

CHAPTER I INTRODUCTION

1.1 Background of the Study

Writing is one of the most important skills that students must learn. Writing is an intensive activity that demonstrates the author's communication skills. Writing is considered a crucial skill to possess since it is a task that individuals engage in regularly, stemming from those abilities. Writing has five analysis components and five writing components. The categories for the writing components are grammar, logical development of ideas, content, quality expression and style (Brown 2010). Additionally, according to Accuracy in communicating thoughts requires accuracy in language, vocabulary, and grammar and spelling usage. Basically, goal writing is a written form of communication. Every type of writing has its own purpose.

Most students find it challenging to write well in English because it is viewed as a skill that is more intricate. Zemach and Islam (2006:4) state that English learners find writing to be a challenging language skill to master. In written assignments, students must use their creativity and come up with original thoughts. Coming up with fresh ideas can be extremely difficult for students, particularly when they are trying to create a high-quality and well-crafted piece of writing. As indicated by Brown (2004:336), writing involves the act of translating thoughts into words on paper, refining the main points, and providing structure and coherence to the ideas. Writing serves as a way for all individuals to share and convey information to others in both the roles of writer and reader. Writing skill is the capacity to communicate thoughts, ideas, and information in written form. It

includes different aspects like grammar, vocabulary, clarity, coherence, organization, style, and tone.

Sakkir (2016) states that writing is creating or representing the speech messages into the written language. This skill requires organization, formulation, and development of ideas on the paper so that the readers can understand the message presented by the writer. In addition, writing skills need accuracy in grammar and pronunciation, punctuation, the correct use of capitalization, and proper vocabulary. Just as any skill can be acquired. The statement suggests that anyone can produce quality writing, but they must first learn proper writing techniques before beginning. Writing skill is essential in many aspects of life, including academic, professional, and creative pursuits. It involves practice, refinement, and continuous improvement. By becoming skilled in written English, students are able to engage in communication with individuals globally. In brief, students require comprehension and proficiency in writing ability. Furthermore, writing is viewed as a cognitive ability that blends information and comprehension with the application of language. Language skills and language components are interconnected, making it impossible to disconnect them.

According to Hogue, writing encompasses more than just grammar. In addition to grammar, the writer needs to take into account the writing's purpose, the selected words, and ensuring unity and coherence. Having a good grasp of grammar in writing allows us to assess the options we have for use in our compositions (Nelson, 2002:1). Grammar mastery involves knowing the formal rules that govern word forms and using them correctly in sentences to create coherent and meaningful expressions. Brown (2007:40) defines grammar mastery as the understanding and

capacity to utilize a language's grammatical structures effectively for communication. Learning English and grammar are intimately related. A language's grammar is its foundation for communication. Language cannot be defined without grammar since it is necessary to use or organize words correctly in order to understand their meaning. Grammar mastery include a comprehension of language structure, sentence elements, as well as basic and complicated clauses. Grammar mastery refers to the use of word tools or rules to construct a sentence.

In grammar, mastery contains three terms that may be changed depending on the time and situation, namely verb 1, verb 2, and verb 3. Grammar mastery is defined as a pattern for generating sentences that show what has happened in the past and what will happen in the future in our lives. Grammar is defined by the term grammar as a description of the many ways in which words can change form and can be combined into sentences in the language (Harmer, 2001). Grammar mastery refers to student knowledge and comprehension about using grammatical features of descriptive text. The study of grammar involves examining which structures or shape are permitted in the language. A grammar is a set of rules that dictate how a language's sentences are constructed.

The concept of mastering grammar is a guideline for constructing sentences that convey events in the past and future occurrences in our lives. The typical types of grammar that are commonly studied include present tense, past tense, perfect tense, and future tense. Improving grammar through practice takes time to make it sound more natural. It is essential for students to understand the distinctions between each tense, the structure, the application in sentences, and writing techniques. Morenberg (1997) in Hanifah (2017) states that grammar is a step-by-

step procedure for organizing words to form coherent sentences. According to beliefs, mastering grammar entails being able to construct sentences accurately by combining words effectively for communication. Based on the information provided previously, it can be inferred that grammar plays a crucial role in developing writing skill.

Studying grammar mastery often involves learning about the present, past, perfect, and future tenses. According to Herring (2016:11), grammar involves how words are utilized, categorized, and arranged within written texts. Developing and practicing grammar takes time to make it feel natural. Grammar mastery is a crucial aspect of developing strong writing skills. By understanding and mastering grammar rules, writers can effectively convey their ideas and messages to their audience, create engaging and dynamic writing, and even enhance their creativity. The system of grammar defines the structure and meaning of language. To comprehend the essence of language, learners need to grasp the inherent, subconscious rules that are ingrained in every grammar of each language. This suggests that grammar plays a crucial role for individuals seeking to acquire a new language. Students' skill to organize sentences according to English grammar rules is a way to assess their grammar proficiency.

There is a definite correlation between grammar mastery and students writing skills. Similar studies support this the first researcher is Putra, (2022) The Correlation Between Grammar Mastery and Writing Skill of The Tenth Grade Students of SMA N 1 Payangan. Other Thesis, Universitas Mahasaraswati Denpasar. The researcher employs a correlational research design. The researcher used cluster sampling method to select the sample. The data was gathered through

a combination of fill-in-the-blank tests and written descriptions. 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 skill of the tenth-grade students of SMAN 1 Payangan in academic year 2020/2021.

The second researcher is Dewi, (2023) The Correlation Between Grammar Mastery and Writing Skill of The Ninth-grade Students of SMP N 2 Ubud in Academic Year 2022/2023. Other Thesis, Universitas Mahasaraswati Denpasar. The researcher uses an ex-post facto research with correlation design. The research included 68 students selected through cluster sampling and a lottery system. Data was gathered by conducting research instruments, including structured sentence writing tests and text construction tests. The data obtained by the researcher was analyzed statistically 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 correlation between grammar mastery and writing skill of the ninth-grade students of SMPN 2 Ubud in academic year 2022/2023.

The correlation between grammar mastery and writing skill will be clear. Correlation, defined as a link, expands in significance with deeper exploration. Correlation is a statistical technique used to establish the connection between two

numeric variables. The way to mastering English writing and to be a good writer for the seventh-grade students at SMP N 4 Mengwi. In these situations, the researcher found it is crucial both of them because there are many correlations between grammar mastery and writing skill, based on the background above, the researcher is curious about the significant correlation. The researcher is eager to conduct a study entitles “The Correlation between Grammar Mastery and Writing Skill of the Seventh-grade students at SMP N 4 Mengwi in Academic Year 2024/2025.

1.2 Research Problem

This research focuses on exploring the correlation between grammar mastery and writing skill in seventh-grade students at SMP N 4 Mengwi, as indicated by the research background. Furthermore, the researcher seeks to establish the significant relationship between grammar mastery and writing skill of junior high school students. The research issue in this study can be described as the following inquiries regarding writing skill: Is there any significant correlation between grammar mastery and writing skill of seventh-grade students at SMP N 4 Mengwi in the academic year 2024/2025?

1.3 Objective of the Study

The research objectives aim to solve and answer the research problems formulated in the research. The research objectives describe concisely what the research aims to achieve. By knowing the research objectives, it will help researchers in the process of collecting data in this study. The main aim of this research is to find out the is there any significant correlation between grammar

mastery and writing skill of seventh-grade students at SMP N 4 Mengwi in the academic year 2024/2025.

1.4 Limitation of the Study

This research has variable limitations based on the initial objectives of the main problem. So, this research needs limitations because each variable is very large. In correlational research, grammar mastery and writing skills are seen as complex. Considering the complexity and broadness of the problem that has been mentioned above, the limitation of the study is formulate. Therefore, limitations are necessary for this study as each variable is significant. In this study, the variables examined were grammar mastery and writing skill. Having a good grasp of grammar enables one to use the simple present tense, while being skilled at writing is required for writing descriptive text. It is crucial to define the limitations of the study to narrowing and specify the research problem.

Research limitations are very important to limit and make the research problem specific. The researcher will discuss about grammar mastery and writing skill. To investigate the problem more accurately, the topic must be limit. It is crucial to clarify the problem in order to avoid misunderstandings. The study limit to analysis the correlation between grammar mastery and writing skill of seventh-grade students at SMP N 4 Mengwi in the academic year 2024/2025. The writer solely emphasizes on the descriptive writing skill of students who are in the seventh-grade students at SMP N 4 Mengwi. The writing skill in this study was limited to the students' skill to write a descriptive text with a complete generic structure: identification, description and conclusion. Furthermore, the grammar

mastery is focus on mastering simple present tense and writing skill is focus on descriptive text.

1.5 Significance of the Study

One of the aspects connected to this study is the anticipated research findings. The study is concentrated on investigating the possible correlation between grammar mastery and writing skill among seventh-grade students at SMP N 4 Mengwi in the academic year 2024/2025. This study will additionally increase students' awareness of their grammatical mastery and help them develop their writing to achieve optimal results in their writing learning process. Furthermore, the relevance of this research is critical in carrying out the investigation. Furthermore, academic research is actually designed to show significance. In addition, the results of the present study are also beneficial for other researchers. The findings of this study are eagerly anticipated and advised in order to offer research results that are closely linked to students' proficiency in English grammar and their skill to write texts or essays. It is anticipated that there will be a strong connection between understanding of grammar and writing skill among seventh-grade students at SMP N 4 Mengwi in the academic year 2024/2025.

Theoretically, the findings of this study, as well as students' writing skills, should be able to communicate and promote the theoretical and empirical findings of the current correlation theory. Moreover, the findings of this investigation are expected to support the current hypothesis. It is hoped that future research would employ more empirical evidence to support the present conclusions about the association between grammatical competence and students' writing skills.

Furthermore, the outcomes of this study highlight areas for future investigation, which may be used by other researchers as a foundation for similar studies. The theory employed in the research may enhance current references and aid in understanding. The present research will be useful to other academics in the future who want to conduct correlation studies. The result of the study hopefully gives useful information to find the correlation between grammar mastery and writing skill. Therefore, the theories will assist and help the researcher on how grammar mastery and writing skill relate.

Practically, the findings of this research are anticipated to be beneficial for English teacher, students, and others researcher. English teachers are expected to offer information to help students improve their results. There is an anticipation that students will become more conscious of the significance of grasping the use of the simple present tense in writing skill, especially in crafting descriptive texts, in order to produce engaging and quality pieces. There is hope that students will develop a greater interest in grammar and enhancing their writing skill. Additionally, it is expected that the findings of this study can serve as a valuable point of reference for future research endeavors by other scholars. This research will aim to help students solve their difficulties, particularly in writing, by providing improved teaching and learning tools. This study will be useful as a reference for future researchers to improve and enhance their research on the relationship between the research variables of grammar mastery and writing skill.

1.6 Definition of Key Terms

In the present study, defining key terms is crucial for enhancing understanding of the subject matter. In order to prevent readers from getting confuse

when reading this research, the researcher must to give a clear operational definition of the key terms used in the current study. Definitions of the important terms were also aimed at ensuring their clarity in understanding this research. In this study, several terms are utilized by the researcher to represent the research topics. In terms of how they are used in the study which is operationally explained as follows:

1.6.1 Grammar Mastery

Grammar mastery is the capacity of the tenth-grade students of SMP N 4 Mengwi in creating sentences which are based on simple present tense correctly and grammatically. In this study, the researcher focuses on the use of simple forms of the simple present tense accurately to describe something. By following the instructions given properly and correctly. Evaluated using a text construction test instrument and assessed with a scoring rubric.

1.6.2 Writing Skill

Writing skill is the skill of the seventh-grade students of SMP N 4 Mengwi in composing a descriptive text about specific such as people with details. The text must follow a generic structure; identification, description, and conclusion. Evaluated using a sentence writing test instrument and assessed with a scoring rubric.

CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

Based on some pertinent theoretical reviews, a scientific investigation should be undertaken since a review of related literature is crucial. A review of the theories related to the study that was undertaken is referred to as a theoretical review. There are several sources from several literatures that are relate and support this present study. This present study needs to be support by the theories which have already given by the experts. Theoretical review contains of theoretical framework to strengthen the discussion from the present study. The researcher needs to elaborate and analyze key points from the theoretical reviews that were included. The present study discusses the correlation between mastery of grammar and writing skills. This present study will explain about three point such as writing skill, descriptive text and grammar mastery.

2.1.1 Writing Skill

Writing, in addition to speaking, reading, and listening, is a means of communicating with others. The term "writing" appears to be quite straightforward and easily grasped. However, it cannot be disregarded. When composing a paragraph, a student must ensure it is both semantically accurate and grammatically correct. Writing does not occur spontaneously. It is acquired through structured education. According to Scholes and Klaus (2007: 2), this statement was also endorsed. They explained that writing is not a natural activity. It needs to be officially and intentionally instructed. Based on definitions, it can be inferred that

writing is the skill of communicating thoughts to individuals or the general public, emphasizing that writing involves more than just arranging words, as writers must also be able to structure and adhere to writing conventions. Their view on excelling as a consumer in areas like content, structure, vocabulary, language, and mechanics.

According to Gaith (2002: 1), writing is a complicated procedure that enables the writer to express their thoughts and ideas, bringing them to life in a tangible way. Writing can promote critical thinking and facilitate the process of acquiring new knowledge. Writing down ideas facilitates better communication and enhances critical thinking skills in individuals. This enables them to review, reconsider, append, reorganize, and modify them. Writing requires more than simply creating words and sentences. It entails the ability to construct a coherent series of words and sentences that are grammatically and logically connected, in order to effectively convey our intended message to the readers. A skilled writer can articulate their thoughts clearly, engage their audience, and convey complex concepts in a way that is easy to understand.

Writing is often considered a hobby by many individuals. It allows them to express their creativity through various forms such as lyrics, poems, stories, and novels. According to Linse and Nunan (2005), writing involves both the creative process of generating ideas and the task of refining them for clarity and polish before presenting them to readers. Therefore, writing is a method of conveying or expressing our thoughts in written form. Additionally, writing serves as a means to provide advice or criticism to others. Initially, people write for personal growth and learning, and later they use writing as a tool for communication with the public. Writing also serves as a form of self-expression, as individuals may keep a journal

or diary to record their thoughts, feelings, and memories. This practice demonstrates that writing is a means of personal expression, even if it is not intended for publication.

Writing requires processing thoughts, concepts, and viewpoints. People can express emotions and thoughts through writing while also storing information and thoughts. In addition, individuals have the skill to connect with their peers through written communication, such as sending an email or a text message. Writing requires more than just stringing words together; students must have a clear understanding of their writing topic. Writing is another way to communicate, enabling students to express their emotions or thoughts on paper in order to structure their understanding. Writing is a demanding task that showcases the author's skill to communicate effectively. This skill is the toughest out of the four. It requires a great deal of hard work and concentration. Students should acquire the skill of writing as part of their educational development.

According to Troyka in Lauri (2011:12), writing is a means of conveying a message to a reader with a specific intention. The reasons for writing include expressing oneself, sharing information, and persuading others. Writing is a language skill that enables individuals to communicate indirectly, especially when face-to-face interaction is not possible. Expressing thoughts through writing can be challenging for many, yet it plays a crucial role in the learning process as it allows writers to delve into their own knowledge and share their ideas with others. The strong connection between writing and thinking highlights the significance of writing in language courses. Through writing, be able to articulate our thoughts and ideas in an effort to convey meaning. The process of writing is intricate,

encompassing elements like content, form, grammar, style, and coherence. This means authors need to use correct grammar and vocabulary to communicate their message successfully.

According to Brown (2001) state that writing is a type of mental process. He also adds that writing can be carefully thought out and edited countless times before being published. As stated by Elbow in Brown's research from 2001, writing involves a two-step procedure. The initial step is understanding significance, while the subsequent step is translating significance into words. When writers begin the writing process, they usually begin by conceptualizing what they want to convey and how to express it. 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.

The act of writing always involves multiple steps. According to Oshima and Hogue (2007), an effective text can be made by adhering to four key steps. The first step is prewriting, during which the writer selects a topic and collects related ideas thoughtfully. Next, the next step involves organizing these thoughts into a brief outline. Progressing to the drafting stage, the writer creates a preliminary version of the text with the outline serving as a guideline. Finishing this draft quickly is important, so don't worry too much about grammar, spelling, or punctuation. In conclusion, the last step consists of making revisions and edits. Priority in writing should be improving the text's content and structure, with grammar, punctuation, and mechanics coming next in the editing process. By making necessary revisions and edits, the writer can ensure the delivery of a successful text.

Writing is a crucial skill that enables effective communication. It is imperative for students to acquire proficient writing skills in order to effectively express their ideas. However, learning to write in English can be challenging for students as they are required to produce coherent texts. This is due to the fact that writing involves a complex problem-solving process, which includes organizing thoughts, controlling the structure of the text, and gathering relevant information. Consequently, crafting well-structured paragraphs and sentences necessitates the simultaneous generation of ideas, words, and sentences, making writing a demanding task.

On other hand, According to Harmer (2004:22), writing is considered a productive skill that must be both coherent and cohesive, especially in the context of writing. Coherent writing focuses on the order of ideas, while cohesive writing deals with how ideas are linked within sentences and paragraphs. Coherence in writing refers to the logical flow and organization of ideas. Coherent writing ensures that ideas are presented in a clear and logical order, making it easy for the reader to follow the writer's train of thought. This involves structuring the writing with a clear beginning, middle, and end, and ensuring that each part transitions smoothly to the next. Cohesion refers to how ideas and sentences are linked together within a text. Cohesive writing uses various linguistic devices, such as conjunctions, pronouns, and transitional phrases, to connect ideas and ensure that the text flows smoothly from one sentence or paragraph to the next. As Harmer (2004:4-6) explains, there are four elements involved in the writing process.

In planning, the writer must examine the goals of the piece of writing. Writing is more than just the kind of content they want; it's also about the language they use and the information they convey. Second, experienced writers examine the audience for what they are writing, since this will influence not only the structure of the writing but also the choice of language employed, such as formal or informal. Third, the writer must arrange the facts, thoughts, or arguments that they have chosen to include. Planning involves brainstorming ideas, researching, and organizing thoughts before starting to write. Writers decide on the purpose of their writing, the audience they are addressing, and the main points they want to convey. Effective planning sets a strong foundation for the writing process. It helps writers stay focused and organized, making the actual writing phase more efficient and coherent.

Drafting is the initial attempt to put ideas on paper. Students may identify the initial version of their piece of writing as a draft. As the writing process advances to the editing stage, multiple versions may be written before reaching the final edition. Editing is the process of transforming thoughts into phrases and paragraphs. It is the initial stage of writing where the writer begins to develop the structure and content of the text. The drafting phase allows writers to explore their ideas and express them in a preliminary form. During the drafting phase, the writer is not concerned with grammatical or spelling issues. This draft is then edited and changed to produce the final version of the first writing as specified in the previous draft.

Editing (reflecting and revising) editing focuses on correcting grammatical, punctuation, and spelling errors, as well as improving style and formatting. This

final stage ensures that the text is polished and free of mistakes. Careful editing enhances the readability and professionalism of the writing. It ensures that the text is clear, accurate, and meets the standards of written communication. The process of reflection and revision is often aided by other readers (or editors) providing comments and suggestions. Other readers' reactions to a piece of writing will help the writer to make appropriate revisions. Revising involves reviewing and modifying the draft to improve its content, organization, coherence, and clarity. This can include adding, rearranging, or removing parts of the text to enhance the overall quality.

Furthermore, Oshima and Hogue (2007) explain that writing success is reflected in the thoroughness of various writing elements. The writing elements can be explained the follows: Format pertains to the guidelines and aesthetics in writing skill (margin). Mechanics entails utilizing proper spelling and punctuation. Mistakes in spelling and punctuation can change the meaning of the text. Organization pertains to the coherent arrangement of the content. It includes a structured sentence that is being written, ensuring the sentence flows well. Correct grammar and sentence structure involve using grammar correctly to combine and arrange words into phrases and sentences. In this current research, the author employed a form of summative assessment to evaluate the students' progress in developing writing proficiency; additionally, the evaluation of writing is based on five writing components.

In summary, writing is a crucial form of communication that involves more than just putting words together. It requires proper education, structure, and adherence to conventions. Writing promotes critical thinking, allows for expressing

ideas, and enhances communication skills by constructing coherent and engaging content for readers. Writing is a popular hobby for many, allowing individuals to express creativity through lyrics, poems, stories, and novels. It involves generating and refining ideas for clarity, acting as a method of conveying thoughts. Writing also serves as a means of self-expression and communication. Writing is a means of conveying messages with intention, expressing thoughts, sharing information, and convincing others indirectly when face-to-face communication is not possible. It is crucial in learning, requires correct grammar, vocabulary, content, form, and style, and involves carefully planning and editing before publication.

2.1.2 Descriptive Paragraph

Descriptive paragraph is a kind of paragraph that describes the characteristics of someone or something. A descriptive paragraph discusses the features of someone or something. Descriptive paragraphs provide focused on, detail-rich explanations of a single topic. Paragraphs in this form frequently have a specific focus, such as the sound of a waterfall, but they can also express abstract concepts, such as feelings or memory. Some descriptive paragraphs achieve both. It is intended to depict and uncover a specific individual, location, or object. In general terms, according to Kane (2000: 352), description can be defined as follows: Description pertains to sensory experience - the visual, auditory, and gustatory aspects of something. Primarily focused on visual perception, descriptions also touch upon various other senses. Therefore, it can be concluded that this descriptive text discusses the likeness of a person or object in terms of its form, properties, quantity, and other characteristics. The intention of the descriptive

text is evident, which is to portray, depict, or showcase an individual or an item, whether it be conceptual or tangible. A descriptive paragraph provides a vivid portrayal of a person, location, item, occurrences, or concept.

Descriptive writing is a form of expository writing that outlines the qualities of a subject, often used in other expository styles, such as crafting a completely descriptive essay. In a story, for instance, a description can enhance the portrayal of characters' surroundings; in a procedural document, it ensures clarity about the final outcome. Descriptive paragraph contains specific schematic structure and linguistic characteristics that will be explored in the following discussion. No matter the way we employ description, it is evident that it greatly enhances an essay. An illustration used to bring a story to life in the reader's imagination. Therefore, it is anticipated that the students will comprehend and generate a well-written descriptive text independently. The purpose of descriptive writing is to provide a description of either imagined or real occurrences and phenomena. Descriptive paragraph aims to provide information through detailed explanations.

The term "description" originates from the word "describe" etymologically. To describe is to create a visual representation of an object, place, or person by drawing, illustrating, or picturing it. Oshima and Hogue (2007:61) explain that descriptive writing involved engaging the senses by describe how objects looked, felt, smelled, tasted, and/or sounded. The proper description functions as a visual representation through words, enabling readers to visualize the object, location, or individual. Woodson (2002:73) further suggests that a description is a piece of writing containing visual images and sensory impressions conveyed through words with the aim of informing and convincing the reader to adopt the writer's point of

view. Descriptive language is often utilized in personal profiles, everyday observations, technical manuals, informal summaries, and scientific papers. Descriptive elements can be present in both written text and in other forms of literature. Describing is also widely utilized in various forms of writing, including informational reports, literary descriptions, descriptive recounts, and narratives related to the feeling of a particular location or character.

According to Zaida (2009), descriptive language is utilized to depict a specific individual, location, or object. A strong portrayal is a verbal image; allowing the reader to visualize the subject, location, or individual in their mind (Oshima and Hogue, 2007). The aim of effective descriptive writing is to engage the reader in the narrative to the greatest extent possible. Descriptive writing is the skill to provide in-depth information about a topic using sensory details, allowing the reader to easily visualize the information presented. Furthermore, the reader has the ability to visualize the object, location, or individual in their own thoughts. Descriptive text is a written piece that aims to communicate meaning to the audience using sensory details and creates mental images for the reader. In addition, descriptive text is a paragraph consisting of sentences closely related in thought, serving one main purpose - often used to depict appearances and behaviors of individuals, places, and objects.

Description is a style of writing that attempts to create an image in the reader's imagination. This paragraph describes the way something looks, sounds, feels, smells, and even tastes. A smart technique for writers to learn how to create descriptive language is to begin with a definition, which is essentially a brief explanation to answer a question. This concept can be expressed in a variety of text

genres, including narrative, descriptive, and recount text. Identity refers to identifying the item being discussed. While a description is an object that describes the elements, traits, and attributes that comprise it, a descriptive text is a written English text in which the author introduces an object. A good description will be close to observation. An object in this paragraph may be either concrete or abstract. The object can be a person, an animal, a tree, a building, or a camp can all be considered the object. It might also be on anything. Wardiman (2008:16) defines descriptive paragraph as a type of paragraph that explains the characteristics of a person, object, or location. Therefore, from the explanation provided, it can be inferred that descriptive writing involves detailed descriptions. In order to craft a strong depiction, the writer must effectively convey their idea in written form. The descriptive paragraph enables the reader to experience the object. A good description writer resembles an artist creating a vivid mental image for the reader. Briefly, composing a descriptive paragraph involves portraying images through words in speech or writing and organizing them effectively. Therefore, the reader is able to visualize the object being discussed. Writing becomes enjoyable for readers when people can clearly and correctly articulate their thoughts, making the message easy to understand.

A paragraph that provides a detailed description of something is called a descriptive paragraph. descriptive paragraph that uses a certain order to describe something in order to help the reader understand what the author is trying to convey. According to Oshima and Hogue (2007), text composition includes elements, structure, grammar, sentence, content, punctuation, and mechanics. Included in the format are the text's title, punctuation and mechanics (spelling and proper

punctuation), substance (the text's primary topic), organization (descriptive text's generic structure), and sentence structure (grammatical usage). Description is a paragraph that provides a detailed account of a specific individual, location, or occurrence. Description writing vividly depicts a person, place, or object so readers can visualize it and immerse themselves in the writer's perspective. It serves as a method to enhance other writing styles or as a prominent technique for creating a visual representation of something. Moreover, the process of describing an object helps readers easily understand and visualize it as if it were real.

Furthermore, based on Pardiyono (2007:33), descriptive paragraph provides readers with descriptions of both living and non-living entities. To put it differently, the text can describe an object whether it is living or not. Additionally, Barbara (2004:142) also mentioned that description offers a valuable perspective by changing our emotions and broadening our encounters. Description involves detailing specific aspects of something or someone that can alter the reader's perception and enhance their understanding. Descriptive writing is writing that provides details about a particular subject. In a descriptive passage, the conveyed information is quite broad. It gives details about the subject as the main focus of the text. Despite its seemingly simple appearance, students encounter challenges when trying to grasp this subject. The students lack the knowledge on how to enhance their skills in creating a descriptive paragraph.

Generic Structure of descriptive paragraph. Descriptive paragraph has its own rules regarding its structure. The following is the generic structure of descriptive paragraph:

1. Identification: The purpose of this first paragraph section is to identify the object you need to describe. Identification serves to introduce the reader to the subject of our explanation before going into further information about it in the paragraph that follows.
2. Description: The characteristics that you presented to the reader in the first paragraph are contained in this section, which is found in the second paragraph, and others.
3. Conclusion: This section is the summary of the paragraph; furthermore, the conclusion may be included or not. It can be restatement or conclusion of the paragraph.

In conclusion, a descriptive paragraph is a type of writing that discusses explaining a person, object, or location in full detail. It appeals to the senses by detailing appearance, touch, smell, taste, and sound. Descriptive language is used in various types of writing to create vivid mental images for readers and engage them in the narrative. The descriptive have generic structure; identification, description, and conclusion. The descriptive text's goal is very clear: to explain, show, or create apparent a person or an item, whether it be concrete or abstract.

2.1.3 Grammar Mastery

Grammar mastery is the attainment of a high level of proficiency in the rules and conventions governing the structure and usage of language. At its core, grammar mastery ensures clarity, coherence, and precision in communication. Writers who have mastered grammar can construct sentences that convey their

intended meaning accurately and efficiently. They understand how to arrange words and phrases to create sentences that flow smoothly and are easy to understand. Students' grammar mastery can be assessed by how well they form sentences according to English grammar rules. These rules are often not consciously grasped, and if you were to inquire about the rules of English grammar, most people would likely offer a few examples or claim ignorance. The explanation is that we are talking about rules that are rarely considered but enable individuals to communicate effortlessly and fluently in their language most of the time. It is essential to approach the study of grammar with seriousness and proficiency. A solid grasp of grammar directly impacts the clarity and comprehension of our writing.

Grammar has several meanings and no commonly recognized one. Various researchers define grammar differently. There is no single definition of grammar. Grammar describes the structure of a language. This is how human beings create their language. Grammar is necessary for people to communicate correctly. Grammar is necessary for creating proper language structures. Grammar mastery include a comprehension of language structure, sentence elements, as well as basic and complicated clauses. Grammar mastery refers to the use of word tools or rules to construct a sentence. Therefore, grammar plays a significant role for individuals seeking to acquire a new language.

Proper grammar is essential for producing coherent written work. It serves as the framework for all languages, not just a specific one. Students face difficulties in effectively expressing themselves when they lack proper grammar skills. Grammar is the set of rules that governs the structure and meaning of sentences. Grammar involves not just rules but also information about choosing the correct

verb tenses. However, individuals must acquire a good command of grammar to construct precise sentences and make efficient use of their time. Understanding the structure and meaning system of language is crucial for learners to comprehend the nature of language. This involves grasping the internalized, unconscious rules that govern grammar in every language.

Grammar mastery involves the skill to convert words into coherent sentences by altering the word forms. Grammar is described as a system that organizes the form of words in sentences or speech into significant units. Mastery of grammar involves students comprehending how to correctly alter word forms and combine them into sentences in English. Grammar involves understanding the rules of English and knowing how to transform words into sentences. Language learners who have a solid grasp of grammar can effortlessly express and exchange their thoughts with others in a natural manner as they internalize the fundamental rules of the language. Oral and written communication are essential for creating meaningful sentences by following the fundamental rule. Having a strong grasp of grammar enables learners to express their viewpoints clearly and efficiently through spoken or written communication. Furthermore, understanding grammar is a key method to assist students in mastering all aspects of the English.

Sentence structure is the part of the grammar that explains how sentences in English are formed and organized. One of the most crucial grammatical elements that forms the basis of a language is sentence structure. Sentence structure is the arrangement of a sentence's fundamental grammatical components, which include the subject, predicate, and occasionally direct or indirect objects. Subject is the part of a sentence that indicates who or what is doing an action or has a character.

Predicate is a part of a sentence that describes an action or attribute received by a subject. Direct object is the part of the sentence that receives the action of the verb. The indirect object is the part of a sentence that indicates who or what is receiving benefits from the direct object. Complement is the part of a sentence that provides additional information about the subject or object.

In grammar, tenses are categories that express time reference. Tenses are part of grammar. Tenses are usually manifested by the use of certain verb forms, especially in their conjunction patterns. The use of these tensions is essential to indicate the time and situation of an event, such as an event that is happening now, an event which has already occurred or an event to happen. Therefore, an understanding of grammar and tenses is very important for English students. There are several tenses in English, among others: present simple tense, present continuous tense, past simple tense, past continuous tense, future simple tense, present perfect tense, past perfect tense. That's some tenses in English and their explanation. The use of tenses is very important in language usage because it can provide clear information about the time of occurrence of an action or situation specified in a sentence.

Phrase Types in English Grammar. Phrase is a group of words that forms a grammatical component. It can be used to communicate something. In English grammar, there are several types of sentences. Here is a detailed explanation of each type of sentence: A affirmative sentence is a sentence that states something correctly or a positive statement. A negative sentence is a sentence that states something wrong or rejects something. Interrogative sentence is a sentence used to ask something. The imperative is the sentence used to give orders or instructions.

Alternative sentences are sentences that give two or more choices of answers. Declarative sentence is a sentence that serves to make a statement or state something.

The goal of grammar is to help learners become more proficient speakers and writers. Additionally, grammar can improve their communication skills. Improve speech and writing skills to understanding English grammar helps us to speak correctly and smoothly. Understanding grammar helps us to understand the text we read in English better and speeds up the process of understanding. Knowledge of tenses in English helps us to understand and distinguish different times and situations in English. Learning grammar helps us to think in a logical and analytical way and strengthens our problem-solving skills. The skill to write and speak correctly in English improves our credibility in business, academic, and social situations. Learning grammar helps us to understand how language is used in certain societies and cultures in English, and enriches our understanding of language and cultural traditions.

Overall, grammar mastery is not just about adhering to rules; it is about opening the gateway to successful communication and comprehension. By practicing regularly, learners improve their language skills. Develop a better to understanding the structure and nuances of English. Through the acceptance of grammar, people make their learning process easier, leading to becoming skilled communicators who can confidently express themselves clearly. Learning grammar is one way to improve our English language skills and communication skills in English. It helps us to interact with others in English better and perfectly. It can be helping the learners become the better communicators, enhance text understanding

and the skill to distinguish tenses, improve logical and analytical thinking, increase credibility in various situations, and deepen understanding of English language, culture, and traditions.

2.2 Empirical Review

The empirical review focuses on prior research relevant to current study. This empirical review can be reference for developing the concept of the study. Empirical evidence may help researchers avoid accidentally duplicating ahead of studies' results and explain study concepts. The researcher aimed to identify a connection between students' grammar mastery and writing skills. Those previous researchers can be use as references for present study. The researcher uses this study as a basis for consideration to conduct the present study. The present study was conduct base on two relevant similar research. The relate studies which were use as the empirical reviews were describe below:

The first researcher is Putra, (2022) *The Correlation Between Grammar Mastery and Writing Skill of The Tenth Grade Students of SMA N 1 Payangan. Other Thesis*, Universitas Mahasaraswati Denpasar. The researcher employs a correlational research design. The researcher utilized cluster sampling method for selecting the sample. The information was gathered through the use of fill-in-the-blank assessments and writing descriptive texts. Following the collection of necessary data, they were subsequently analyzed statistically using prerequisite analysis (normality and homogeneity test) and hypothesis testing (Pearson product moment correlation and t-testing. The research findings claimed that there is a

significant correlation between grammar mastery and writing skill of the tenth-grade students of SMAN 1 Payangan in academic year 2020/2021.

The second researcher is Dewi, (2023) *The Correlation Between Grammar Mastery and Writing Skill of The Ninth-grade Students of SMP N 2 Ubud in Academic Year 2022/2023*. Other Thesis, Universitas Mahasaraswati Denpasar. The goal of the ex-post facto study using correlation design was to determine whether the ninth-grade students at SMPN 2 Ubud in the academic year 2022/2023 had a significant link between their writing skills and their mastery of grammar. A lottery system and the cluster sampling approach were used to choose the 68 students who contributed to the research samples. Research tools in the form of a structured sentence writing test and a text construction test were used to collect data. The researcher used the t-test, Pearson product moment correlation, homogeneity test, and normality test to statistically assess the data that was collected. The data were then shown to have equal variance and a normal distribution by a normality and homogeneity test. The alternative hypothesis was amply confirmed by the data analysis results. Stated otherwise, the results of the study confirmed that there is significant correlation between grammar mastery and writing skill of the ninth-grade students of SMPN 2 Ubud in academic year 2022/2023.

In addition, both of the researchers use cluster sampling method for select the sample. Both of the researcher was subsequently analyzed statistically using prerequisite analysis (normality and homogeneity test) and hypothesis testing (Pearson product moment correlation and t-testing. The different of both researchers are the instrument. The first researcher uses instrument fill-in-the-blank assessments and writing descriptive text. The second researcher use instrument

structured sentence writing test and a text construction test. The first researcher did not assess the student test. While the second researcher assesses the student test using a scoring rubric. But both of previous study findings claimed that there is a significant correlation between grammar mastery and writing skill. In present study the researcher will use instrument sentence writing test for grammar and text construction test for writing test. Researcher also will use clear instruction for the instrument and for assessing the researcher will use scoring rubric.

2.3 Hypothesis

Based on the theories and the problems of the research, the hypothesis proposed as follows:

Ha: There is a significant correlation between Grammar Mastery and Writing Skill of seventh-grade students of SMP N 4 Mengwi in the academic year 2024/2025.

Ho: There is no significant correlation between Grammar Mastery and Writing Skill of seventh-grade students of SMP N 4 Mengwi in the academic year 2024/2025.

UNMAS DENPASAR