THE CORRELATION BETWEEN GRAMMAR MASTERY AND WRITING ABILITY OF THE EIGHTH GRADE STUDENTS OF SMPN 5 MENGWI IN ACADEMIC YEAR 2021/2022

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ABSTRACT

Ex post facto correlational research was used as the design of this research to find out the significant correlation between grammar mastery and writing ability of the eighth-grade students of SMPN 5 Mengwi in academic year 2021/2022. Grade eight students from SMPN 5 Mengwi were used as the population for this study and through sampling method using lottery system, 64 students were selected as samples. Data were collected by through a writing test and a paragraph construction test. Pre-requisite analysis and hypothesis testing were performed to analysed the data obtained. The data were found to be normally and homogeneously distributed. As a result of the hypothesis test, the alternative hypothesis (Ha) was confirmed. In short, the findings confirm a significant correlation between grammar mastery and writing ability of the eighth-grade students of SMPN 5 Mengwi in academic year 2021/2022. Therefore, the result of the study can be used as the reinforcement for a teacher to teach grammar to the students, since a good grammar mastery can give an opportunity to have a better writing ability.

Keywords: correlation, grammar mastery, writing ability.

ABSTRAK

Penelitian ini menggunakan desain ex post facto correlational yang bertujuan untuk mengetahui signifikan hubungan antara penguasaan tatabahasa dan ketrampilan menulis siswa kelas delapan SMPN 5 Mengwi tahun akademik 2021/2022. Siswa kelas delapan di SMPN 5 Mengwi diambil sebagai populasi dan 64 siswa sebagai sampel yang dipilih melalui teknik cluster sampling dengan undian. Data dikumpulkan menggunakan sentence writing test dan paragraph construction test. Kemudian, data dianalisis melalui pre-requisite analysis dan hypothesis testing. Hasil pada pre-requisite analysis, data dinyatakan berdistribusi normal dan homogen. Kemudian, hasil dari hypothesis testing menyatakan bahwa alternatif hipotesis (Ha) diterima. Dalam kata lain, hasil penelitian ini menyatakan bahwa ada korelasi signifikan terhadap penguasaan tatabahasa dan keterampilan menulis siswa kelas delapan di SMPN 5 Mengwi tahun akademik 2021/2022. Oleh karena itu, hasil penelitian dapat digunakan sebagai penguatan bagi seorang guru untuk mengajarkan tata bahasa kepada siswa, karena penguasaan tata bahasa yang baik dapat memberikan kesempatan untuk memiliki kemampuan menulis yang lebih baik.

Kata Kunci: korelasi, penguasaan tatabahasa, kemampuan menulis

INTRODUCTION

Grammar tells us how a sentence organized, the words' types, and the groups of word that make up sentences (Tilfarlioğlu, 2005:157-158). In line with this statement, Bull (2008:193) states that grammar is the rules for constructing words and writing sentences. Hence, it can be inferred that grammar is the foundation of a language due it is one that starts to build language. Besides, the rule of grammar is important because it helps us to speak and write correctly, so we can understand each other due the same comprehension of grammar. Briefly, grammar cannot be

separated from a language due it is an essential aspect in a language.

Writing ability is the ability of someone in expressing their ideas or opinion through written product. As stated by Morris (1999:22), the skill in written symbols to express their feelings, ideas, thoughts, to other people and make the readers understand the ideas conveys called as writing ability. Besides, Mushin (2015:7) stated that writing is an activity in arranging graphic symbols to produce meaning from ideas or thoughts. Writing might be looked simple because we just need to express our ideas through symbols or letters. However, writing is not only expressing ideas through symbols or letters on a piece of paper, there are some aspects that need to be considered while writing such as; punctuation, word choice, as well as grammar. Besides, the way delivering the ideas into a written product and make sure that the messages can be reached by the reader also become aspect that need to be considered. As stated by Zemach (2005), "Writing is also one of the most difficult skills to master in both a first language and a second language." Besides, as cited from Cheung (2016:4), "no one is a 'native speaker' of writing". It is because we learn how to speak first and then learn how to write. In short, writing is not an easy skill to be mastered and it needs some efforts to make it.

In addition, Pamuji (2020) found that students with high grammatical skills had better writing skills because they were more confident in their writing than those with low grammatical skills. It means that students with high grammatical skills have a better writing ability in expressing their ideas into a written product. Besides, Lutviana (2020) found that the increasing of grammar score is followed by increasing writing score. In this case, the student who has low mastery in grammar could influence their ability in writing. On the other hand, the better students' grammar, the better their writing. Consistent with previous research, it can be confirmed that grammar mastery becomes part of writing competence and that grammar mastery can influence the writing process and outcome.

Based on the statement above, researcher is interested in finding the correlation through interviews with the teacher and observation. Researcher discovered that there was a lack in writing ability in SMPN 5 Mengwi. Students in some classes have quiet low scores in writing and grammar. Therefore, the researcher conducted a study in form of Ex-Post Facto Research entitled "The Correlation between Grammar Mastery and Writing Ability of the Eighth-Grade Students of SMPN 5 Mengwi in Academic Year 2021/2022."

RESEARCH METHOD

Research method is needed when conducting research. This study used correlational research which is a study aimed at finding relationships between two or more variables. According to Seeram (2019:176), correlational research is a type of study that explain the relationship among variables. In addition, quantitative method was applied in this research. Spector (2008:766) states that the data of quantitative method represented through numbers. It means that the data need to be collected through instruments that can be measure, such as tests, polls, questionnaires, etc. In short, this correlational study used quantitative method.

According to Fraenkel & Wallen (2009:105), population is the entire members of a group which were chosen by

the researcher to generalize the results of study. The population in this research was taken from the eighth-grade students of SMPN 5 Mengwi in academic year 2021/2022. There are 11 classes with total number of populations consist of 357 students. Besides, Walliman (2011:117) said that a small part of a population that chosen to appear what the entire is like called as sample. In other words, sample is the subjects that are used in the study. Due the large population, the samples were selected using cluster sampling technique. As stated by Neuman (2007:362), a cluster sampling technique used to determine samples from huge population and taken based on a predetermined population area.

In determining the sample, the researcher referred to the theory. According to Arikunto in Lutviana (2020:33), sample can be taken around 10-15% or 20-25% of the population if the population more than 100. In line with this statement, Fraenkel & Wallen (2009:102) state that 50 samples are the minimum about of sample that is needed for a correlational study. In short, the sample that should be used in quantitative research have to above 50 samples and around 10%-25% of the population. Therefore, the classes sample are randomly chosen using lottery. In result, VIII I and VIII J are selected as the sample with total 64 students. All the samples were assigned to do the tests.

The form of sentence writing test and paragraph construction test were used as the instruments to collect the data. There were 30 items of sentence writing test in form of simple past tense and a paragraph construction test in form of recount paragraph administered in this study. The tests were done via online through Google Classroom. Then, they were scored using s scoring rubric and further analysed through

pre-requisite analysis (normality test and homogeneity test) and hypothesis testing (Pearson product moment correlation and T-test) using IBM SPSS Statistics 25.0 for windows.

FINDING AND DISCUSSION

The objective of this research was to determine the significant correlation between grammar mastery and writing ability of the eight grade students of SMPN 5 Mengwi in academic year 2021/2022. In collecting the data, sentence writing test and paragraph construction test were administered to the samples of 64 students. In sentence writing test, the students were asked to make simple past tense sentences in form of verbal or nominal sentences using words provided. Additionally, in paragraph construction test, the students asked to write 6-12 sentences of a recount paragraph by choosing one of the topics provided. The tests were conducted via online through Google Classroom.

Based on the calculation using SPSS through Kolmogorov-Smirnov, the result of normality test for grammar mastery was $0.200 > 0.05$ and for writing ability was $0.302 > 0.05$. It means that the data was normal. Besides, the result of Homogeneity test through Levene was $0.91 > 0.05$. The sig. value was higher than 0.05, it means the data was homogeneous. In addition, the correlation coefficient (r) of grammar mastery and writing ability of the eighth-grade students of SMPN 5 Mengwi through Pearson product moment correlation was 0.499, which means there was a positive correlation between variables and considered as moderate correlation due the score scale was between 0.400 - 0.600 (Arikunto, 2013:319). Meanwhile, the sig. value of T-test was

0.008, it considered that Alternative Hypothesis (Ha) was accepted.

Furthermore, from the study, the researcher found that grammar mastery influences the writing ability. Student who has good grammar mastery have a better writing ability and seemed did not find difficulty in expressing their ideas into a written product due they know the grammar that they used to express their ideas. In contrast with students who had low grammar mastery, they were struggling and worried in expressing their ideas in the form of writing product.

In line with the previous discussion, ex-post facto research was conducted to reveal the correlation between grammar mastery and writing ability. Data that has been collected already fulfilled the pre-requisite analysis and hypothesis testing. In conclusion, this study definitely states that there is a significant correlation between grammar mastery and writing ability of the eighth-grade students of SMPN 5 Mengwi in academic year 2021/2022.

CONCLUSION
Conclusion

As mentioned in the previous chapter, this study was aimed to examine whether there is a significant correlation between grammar mastery and writing ability of the eighth-grade students of SMPN 5 Mengwi in academic year 2021/2022. Through data analysis, the results of previous analyzses showed that the data were normally and homogeneously distributed based on the Sig. value were higher than 0.05 (>0.05). Hypothesis testing also showed a positive correlation between grammar mastery and writing ability and the alternative hypothesis (Ha) was accepted. In summary, the study found that there is a significant correlation between grammar mastery and writing ability of the eighth-grade students of SMPN 5 Mengwi in academic year 2021/2022.

Suggestion

Based on the results of the study, researcher found that students' grammar mastery can affect their writing ability. Therefore, the teacher may place more emphasis when teaching grammar mastery indeed the differentiation in verbal and nominal sentences because some students still messed up with these sentences, especially nominal sentences. For this reason, teachers can try other approaches to the students that can increase their understanding and enthusiasm in learning since a good grammar mastery can give an opportunity to have a better writing ability. Furthermore, for the future researchers can focus on writing problems in the future, such as the students' vocabulary mastery when writing. It also suggested that future researchers to apply different instruments. Besides, future researchers could explore the relationship between grammar proficiency and writing ability in more detail to support and find better results for this study.

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