THE CORRELATION BETWEEN GRAMMAR MASTERY AND WRITING ACHIEVEMENT OF THE EIGHTH GRADE STUDENTS OF SMP NEGERI HINDU 2 SUKAWATI IN ACADEMIC YEAR 2021/2022

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ABSTRACT
The objective of this study was to find out the significant correlation between grammar mastery and writing achievement of the eighth-grade students of SMP Negeri Hindu 2 Sukawati in the academic year 2021/2022. The design was a correlation study research design. The sample was 40 students. In collecting the data for this research, the writer used two types of tests: the grammar mastery test to test students' grammar mastery of past tense and the writing test to recount paragraphs for testing students' writing achievements. It got a score of 3.010 for grammar mastery and 3.232 for writing achievement. The data were analysed by using SPSS 25.0 which consists of the Normality test, Homogeneity test, Pearson Product Moment, and T-testing. The finding out of the study revealed that the hypothesis in this study was high correlation accepted. According to the result of Pearson Product Moment, it is found that r was 0.608. It lies between 0.600 – 0.800 which is a high level. Based on the result, it can be concluded that there is a significant correlation between grammar mastery and writing achievement of the eighth-grade students of SMP Negeri Hindu 2 Sukawati in the academic year 2021/2022.

Keywords: correlation, grammar mastery, writing achievement.

ABSTRAK
Tujuan dari penelitian ini adalah untuk mengetahui hubungan yang signifikan antara penguasaan tata bahasa dengan prestasi menulis siswa kelas VIII SMP Negeri Hindu 2 Sukawati tahun pelajaran 2021/2022. Desain penelitian ini adalah desain penelitian studi korelasi. Sampel penelitian adalah 40 siswa. Dalam mengumpulkan data penelitian ini, penulis menggunakan dua jenis tes: tes penguasaan tata bahasa untuk menguji penguasaan tata bahasa siswa pada past tense dan tes menulis paragraf recount untuk menguji prestasi menulis siswa. Itu mendapat skor 3,010 untuk penguasaan tata bahasa dan 3,232 untuk prestasi menulis. Data dianalisis dengan menggunakan SPSS 25.0 yang terdiri dari uji Normalitas, Uji Homogenitas, Pearson Product Moment dan Uji-T. Hasil penelitian menunjukkan bahwa hipotesis dalam penelitian ini diterima dengan korelasi tinggi. Berdasarkan hasil Pearson Product Moment didapat bahwa r adalah 0,608. Itu terletak antara 0,600 – 0,800 yang berada di level tinggi. Berdasarkan hasil penelitian dapat disimpulkan bahwa terdapat hubungan yang signifikan antara penguasaan tata bahasa dengan prestasi menulis siswa kelas VIII SMP Negeri Hindu 2 Sukawati tahun pelajaran 2021/2022.

Kata kunci*: korelasi, penguasaan tata bahasa, prestasi menulis.*

INTRODUCTION

Writing is an indicator of students' success in learning English and their future profession. Through writing, students are able to convey their ideas in the form of written works such as text or paragraphs. According to Brown (2004:336), writing is the very process of putting ideas down on paper to transform thoughts into words, sharpen the main ideas, and give the ideas structure and coherent organization. Besides putting the ideas down in a piece of writing, the writer also needs to consider significant factors in writing, such as the

purpose of writing, the structure and grammar, and the audience.

Teaching writing is very important to do in order to train the students to know and understand writing. In the teaching-learning process, the teacher does not only teach the material but also the teacher should know how far the students understand writing by assessing students' writing achievements. In writing students need to focus on the words structure of the text as well as its content. Therefore, writing requires complex skills to produce a good quality of writing, (Sariningsih,N.K, Sawitri, N.L P.D., Widhiasih, L.K.S, 2021). In addition, assessment refers to a wide variety of methods or tools that the teacher uses to evaluate and measure the learning process, skill acquisition, and students' achievements for example by test. assessment provides information about students' learning abilities. By conducting an assessment, the teacher can provide feedback regarding students' abilities (Widiastuti & Saukah, 2017) and (Widiastuti, et al, 2020). The fact that English is not their mother tongue causes students to have difficulty writing good paragraphs in English. Students need to master the language component to achieve their writing ability. Students will not produce a good paragraph if they do not understand grammar.

Moreover, grammar mastery is important in writing a paragraph. Good writing contains good grammar. Grammar as one of the aspects which have to be owned to create good writing has an important role in writing ability. According to Richard and Schmidt (2002:251-252), grammar is a description of the structure of a language and how language units such as words and phrases are formed into sentences. Without good grammar mastery,

students may have difficulties conveying ideas in writing. Students have to pay attention to choosing words in making a written product. It is necessary for students to know more grammar in English which is really useful in writing. In writing, mastery of grammar enables us to evaluate the choices that are available to use during the composition (Nelson, 2002:1).

Past tense is one of the tenses that are important in writing a recount paragraph. According to Sargeant (2007), past tense is used to talk about things that happened in the past. In addition, past tense is one of sixteen forms of tense that indicate a certain time of action in English. According to Azar (2003), there are four kinds of past tense that the students should know; simple past tense, past continuous tense, past perfect tense, and past perfect continuous tense. Good writing contains good grammar. Therefore, good past tense mastery is required to be able to write a good recount paragraph. Students' grammar mastery is important to avoid misunderstanding in order to have good writing ability and also get a good result in writing achievement.

Grammar especially past tense is one of the crucial language features in writing recount paragraphs. A Recount paragraph is a paragraph that retells an event that has occurred in the past. In the recount paragraph the orientation, events, and re-orientation being described. In writing a recount paragraph, the common tense that is often used is past tense and the verb that is used is the past tense verb (V2) form. The use of past tense in the recount paragraph had to retell the events that already happened in the past. As a result, it is important to master past tense in order to help students in writing recount paragraphs. Therefore, teachers can assess the students'

achievements in writing by test. In this study, the researcher used a writing test to assess the writing ability of the eighth-grade students of SMP Negeri Hindu 2 Sukawati.

Moreover, the researcher assessed the students' recount paragraph writing with a paragraph scoring rubric. This rubric consists of five aspects such as format, punctuation and mechanics, content, organization, grammar, and sentence structure. Besides that, students are also given a filling-in-the-blank test for grammar mastery of past tense.

Considering those notions, the researcher was interested in finding and doing research entitled "The Correlation between Grammar Mastery and Writing Achievement of the Eighth Grade Students of SMP Negeri Hindu 2 Sukawati in the academic year 2021/2022".

RESEARCH METHOD

In this present study, the researcher applied a correlation study research design. The subjects of this study were the eighth-grade students of SMP Negeri Hindu 2 Sukawati in the academic year 2021/2022. The whole of the eighth-grade students in SMP Negeri Hindu 2 Sukawati in the academic year 2021/2022 consists of 323 students. Therefore, 323 students are considered as a population. There are eight classes of eighth-grade students of SMP Negeri Hindu 2 Sukawati which is about 40 students in each class. In this study, the researcher determined one class as the sample of the study by using the cluster random sampling technique with a lottery system by rolls of paper. Therefore, the researcher got 8D class for the sample. There were 40 students considered as a sample in this study. In collecting data, the researcher used two instruments to observe

the students' grammar mastery and writing achievement. The researcher used two types of tests: the grammar mastery test to test students' grammar mastery of past tense and the writing test to recount paragraphs for testing students' writing achievements. The instrument of the present study was in filling in the blank test for grammar mastery of past tense and writing recount paragraphs in writing achievement. The researcher made questions consisting of 20 number of fill in the blank test. Then the students fill in the blank with the correct form of the verb in the simple past tense. For filling in the blank test, students answer the test for 30 minutes. For writing recount paragraph consisted of three topics such as unforgettable experience, happiest experience, and saddest experience. Students only choose one topic from the three topics mentioned above and write it in 1 paragraph with a generic structure such as orientation, events, and re-orientation and consists of at least 5-10 sentences. The researcher gave 45 minutes to write the recount paragraph. Furthermore, to check the student's score, in filling in a blank test, the researcher used an answer key and the result of the students' paragraph is scored by using a scoring rubric by Oshima and Houge (2007:196) which is based on five criteria such as format, punctuation and mechanics, content, organization, grammar and sentence structure. In order to analyze the data, the researcher used *Statistical Package for Social Science (SPSS) 25.0* which consists of a Normality test, Homogeneity test, Pearson Product Moment, and T-testing. For the Normality test, the researcher used one sample Shapiro Wilk test with the provision that when Asymp. Sig. > 0.05.According to Pallant (2007:62) when the result of data is more than 0.05 indicates normality,

meaning the data is assumed to be normal. After the Normality test, the researcher determined the Homogeneity of the test. This test is intended to test whether the data obtained from the sample is homogenous or not. As the test criteria, when the value of sig. > 0.05, the variances are assumed to be homogeneous (Gray and Kinnear, 2012:188). Furthermore, Pearson Product Moment correlation was used to analyze the data in the present study. The interpretation of Correlation adopted from Arikunto (2010:319) in Wibawa (2021:26) consists of very high, high, moderate, low, and very low. After finding out the correlation coefficient, hence the researcher found the T-testing. The T-test is used to test mean differences between two groups (Marczyk et al. (2005:220). In this research, the researcher used the One Pair Sample Test with SPSS 25.0.

FINDING AND DISCUSSION

As mentioned, there were two tests; **a** grammar mastery test and a writing test of recount paragraphs. For the grammar mastery test, the students were given 20 number of fill in the blank test and they answered the test with the correct form of the verb in the simple past tense in 30 minutes. Then, for the writing test of recount paragraph, the students had to write a recount paragraph that consists of 1 paragraph with the generic structure such as orientation, events, and re-orientation and consists of at least 5-10 sentences. The researcher gave 45 minutes to write the recount paragraph. Based on the grammar mastery test and writing test of recount paragraph, the total score of the eighth-grade students of SMP Negeri Hindu 2 Sukawati was 3010 for the grammar mastery (filling in the blank for grammar mastery test) and 3232 for the writing

achievement (writing recount paragraph for writing test). After that, the researcher analyzed the data using SPSS 25.0 which consists of a Normality test, Homogeneity test, Pearson Product Moment, and Ttesting. Those classifications are explained in the following sections below:

Classification of Normality Test

The researcher obtained the result as follow:

Test of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Grammar Mastery	.115	40	.200[.]	.954	40	.100
Writing Achievement	.077	40	.200[.]	.962	40	.202

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

Based on the table above, it could be seen that the probability number (Asymp. Sig) of grammar mastery in Kolmogorov-Smirnov was 0.200 > 0.05 and the probability number of grammar mastery in Shapiro-Wilk was 0.100 > 0.05. The probability number (Asymp. Sig) of writing achievement in Kolmogorov-Smirnov is 0.200 > 0.05 and the probability number of writing achievement in Shapiro-Wilk is 0.202 > 0.05 which means that the data distribution was normal.

Classification of Homogeneity Test

The researcher obtained the result as follow:

Test Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
Writing Achievement	Based on Mean	1.713	5	32	.160
	Based on Median	1.036	5	32	.413

	Based on Median and with adjusted df	1.036	5	17.803	.427
	Based on trimmed mean	1.576	5	32	.195

Based on the table above, the data showed that the homogeneity was 0.160 which means that 0.160 > 0.05. According to Gray and Kinnear (2012:188), when the result of homogeneity is greater than 0.05, it means that the variances can be assumed as homogenous.

Classification of Pearson Product Moment

The researcher obtained the result as follow:

The result of the Pearson Product Moment Correlation Test

		Grammar Mastery	Writing Achievement
Grammar Mastery	Pearson Correlation	1	.608**
	Sig. (1-tailed)		.000
	N	40	40
Writing Achievement	Pearson Correlation	.608**	1
	Sig. (1-tailed)	.000	
	N	40	40

**. Correlation is significant at the 0.01 level (1-tailed).

Based on the table above, the data showed that the correlation coefficient was 0.608 and the significance value (p) was 0.000. Hence it could be concluded that there was a positive correlation between the two variables. The correlation between x and y variables was considered a high correlation because the score scale is 0.608 > 0.600 (Arikunto, 2010:319) in Wibawa (2021:26). Which means that there is a positive correlation between grammar mastery and writing achievement.

Classification of T-testing

The researcher obtained the result as follow:

Paired Sample Test

		Paired Differences							
					95% Confidence Interval of the Difference				Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	
Pair 1	Grammar Mastery - Writing Achievement	-5.550	8.685	1.373	-8.328	-2.772	-4.041	39	.000

Based on table 4.5 above, the Sig (2-tailed) is 0.000. According to Pallant (2007:239) when the value is less than 0.05, the result of the T-test is significantly accepted. Meanwhile, the result of the T-test is significantly accepted because Sig (2-tailed) is less than 0.05 (0.000 < 0.05). Furthermore, it could be known that the result of t counted in table 4.5 was -4.041. It happened because the average grammar mastery test results are lower than the average writing test results. In this context, a negative t value could be positive (Hinton et al, 2014). Therefore, the value of t counted would be 4.041. In addition, the result of the degree of freedom was 39. Based on the table degree of freedom, it can be seen that 39 means 1.685. Therefore, the result of t counted was 4.041 > 1.685; which means that Ha is accepted.

The result of this study showed that Ha was accepted. It means that there is a significant correlation between grammar mastery and writing achievement of the eighth-grade students of SMP Negeri Hindu 2 Sukawati in the academic year 2021/2022. The data distribution that the researcher got from SPSS 25.0 to find out the normality test was normal because the result of significance is greater than 0.05, and for the homogeneity testing the data was homogeneously accepted because of the data that the researcher got from SPSS 25.0 also greater than 0.05. For the Pearson Product Moment, the result of the correlation between grammar mastery and writing achievement was a high correlation. For T-testing, the result that the researcher got is significantly accepted which means that there was a significant correlation between variables X and Y.

Based on the calculation of the correlation between grammar mastery and writing achievement in SMP Negeri Hindu 2 Sukawati in the academic year 2021/2022, the result of each test was good which Normality test, Homogeneity test, Pearson Product Moment, and T-test. For the Normality test, the researcher focused on the Shapiro-Wilk result it got 0.100 for grammar mastery and it got a result of 0.202 for writing achievement. It means that the data distribution is normal because the results are greater than 0.05. After getting the normality of both variables, the researcher continued with the homogeneity test. According to Gray and Kinnear (2012:188), when the result of homogeneity is greater than 0.05; it means that the variances can be assumed to be homogenous. Based on the SPSS 25.0 the result of the homogeneity was in 0.160 it was bigger than 0.05 means that the data was homogeneous.

Moreover, for Pearson Product Moment it got a result of 0.608. According to Arikunto (2010:319) in Wibawa (2021:26), the result of 0.608 is considered a high correlation between variable X (grammar mastery) and variable Y (writing achievement) because the r score scale of 0.600-0.800 classified the interpretation of high correlation. The last data was t-testing between both variables. There were types of testing and the researcher used paired-sample tests. Paired sample t-test is used to know whether both variables have different mean. According to Pallant (2007:239) when the value is less than 0.05, the result of the T-test is significantly accepted. Meanwhile, the result of the T-test is significantly accepted because Sig (2-tailed) is less than 0.05 (0.000 < 0.05). Moreover, another way to interpret the hypothesis on a paired sample t-test. It is used to compare the t counted and t table. Ha is accepted because the t counted is greater than the t table. The researcher found -4.041 t counted and 1.685 t table. In this context, a negative t value could be positive (Hinton et al, 2014). Therefore, the value of t counted would be 4.041. It means that Ha was accepted because 4.041 > 1.685. Therefore, it can be concluded that there is a significant correlation between grammar mastery and writing achievement of the eighth-grade students of SMP Negeri Hindu 2 Sukawati in the academic year 2021/2022.

CONCLUSION

The result of this study showed that Ha was accepted. It means that there is a significant correlation between grammar mastery and writing achievement of the eighth-grade students of SMP Negeri Hindu 2 Sukawati in the academic year 2021/2022. Based on the calculation of the correlation between grammar mastery and writing achievement in SMP Negeri Hindu 2 Sukawati in the academic year

2021/2022, the result of the test was good which was Pearson Product Moment and T-test. For Pearson Product Moment it got the result of 0.608. The result of 0.608 considered a high correlation between variable X (grammar mastery) and variable Y (writing achievement) because the r score scale of 0.600-0.800 classified the interpretation of high correlation. The result of the T-test is significantly accepted because Sig (2-tailed) is less than 0.05 (0.000 < 0.05). Moreover, another way to interpret the hypothesis on a paired sample t-test. It is used to compare the t counted and t table. Ha is accepted because the t counted is greater than the t table. The researcher found -4.041 t counted and 1.685 t table. In this context, a negative t value could be positive (Hinton et al, 2014). Therefore, the value of t counted would be 4.041. It means that Ha was accepted because 4.041 > 1.685. Therefore, it can be concluded that there is a significant correlation between grammar mastery and writing achievement of the eighth-grade students of SMP Negeri Hindu 2 Sukawati in the academic year 2021/2022.

Furthermore, the correlation between grammar mastery and writing achievement of the eighth-grade students of SMP Negeri Hindu 2 Sukawati in the academic year 2021/2022 is significant. Hence, the students' achievements in this study not only depended on the research instruments that were used but also there were some factors that might affect the students' achievement in writing recount paragraphs such as vocabulary mastery and the students' condition when they did the test. In addition, grammar mastery absolutely affected their writing achievement because learning grammar of past tense would help them to write down a recount paragraph. It could be considered that good writing achievement could be seen from the ability to write sentences which required good mastery of grammatical structures because grammatical structures were essential components of sentence writing skills. Therefore, with good grammar mastery, students could get good scores in their writing achievements. Moreover, the teachers play an important role in helping the students to improve their grammar mastery to make them become masters in grammar and also improve their achievement in writing recount paragraphs.

The researcher intended to give some suggestions to English teachers to give more practice to students in organizing a good recount paragraph based on the correct usage of grammar such as paying attention to the writing and meaning of Verb 2 to write recount paragraphs. Further, the researcher expected that students have to pay attention to mastering English tenses because it is very important for the students when they want to compose good or structural sentences or paragraphs and they have to often read the vocabulary in the dictionary to understand the meaning of each word.

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