THE CORRELATION BETWEEN GRAMMAR MASTERY AND WRITING SKILL OF THE TENTH GRADE STUDENT OF SMK RATNA WARTHA UBUD IN ACADEMIC YEAR 2021/2022

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ABSTRACT

This correlational study is aimed to find out the correlation between grammar mastery and writing skill of the tenth grade of SMK Ratna Wartha Ubud in academic year 2021/2022. The samples which were involved in this research were 60 samples selected by using a random sampling method. The researcher used two tests to get the data of grammar mastery and writing skill, such as: multiple choice test items for the grammar mastery and asking students to create descriptive text based on the guiding instrument given. The obtained data were assessed by using SPSS 26.00 version for windows. Based on the data analysis, it showed that there is a high, significant, and positive correlation between grammar mastery and writing skill of the tenth grade students of SMK Ratna Wartha Ubud in academic year 2021/2022. Therefore, the research question was answered that there is a significant correlation between grammar mastery and writing skill.

Keywords: correlation, grammar mastery, and writing skill

ABSTRAK

Penelitian ini bertujuan untuk mengetahui apakah ada hubungan yang signifikan antara penguasaan grammar dengan keterampilan menulis siswa kelas X SMK Ratna Wartha Ubud pada tahun ajaran 2021/2022. Sampel yang dilibatkan dalam penelitian ini yaitu sebanyak 60 sampel yang dipilih dengan menggunakan metode random sampling. Peneliti menggunakan dua tes untuk mendapatkan data penguasaan grammar dan keterampilan menulis, yaitu: tes pilihan ganda untuk penguasaan tata bahasa dan meminta siswa untuk membuat teks deskriptif berdasarkan instruksi panduan yang diberikan. Data yang telah diperoleh dihitung dengan menggunakan SPSS windows versi 26.00. Berdasarkan data yang telah di analisis, hasil menunjukkan bahwa terdapat hubungan yang tinggi, signifikan, dan positif antara penguasaan grammar dengan keterampilan menulis siswa kelas X SMK Ratna Wartha Ubud pada tahun ajaran 2021/2022. Oleh karena itu, pertanyaan penelitian ini telah menjawab bahwa ada hubungan yang signifikan antara penguasaan tata bahasa dan keterampilan menulis.

Kata kunci: *korelasi, penguasaan grammar, dan keterampilan menulis*

INTRODUCTION

English in general is divided into four skills, those are reading, writing, listening, and speaking. One of those skills which belongs to productive skill is writing. Writing skill is the crucial skill that students need to improve in order to master learning material in the learning process due to the thinking of students in learning a material can be shown through writing. If the students want to improve their writing, they should learn grammar. Students must know that writing and grammar cannot be separated from each other because without grammar, the students cannot construct a sentence and make it synchronized in a text. That is why students need to learn grammar.

Students nowadays feel lazy when they learn about grammar in school. That

is because they need to know the specific formula to master the grammar. Nelson & Greenbaum (2016) state that grammar is the central component of language which mediates between the system of sounds or written symbols. It means that it will directly connect with their writing skill and that is why students must master grammar before mastering writing skills. Therefore, students must learn grammar seriously although its material make students lazy to learn.

Talking about writing skills, students will construct varieties of sentences in a text. However, at the beginning, the students need formulas to structure words into phrases, phrases into clauses into sentences, and sentences into text. Besides, Kellogg (2008:2) states that writing a text involves not just language systems, but cognitive systems for memories and thinking are also involved. When students want to create simple present tense sentences, they need to find the formula of simple present tense, verb that is being used, and it is passive or active sentences. Therefore, students must consider tenses with the context in writing skills.

Writing is not an easy skill to be mastered. It is because students have different levels in writing. Harmer (2007) states that the kind of writing which is asked for the students will depend on their age, levels and interest. Students will not be able to create complex text if they are at a low level and that is why students should have motivation in writing. If students are interested, they may find their enthusiasm in arranging a text. Thus, students are able to increase their skill more easily.

Furthermore, before the students are able to master writing skill, they must have knowledge in grammar mastery first,

because grammar has a significant impact for the students in creating proper sentences and combining sentences in a text. Besides, Herring (2016:11) states that grammar refers to the way words are used, classified, and structured together in the form of writing. At least they know the correct grammar used for a particular text. For example: if students want to create descriptive text, they should be able to master the formula of simple present tense and the use of simple present tense, and the use of s/es in simple present tense in the particular text including students' creativity. Therefore, they will be able to arrange a great text.

However, sometimes students use wrong grammatical tenses in creating written text and it does not match with their idea that they want to share. Students must consider the use of grammar in arranging the sentences in a text. The combination of grammar and words in the sentences influence the meaning of the sentences itself. Because Dignen (2017:70) says that sentences are groups of words that make sense on their own, grammar has an important role in building the structure of the sentences that students create in a text. Therefore, students should consider to use the right sentences to share their ideas properly and the more students consider the use of grammatical sentences, the more they improve their writing skill

Regarding the explanation above, grammar mastery has an important role in writing skill. The researcher is interested in choosing grammar mastery and writing skill especially in this research because the researcher wanted to know whether or not there is correlation between grammar mastery and writing skill in the tenth grade students of SMK Ratna Wartha Ubud in academic year 2021/2022. Thus, the

researcher formulated the research entitled "The Correlation between Grammar Mastery and Writing Skill of the Tenth Grade Students of SMK Ratna Wartha Ubud in Academic Year 2021/2022".

Based on the background above, it is important to consider the research formulation for this research. In addition, it is important to make this study become clear and specific. The researcher was interested to find out the significant correlation between grammar mastery and writing skill. Thus, the research question for this study could be formulated as: Is there any significant correlation between grammar mastery and writing skill of the tenth grade students of SMK Ratna Wartha Ubud in academic year 2021/2022?

The researcher considered that this result of the study certainly gave significance in the research findings. In this study, the researcher was concerned in finding the result of the correlation between grammar mastery and writing skill of the tenth grade of SMK Ratna Wartha Ubud in academic year 2021/2022. The researcher hoped that this study could give benefits for the future research and the teacher who wants to learn in improving students' writing skill. the researcher expected that the result of the research has theoretical and practical significance.

Theoretically, the result of this study would be expected to be meaningful and useful for improving the quality of study especially in grammar mastery and writing skill of tenth grade students of SMK Ratna Wartha Ubud in academic year 2021/2022 because the ability range of the tenth students of SMK Ratna Wartha Ubud could be measured through this research. Besides, this result of the study could be used as a reference for future researchers who want to research the correlation between students' grammar mastery and writing skill.

Practically, the benefit of this present study could be useful for students in developing their writing skill especially in writing descriptive text. The teacher can measure students' writing skills in tenth grade class based on the result of this study. The researcher was sure that in the future research, the future researchers could use the strategy in this study as their references. Therefore, it helped future research in gaining the data. Besides, the finding of this research may have some weaknesses that can be refined by the future research to make the future research better.

This research also added the previous studies about the correlation between grammar mastery and writing skill. The researcher should compare the previous research with this present research to find the weakness of the previous research. the research found some previous research which related to this research. The first research was from Kurniawan, Nadrun, and Bochari (2017). The research was about the correlation between students' grammar mastery and writing achievement in SMA Labschool Untad Palu. The research was aimed to find whether there is correlation between grammar mastery and writing achievement. The sample of this study was the tenth grade students of SMA Labschool Untad Palu. Using random sampling techniques, the researchers used 1 questionnaire with 10 different questions, 20 objective tests, and created recount text on the next day as data collection and found that there is significant correlation between students' grammar mastery and writing skill.

The second research was from Puspitasari (2017). Their ex-post facto research was about finding the Correlation Between Grammar Mastery and Students Writing Ability. The sample that the researcher used as their research was the 1st grade students of SMK N 1 Bandung. The researcher uses purposive sampling technique to gain the data. The researcher asks students to answer 25 multiple-choice tests for 35 minutes and then asks students to create 10 sentences about the students' idols. As a result, the researcher found that there is significant correlation between grammar mastery and writing skill of the 1st grade students of SMK N 1 Bandung. The result is that r-$_{value}$ is higher than r-$_{table}$, so h1 was accepted and h0 was rejected. It means that there was significant correlation between grammar mastery and descriptive text writing ability.

RESEARCH METHOD

In this study the researcher chose tenth grade students of SMK Ratna Wartha Ubud in academic year 2021/2022 as the sample where 60 samples was chosen from the entire students (347). This research also assessed students' grammar mastery by using grammar multiple choice test. The test contained 30 questions related to grammar comprehension. Besides, the researcher asked the students to create descriptive text. The descriptive text was about a tourism place which contains 3 paragraphs and each paragraph contains 7 to 10 sentences. Moreover, the descriptive text will be assessed with a scoring rubric by Oshima & Hogue (2007).

FINDING AND DISCUSSION

By using Shapiro-wilk with the level significance is 0.05, calculation result of the significant value is higher than 0.05

in those two variables, grammar mastery was 0.117 which is higher than 0.05 (0.117 > 0.05) and writing skill is 0.208 (higher than 0.05), it means that the data had normal distribution. In homogeneity test, the significant value was 0.079 which means that the significant value was higher than 0.05 (0.079 > 0.05). In other words, the data of grammar mastery and writing skill had a degree of homogeneity.

In Pearson correlation, the significant value was 0.000 and the Pearson correlation was 0.899 which means that the correlation between grammar mastery and writing skill is significantly correlated where in the Sugiyono (in Purnomo & Simbang 2016:50) states that the fifth interval (0.80 - 1.000), the correlation between dependent variable and independent variable are very strong.

In T-test, the sig value was 0.000 and it was smaller than 0.05. Moreover, the df value was 59 and the value was 0.025. The t-table shows the result was 2.001, and the t-count was 7.216 > t-table 2.001. Furthermore, the researcher concluded that the null hypothesis (H0) was rejected and alternative hypothesis (Ha) was accepted. Therefore, there is a correlation between grammar mastery and writing skill of the tenth grade students of SMK Ratna Wartha Ubud in academic year 2021/2022.

CONCLUSION AND SUGGESTION

In this research, the researcher found that there was a positive correlation between grammar mastery and writing skill. Based on the research data that the researcher got using SPSS 26.0 version, the researcher got the coefficient correlation was 0.899. Therefore, the correlation between grammar mastery and

writing skill is considered a significant and very strong correlation based on the result of Pearson correlation. The research also indicates that students who have high grammar mastery also have a high level in writing skill. In addition, Students that mastering grammar more will also be able to create a descriptive text.

Based on the finding of the present study, there are several suggestions that the researcher provide. The researcher hopes the tenth grade students of SMK Ratna Wartha Ubud can consider more about grammar because grammar is crucial in English. Grammar needs to be learned seriously to avoid misunderstanding in writing especially when they learn to explain a tourism place.

The researcher also suggests to the teacher to teach more carefully about grammar even though it is in the pandemic situation where students do not have much time to learn English in school. The researcher hopes that in the future research, the research that is related to the correlation between grammar mastery and writing skill will do the research better than the previous research.

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