and actual data.

Swan (1995:xix) defines grammar as the rules that show how words are combined, arranged, or changed to show certain kinds of meaning. Crystal (2004) express that grammar is the structural foundation of our ability to express ourselves. The more we are aware of how it works, the more we can monitor the meaning and effectiveness of the way we and others use language. It can help foster precision, detect ambiguity, and exploit the richness of expression available in English. Grammar also helps students in communicating fluently. Grammar makes students confident and confident in what they want to express. According to Oster, grammar is a study related to rules or rules that describe the relationship between words. From these relationships, the correct sentence structure. Several aspects of grammar can make it easier for students to convey information and learn foreign languages. The sentence structure can be ideal if you can master grammar well. Grammar mastery is the ability to learn and apply grammatical structures appropriately according to grammatical rules. The function of the text is to build and research the basic concepts of grammar, which are closely related to all parts of speech, both written and spoken. Finally, the researcher concludes these definitions, and grammar is a study that has the power to guide us in learning a foreign language by perfecting the arrangement of words into sentences and sentences into paragraphs.

Clarifies grammar as the sounds and sound patterns, the basic units of meaning such as words and the rules to combine them to forms new sentences constitute the grammar of a language. These rules are internalized and subconsciously learned by native speakers. Based on the experts' definitions of grammar above, it can be concluded that grammar is rules of how words and their component parts are combined to make sentences. 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 we are able to speak, write, and listen nicely. From the statement above, the writer assumes that grammar mastery is learners' ability to speak clearly and easily. It means that mastering grammar useful in teaching learning process especially in English. Learners that have mastery grammar well can convey their feeling, ideas, though in spoken or written. When we get a conversation with

foreign people from other countries, our grammar is helpful to make them understand what we talk about actually.

According to Lin (2010: 13), grammar is the central heart of language, and is a tool to help learners' comprehension of the target language. 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) stresses that without grammatical structure, the use of language could easily become chaotic and might not be understandable. These rules are not always understood consciously because the rules we refer to are those hardly anyone ever thinks about, but wish to allow people to use their language easily and naturally most of the time. Based on the experts' definition of grammar parts are combined to make sentences. Grammar is a set of rules by which individuals talk and write, claims Azar (2009). Because the principles we're talking about are ones that rarely anyone ever considers but which aim to allow people to use their language effortlessly and naturally the majority of the time, they are not always grasped consciously. There are various definitions of grammar in relation to education. In addition to vocabulary and the sound system, grammar is typically regarded as one of the language components that pupils should learn. Knowing grammar entails correctly deciphering the meaning of the text. Language users have more control over their expression and conversation thanks to grammar.

Furthermore, Nunan (1998) strongly supported grammar teaching because grammar helps learners perform in their target languages better. He also reported that students cannot communicate well if they did not have a fundamental level of grammar. According to Lin (2008: 3), the role of grammar is to help students discover the nature of language, i.e., language consists of predictable patterns that make what we say, read, hear, and write intelligible. As Lin (2008: 3) stated, without grammar, people would have only individual words or sounds, pictures, and body language to communicate meaning. Moreover, effective grammar can help students use this knowledge as they write. Through the connection from oral language into written language, teachers can explain abstract grammatical terminology to help students write and read with better proficiency and confidence. Additionally, grammar is concerned with the structure of sentences as well as more compact units like clauses, phrases, and words (Huddleston & K. Pullum 2010:1).

The study of grammar focuses on how words work together to construct sentences. It gives us the vocabulary we need to discuss language in an informed manner and makes it possible for us to explain both our own and other people's linguistic usage. A command of grammar in writing permits us to assess the options accessible for usage during the composition (Nelson, 2002:1). The opposite is also true, according to Richards and Schmidt (2002:251-252), who define grammar as a description of a language's structure and the process by which linguistic components like words and phrases are combined to make sentences.

The study of grammar focuses on how words work together to construct sentences. It gives us the vocabulary we need to discuss language in an informed manner and makes it possible for us to explain both our own and other people's linguistic usage. A command of grammar in writing permits us to assess the options accessible for usage during the composition (Nelson, 2002:1). Contrarily, Richards and Schmidt (2002:251-252) claim that grammar is a description of a language's structure and the process by which linguistic components like words and phrases are combined to generate sentences. People cannot effectively communicate with one another by writing or speaking to one another. Three definitions of grammar are also mentioned by Kolln and Funk (2010:3). First, grammar is a set of rules that we all have in our thoughts. It denotes a lifetime of "knowing" how to construct sentences through the study of grammar. Your "language competence" is defined by this unconsciously formed set of norms. It is crucial to understand that these internalized standards vary from language community to language community. In addition, grammar provides a formal statement of the laws. This definition alludes to the area of linguistics that deals with the formal description of language, the topic of publications like this one that describe the structure, form, and syntax of sentences objectively. Third, grammar refers to the social effects of usage, also known as "linguistic etiquette". Instead of being a grammar definition, this one may be labeled a list of dos and don'ts for usage.

Wu (2007: 20) reminds language teaching professionals that neglect grammar in teaching could lead students to think that sloppy. English is tolerated, which is an undrsired mind-set for L2 leaners to have. the arguments for the influential role of accuracy are advanced here in particular to support the researcher's belief that spoken

accuracy is critical for L2 learners' communicative skills; it is even more consequential for English teacher candidates' teaching quality. However, both accuracy and fluency are important qualities in one's performance. That is, efforts paid to improve one should not diminish the significance of the other. Rather than teach all grammatical instructions to all students, teachers should focus on the grammatical concepts that are more effective and essential for meaningful communication, and teachers should also be more sensitive to provide meaningful activities to help each individual student. In short, grammar plays a very significant role in second language instruction. The theory employed in this study is that of Sargeant, H. (2007:58). The facts and events of a story that are taking place right now or in the future are described using the simple present tense. On the other hand, grammar is a set of rules formed from a language that allow individuals to comprehend what they read or what they create when they communicate in the form of sentences or expressions. The organization of spoken and written language is accomplished through grammar. It is concerned with how word morphemes, clauses, and word groups are arranged inside sentences.

The writer indicates that grammar is a set of rules from language that enable people to understand what they arrange in sentences or express when they communicate. This is important because if someone does not use the right grammar, there is a possibility that the meaning of the transferred idea will fail to understand. Grammar is the way of the spoken and written language to be organized. It is concerned with the order of word groups, clauses, phrases, and sentences in words. It is closely related to generic structure. This statement refers to Nelson (2001:7), who states that the building blocks of grammar are sentences, clauses, phrases, and words units, which constitute the grammatical hierarchy. To arrange words into sentences, one must better understand grammar. Grammar gives language users the control of expression and communication in everyday life. Jennifer Peat (2002:214) states that grammar is about knowing why something reads badly and knowing how to fix it. 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.

2.1.2. Writing Ability

As one of the communication skills, writing is a way to communicate. It can be said that writing is crucial part of our life. We can learn many things, such as how to make a cake or how the rainbow is formed through writing. Shortly, writing takes a significant role in our life. What we do is always accompanied by writing. The statement above is from the writer's point of view. Besides, people can express their ideas, experiences, thoughts, and feelings through writing. Moreover, through writing, people can communicate over long-distance and periods. Writing is a process of generating ideas, managing information, and communicating the product that the author must be able to make the reader understand what he means through his sentences. Therefore, in writing, they must express their thoughts in sentences. People must understand that they are writing what they want to convey or express, thus these are not easy tasks in writing. As a result, even in their first language, writing may be challenging for certain people.

Byrne D (1990:1) defines that writing is the use of graphic symbol, letter combination of letter which relate to the sounds we make when speaking. As a rule, however, we do not write just one sentence or even a number of unrelated sentences. We produce a sequence of sentences arranged in particular order and linked together in certain ways. Harmer (2004) defines that writing is a process and the influence of genres force. It is a form of thinking, but it is thinking for a particular audience, and for a particular occasion. One of the important tasks a writer to master the principles of writing and thinking that will help to achieve goals. Their ability to write in a foreign language might be more challenging. The most complex of the four primary English talents is thought to be writing. Harmer (2004:258) asserts that the writing process cannot be completed in under 15 minutes. Writing requires time to come up with ideas, to produce a piece of writing, to review and modify it in many ways—possibly with the aid of the teacher. Additionally, writing is the act of putting ideas on paper in order to turn concepts into words, clarify the primary ideas, and give them structure and coherence, according to Brown (2001:336).

Nunan (2003:98) defines that writing is the process of thinking to invent ideas, thinking about how express into good writing, and arranging the ideas into statement and paragraph clearly. It indicates that the learners are expected to explore the ideas and make them into good paragraph. Besides, writing is both a physical and a mental act. It is the physical act of committing words or ideas to some medium, whether it is an object or an email message. Based on theories above, writing is an act of putting letters, symbols, numbers, or words on paper which is used to express and explain ideas. Specially, writing is the expression of language in the form of symbols, letters, or words. Furthermore, it can conclude that writing is the way or the process to express or to represent writer's knowledge into a textual medium by following the linguistic rules. Writing is a complex activity since it requires students' comprehensive abilities such as mastering grammar, vocabulary, and punctuation. Besides, to write well, the students are expected to be able to present their ideas in the written form since writing is a means of communication. Brown (2001) states that written products are often the result of thinking, drafting, and revising procedures that require specialized skill not every speaker develops naturally. Writing needs thinking that focuses students on how to generate ideas. In written product it involves thinking, drafting, procedure. Skills are also important in writing activity.

Nunan (2003) writes successfully writing involves mastering the mechanics of letter formation and obeying conventions of spelling and punctuation, using the grammatical system to convey one's intended meaning, organizing content at the level of paragraph and the complete text to reflect given/new information and topic/comment structures, polishing and revising one's initial efforts, and selecting and appropriate style for one's audience. It can be concluded that if students want to be successful in writing, they must do some steps, and each step involves the grammar rule, spelling, punctuation, how to organize content at the level of paragraph. Writing is one of the skills that must be learnt in teaching learning English. Writing is an act of communication. Writing is a process allowing writer to explorer thoughts and ideas, make them visible and concrete. Writing encourages thinking and learning. It motivates communication and makes thought available for reflection (Sangkala, 2012:83). According to Brown (2007:396) writing is primarily for the display of students' knowledge. In addition, according to Suparno and Yunus (2007:13) writing is an action to share and convey information by using written

language as the media. Therefore, writing means that the student can communicate their ideas and their thought to others through written form such as letters, message or invitation for communication. Good writing is that has organization that is logical and effective, using the right choice of words, and conventions that are correct and communicate in order that reader can easily to read and comprehend writing content.

According to Tarigan (2008:3), writing is an indirect communication media, or it is called a productive and expressing activity. Moreover, according to Dalman (2013:1) writing is systematically organize ideas and express them explicitly to make reader easy to understand the message or ideas that are said, the writer must have good ability in writing. From the explanation it can be concluded that the ability is the action of the students from their skills in learning process in classroom which is the result of activity in teaching learning process. In the teaching and learning process in the classroom, it can be seen that every skill that students have is different. So, to assess one's skills can be seen from the actions and results obtained. In conclusion, writing ability is skill or good competence owned by the students to express ideas and thought by using the right aspect of writing in paragraph or text. Moreover, written result has structure and coherent organization that are purposed to readers in order that the readers will be easily to understand what the writer means. Writing is active ability to produce a text or paragraph, which can be used as a tool of indirect communication to express ideas and thinking. The hypothesis adopted in this study is from Langan (2008:13), who claims that writing is a skill that everyone can master through practice despite being challenging. Students can master the process of writing by working hard at it. Students must understand that if they want to improve as writers, they must practice more. Additionally, writing is a theory-based process that involves a number of processes.

Finding "the" writing ability that is acknowledged and agreed upon by all scholars and practitioners of English writing is implausible when we examine the definition of writing ability in relation to approaches to writing instruction. Any approach to defining writing ability cannot be exhaustive and comprehensive in and of itself since writing capacity is a multidimensional concept in and of itself. Various approaches and definitions have advantages and disadvantages based on the component of the complex writing process they primarily address. Therefore, it is worthwhile to look at each concept and

technique. As a result, I will look at several definitions in light of different writing instruction philosophies in turn. They aim to clarify what novice and expert writers do when they write using their models. They distinguish between "knowledge transforming" and "knowledge telling." The former is a type of writing that can be completed by any proficient language user, including kids and teenagers who have not had much writing instruction. It requires minimal preparation and rewriting. On the other side, knowledge transformation is difficult to do and calls for a lot of talent and work. After the writer through the process of the writing, it will produce a product of writing. To make the audience interest of the writing product, the writer should choose the best topic of writing with certain ways.

Based on the observation, the same problem happened in SMP Negeri 5 Mengwi. The researcher found that VIII grade students of SMP Negeri 5 Mengwi still had big problems in defining or finding the idea to write in a text, putting the events in the right order, and making correct sentence in English. The main reason was that they never got appropriate input and media to stimulate them in writing. Another reason was that the teacher could not conduct interesting teaching and learning process. The teacher was only explaining the materials and asking the students to do assignment along the class. She never checked students' work, gave them feedback, and praised them. The teaching and learning activities were monotonous since the teacher only asked them to listen to her explanation and do the assignment. These made the students feel bored and are not interested in the subject. The teaching and learning process was not very conducive. The students were very noisy during the teaching and learning process. Hopefully this research is able to benefit the writer as novice researcher, especially in learning how to conduct a research. In other words, the main purpose for activities of this type is that students should become better at writing.

Writing is putting the spoken language into written form is only true for activities like taking down dictation or transcribing a tape. Writing as a communicative activity needs to be encouraged and nurtured during the language learner's course of study. Writing is an activity that can usefully prepare for by work in the others skills of listening, speaking and reading. This preparation can make it possible for words that have been use receptively to come into productive use. For example, in English academic purposes

program, learners can be involved in keeping issue logs, which are a kind of project work. Based on the definition above the writer concluded that writing is the activity that we can use to express our idea of the object in transcript style. Today the writing ability has become an indispensable skill in our global literate community. Writing skill, at least at rudimentary levels, is a necessary condition for achieving employment in many walks of life is simply taken for granted in literate cultures. Every student have their own learning style that can't be treats the same way each other. Some student, are especially influenced by visual stimulant and are therefore likely to remember things better if they see them. Some student on the other hand are especially affected by auditory input and as a result respond very well to things they hear. On the other hand, writing for writing is directed at developing the students' skills as writers

The result of interview with the English teacher of SMPN 5 Mengwi, said that there are many students still have difficulties in mastering English language, especially writing skill. So it needs continuously of practice. Also she stated that almost the students still confused to distinguish the kinds of text. (One of texts that researcher repaired or improved was descriptive text. Because the students have learned it.). Besides, the teacher still used the common strategy or lecturing method and assignment in every learning processes. So the ability of students was not implicate the ability of the students creativity. So, a lot of students did not interest in learning process, they were getting sleepy and have any conversation to another. The students also put off the time of write-assignment. Besides, they are in boarding school area, that do not press on general knowledge rather than dorm studies. Also in detail, the writer did the interview to some of the students from grade eight regarding the English lessons they had learned, to get the specific data of the problem. As the result they have difficulties in brainsorming their ideas to start writing, they have a few vocabularies but still do not understand the part of speech. Besides, they do not really know the differences of the texts that they learned.

Writing skill are specific ability is the ability that help students or writers put to put ideas, feelings, and thoughts on paper by using symbols and following the conventions of language. Independence is the ability to writing anything one can say or understand in his or her language withit depending upon another help. Comprehensibility means the ability to be understood; integible. Fluency is the ability to see larger segment and phrases as

whole as an aid to reading and writing more quickly. If learners have mastered these skills, they will be able to write so that not only they can read what they have written, but other speakers of other languages can understand it. Students' writing ability is the score obtained after taking a test prepared by the teacher. Someone who has good writing skills also has good critical thinking. To improve students' writing skills can be done if there is a good preparation of using aids, it will be possible for the teacher to create a good language learning process in which the students' participation is dominant. As a result, students' knowledge and skills can be improved. These problems mostly face students in writing. As a teacher, it is important to help the students when they get a problem.

Writing is one of the language skills which is defined by Brown (2001:335) as "the graphic representation of spoken language, and that written performance is much like oral performance, the only difference lying in graphic instead of auditory signals". From the statement, writing means productive skill as spoken skill. Writing is a productive skill as a speaking skill. Written language is produced in written form, whereas spoken language is produced in spoken and understandable with the listening way. Therefore, written language is represented by spoken language. A sufficient skill is needed to produce a good written language as stated by Brown (2001:335) that "writing products are often the result of thinking, drafting, and revising procedures that require specialized skills, skills that not every speaker develops naturally". There are many kinds of teaching writing. A teacher should be able to decide a type of teaching which is appropriate to the students. The appropriate teaching writing can help the students to produce a good result in their writing. According to Brown (2001:343), there are five major categories of writing performance in the teaching of writing skill. The following will be described each of the writing performance.

There are many kinds of teaching writing. A teacher should be able to decide a type of teaching which is appropriate to the students. The appropriate teaching writing can help the students to produce a good result in their writing. According to Brown (2001:343), there are five major categories of writing performance in the teaching of writing skill. The following will be described each of the writing performance. In evaluating the students' work, sometimes the teachers also need to assess the students' work in writing test to infer the students' writing ability and make a decision based on the inference. Weigle (2002: 46)

proposed the notion of performance assessment by applying Bachman and Palmer's (1996) contextualization of language use and language ability into writing assessment. According to Weigle the term performance assessment means that any assessment procedure that involves either observation of behavior in the real world or a simulation of real life activity, for example performance of the ability being assessed and the evaluation of the performance by raters. In this topic, dealing with writing, any writing test that involves actual writing can be classified into a performance test since the written product represents performance writing. In this research, analytic scoring was used to assess students' writing performance. In this type of scoring, the writing performance is not assessed by single score but rated on several aspects of writing.

In direct learning the students have five learning activities; observing, questioning, collecting data, analyzing data, communicating and creating. Observing is the first stage of scientific method that drives the students to read, listen, or see with or without equipment. In questioning the students' learning activity is asking question about the information that they do not know from what they have observed. In collecting data, the students suppose doing an experiment or finding more information from other sources. In analyzing data, the students have to analyze the information that they got in to enrich or deepen their knowledge. In the last step, communicating and creating, the students are asked to present the result and sometimes the product of their observation and analysis. In addition, Harmer (2007) says that teachers' job in teaching teenage students are to engage students with the material which is relevant and involving and provoke intellectual activity by helping them to be aware of contrasting ideas and concepts which they can resolve for themselves, though still with teachers' guidance. At the same time, teachers have to strengthen students' self-esteem, and always be conscious of their need to identity. From what Brown and Harmer have proposed, it can be said that teaching teens has a special and different technique. The teacher has able to adapt to teens characteristics and lead interesting teaching and learning process so that the students will not get bored and lose their attention span quickly in the class. Providing challenging but not overwhelming activities, doing discussion, and giving correction and feedback are some ways to raise students' attention span, self-esteem and learning achievement.

2.2. Empirical Review

The empirical review is the review of relevant researchers that has been conducted in which it reviews the previous researches that are relevant to the present research. Empirical evidence can help researcher avoid unintentional replication of the previous study results and clarify as well as define the concept of the study. In conducting this study, the researcher wanted to know about the correlation between grammar mastery and writing ability. There were other researchers that's how the correlation between grammar mastery and writing ability. The researcher used those studies as a basic consideration to conduct the present study. The empirical reviews were presented as follows:

The first research was conducted "The Correlation Between Student Grammar Mastery And Writing Ability" The purpose of this study was to determine the relationship between grammar mastery and news writing skills of fourth semester students of English Education at the Teaching and Education Faculty of Riau Islamic University. This study uses a correlation research design. The research sample was Class 4C which consisted of 26 students who were selected using cluster sampling technique. The data collection techniques were grammar tests and news writing. In analyzing the data, the researcher applied the Pearson's Product Moment Correlation Coefficient and the Significance of Coefficient Correlation formula. The result of calculating the correlation between student grammar mastery and their achievement in writing news was $r = 0.874$. This means that there is a significant correlation between students of English Education at the Faculty of Teacher Training and Education, Riau Islamic University. It was because the previous researcher provided a clear formula about how to find out the correlation between two variables, and also the word that used by the previous researcher was classified as the simple word which made the reader easier to understand their research. Additionally, the researcher not provided a clear of the test that made the readers difficult to identify each item of the test.

The researcher was interested in holding an interview with the students and observed the English teaching and learning process in found that from those four basic skills, speaking was the most difficult skill to be mastered by the students in eighth grade

students of SMPN 5 Mengwi. Also found that there were some other factors that influenced students' learning speaking development. Less motivation of learning English, self –confidence, psychological condition, limited support facilities and lack of media became the causal factors.

The second research was conducted by Een Variyanti. Her research was “The correlation between the students' grammar mastery and their performance in writing descriptive. The subjects of this research are the tenth grade of SMK Muhammadiyah 1 Metro”2017 The objectives of the research are to find out the students' simple grammar mastery and their performance in writing descriptive and also to find out whether or not there is a correlation between the students' grammar mastery and their performance in writing descriptive. The subjects of this research are the tenth grade of SMK Muhammadiyah 1 Metro (class X A 1 and class X AP). In this research, the writer used descriptive quantitative method because the final score of variable is number and the analysis is using statistic. The result of this research shows that the students' simple present tense mastery was middle. It can be seen from the average of simple present tense test 70.6. The students' performance in writing descriptive was middle. It can be seen from the average of writing descriptive test is 74.9. The conclusion above was from result of data analysis it was found that writing descriptive affected by simple present tense mastery. So, it is important for teachers and lecturers to encourage students and practice grammar and writing English.

In addition, the strength of the research was a clear specification of the data. The researcher also explained the aspects in detail. However, the criteria of the scoring rubric aren't provided by the researcher. There was also no specific aspect explained in the theoretical review related to the aspect of the rubric that made the students unable to know about what was assessed. Considering the result data, those two studies were already good in presenting the data and finding the correlation between grammar mastery and writing ability in descriptive text. The sources of the material that the researchers used was good. However, in writing test, the first studies did not give clear instruction about how many sentences which should be written by the students. In order to make the instruction clearer in this study, the researcher limited the sentences in a paragraph for the writing test. The

researcher asked the student to write 6-12 sentences in a paragraph to describe about place or person.

The researcher of the present study adapted the scoring from Brown (2007) that the aspects were focused on content, organization, mechanics, vocabulary, and grammar.

Besides, the criteria have already been justified with the students' level. To avoid the same issues, the researcher in the present study explained the aspects and descriptors used in the rubric clearly. Based on those conditions, the researcher thought about how to make the class active, attractive, contextual, and finally improve their grammar and writing ability. In fact, the use of various media to support the teaching and learning process of writing are important. One of the media that can be used is picture. Teaching writing through picture can be very useful for the effective and joyful learning. Picture can also give positive effects on the students' interest and motivation learning English as a well as to increase their writing. By using picture, the students can drive meaningful contexts for language that is being learned. Therefore, the researcher decided to conduct action research entitled the correlation between grammar mastery and their writing ability of the eighth grade student of SMPN 5 Mengwi. Then, the researcher, the English teacher and the students worked collaboratively to identify and overcome the existing problems

2.3. Hypothesis

A hypothesis is a prediction of what will be found as the outcome of a research project and it is typically focused don't he relationship between two different variables studied in the research. It is usually based on both theoretical expectations about how things work and already existing scientific evidence. To answer the research problem in this study, the researcher assumed that there was a correlation research namely the directional hypothesis. It defines as a hypothesis that there is a relationship between the two variables being studied. It stated that the results were not due to chance and that they were significant in terms of supporting the theory being investigated. Hypotheses are possible ideas about grammar mastery and writing ability that learners form as they

receive information. The teacher gives them more information and the adjusts the hypothesis according. In this present study the hypothesis is stated as follows: there is a significant correlation between grammar mastery and writing ability of the eighth-grade student of SMPN 5 Mengwi in the academic year 2023/2024.

CHAPTER III RESEARCH METHOD

3.1. Research Design

Research design is the researchers' plan how to proceed to understanding of some groups and phenomem in its natural setting. According to Burgin (2005:84) research design is all process that be needed in conducting the research. Its means that be the process includes planning and doing the research. According to what the researcher has described on the research significances, the type of this research used a quantitative approach with correlation method. A correlation method was appropriate for this study because it allowed two variables to show whether they have a positive or negative relationship and examines the hypothesis. Regression coefficient technique was used to estimate the degree of relationship between two variables.

In addition, Ary et al. (2010:332) state that the designation of ex-post-facto, from "after the fact", indicated that ex-post-facto research is conducted after variation in the variable of interest has already been determined in the natural course of events. Ex-post facto research investigates the relationship when the researcher cannot randomly assign the samples to different conditions or directly manipulate the independent variable. Furthermore, ex-post-facto research designs are focused on examination and observation to be able to develop a summary of what is discovered. A correlational study describes the degree to which two or more quantitative variables are related, and it does so using a correlation coefficient.

Cohen et al. (2000:205) state that ex-post facto means from what is done after ward in the context of social and educational research the phrase means after the fact or