STUDENTS' GRAMMAR MASTERY AND WRITING ABLITY: HOW IS THE CORRELATION?

Putu Ayu Trisna Devi[1], I Gde Putu Agus Pramerta[2], Ida Ayu Made Sri Widiastuti[3]
[1,2,3]Universitas Mahasaraswati Denpasar
Email: ayutrisna964@gmail.com, putuagus1708@unmas.ac.id, idaayuwidia@unmas.ac.id

ABSTRACT

In English language there are several language components and skills. There are grammar and writing that take an important role and crucial to be learned by the students because it can help students to get better results in English. Therefore, regarding the importance of grammar and writing for students, the researchers conducted this study that discussed about the correlation between grammar mastery and writing ability. This research aimed to find out the correlation between grammar mastery and writing ability. The sample was consisted of 37 students which was the eighth-grade students of SMP (SLUB) Saraswati 1 Denpasar in academic year 2022/2023. Moreover, there were two tests, namely, the completion test for grammar mastery and paragraph construction test for writing ability. SPSS 25.0 program was used to analyze the data. The result showed that there was a significant correlation among the variables: r value 0.924. It showed very high-level correlation because it was in the interval 0.80-1.000. Therefore, grammar mastery should be considered on teaching writing ability.

Keywords: Correlation, grammar mastery, writing ability

ABSTRAK

Dalam bahasa Inggris ada beberapa komponen bahasa dan keterampilan. Ada tata bahasa dan tulisan yang mengambil peran penting dan penting untuk dipelajari oleh siswa karena dapat membantu siswa untuk mendapatkan hasil yang lebih baik dalam bahasa Inggris. Oleh karena itu, sehubungan dengan pentingnya tata bahasa dan menulis bagi siswa, peneliti melakukan penelitian ini yang membahas tentang hubungan antara penguasaan tata bahasa dan kemampuan menulis. Penelitian ini bertujuan untuk mengetahui hubungan antara penguasaan tata bahasa dan kemampuan menulis. Sampel terdiri dari 37 siswa yang merupakan siswa kelas VIII SMP (SLUB) Saraswati 1 Denpasar tahun pelajaran 2022/2023. Selain itu, ada dua tes, yaitu tes penyelesaian untuk penguasaan tata bahasa dan tes konstruksi paragraf untuk kemampuan menulis. Program SPSS 25.0 digunakan untuk menganalisis data. Hasil penelitian menunjukkan bahwa terdapat korelasi yang signifikan antar variabel: nilai r 0,924. Hal ini menunjukkan tingkat korelasi yang sangat tinggi karena berada pada interval 0.80-1.000. Oleh karena itu, penguasaan tata bahasa harus diperhatikan dalam mengajar kemampuan menulis.

Kata Kunci*: Korelasi, penguasaan grammar, kemampuan menulis*

INTRODUCTION

English language is a language that is used to communicate with people from the other nations. Mastering English components and having ability in language skills is very crucial especially for students. In English language, there are several English components and one of them is grammar. Azar and Hagen (2009) state that grammar plays an important role in English and it can advance students' skills. Moreover, grammar mastery is a skill to construct sentences based on the right patterns of grammar rules (Wulandari et al., 2019). Then, students can be categorized as having mastery in grammar if they can construct good sentences based on the right grammar rules. If not, it will be the potential to be nonsense and illogical (Savitri et al., 2022). Murphy (2004) states that a repeatedly action and general truth is expressed by grammar.

Besides grammar, in English also there are several language skills and one of them is writing. Oshima and Hogue (2007) state that writing is an activity that has several steps to be done. Thus, writing has complexity in its process (Sawitri & Pramerta, 2019). Next, the cyclical process and product of writing is a unit that cannot be separated (Nunan, 2003). Based on the statement above, it can be known that to construct a letter, story, report, or any kind of writing product, the process of writing which is like cycle should be followed because it is connected each other. Moreover, descriptive paragraph is one of writing product in language skill. Descriptive paragraph is a paragraph that tells the appearance and characteristics of an object (Oshima & Hogue, 2007).

Grammar and writing is a language component and skill that can help students to get better result in English language. According to Bijami et al. (2013), the academic success is measured by writing. This statement shows that writing is crucial to be learned because it affects students' academic success. In addition, Nelson (2002) states that the grammar knowledge can help writers to choose words while composing a good paragraph. Moreover, in the process of production, having mastery in grammar provides available resources in English writing (Knapp & Watkins, 2005). Then, based on the statements above, it can be known that students who have grammar knowledge will be easier to construct a good paragraph. Therefore, mastering grammar and having ability in writing is important in English.

In addition, regarding the notion and issues stated, grammar mastery and writing ability are potential to be researched to seek its correlation. Therefore, the researchers conducted this study figure out the extent of its correlation. Considering about the correlation between students' grammar mastery and writing ability, there are two relevant studies that relate with this study. It was found that there is significant correlation between students' grammar mastery and writing ability (Putri, 2018; Wisnaya, 2021).

Based on the discussion above, the researchers took a hypothesis that there is significant correlation between grammar mastery and writing ability. Then, this research was done to find out the correlation between the two variables at SMP (SLUB) Saraswati 1 Denpasar in academic year 2022/2023.

RESEARCH METHOD

This study was used ex-post facto correlational research design. Cresswell (2012) states that in order to measure the relationship between two variables, a correlational research design could be employed. The sample of this study was 37 students of eighth-grade students of SMP (SLUB) Saraswati 1 Denpasar. The data collection was done by administering two types of tests. There were completion test for grammar mastery and paragraph construction test for students' ability in writing. Moreover, the data were analyzed by conducting pre-requisite testing that consisted of normality and homogeneity testing and hypothesis testing that consisted of Pearson product moment correlation and paired sample t-test that was computed by SPSS 25.0 version for windows.

RESULTS AND DISCUSSION
Results

According to the results of data collection, the total score of the eighth-grade students of SMP (SLUB) Saraswati 1 Denpasar for the grammar mastery was 2972 and for the writing ability was 3093. Next here is the result for normality and homogeneity test as the part of pre-requisite testing.

Table 1
Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Grammar Mastery	.126	37	.149	.944	37	.060
Writing Ability	.121	37	.187	.954	37	.135

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

It was found that the score of Shapiro-

Table 3
Correlations

		Grammar Mastery	Writing Ability
Grammar Mastery	Pearson Correlation	1	.924**
	Sig. (1-tailed)		.000
	N	37	37
Writing Ability	Pearson Correlation	.924**	1
	Sig. (1-tailed)	.000	
	N	37	37

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

Wilk for the grammar mastery was 0.060 and for writing ability was 0.135 which were higher than $\alpha = 0.05$. Therefore, it can be concluded that the data was normally distributed. Furthermore, here is the result for homogeneity testing.

Table 2
Test of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
Writing Ability	Based on Mean	2.055	6	30	.089
	Based on Median	1.092	6	30	.390
	Based on Median and with adjusted df	1.092	6	12.939	.417
	Based on trimmed mean	1.921	6	30	.110

It was found that the homogeneity is 0.089. It meant that 0.089 was higher than 0.05. It indicated that the data was homogeneous or had same variance.

In addition, there were the results for hypothesis testing that consisted of Pearson product moment correlation and paired sample t-test.

Based on the SPSS calculation above, it can be seen that the significant value was 0.000. It was found the significant value was lower than the alpha value which is 0.05. It indicated that the correlation between grammar mastery and writing ability was positive and significant. Moreover, based on the findings by using SPSS, the value 'r' product moment showed the correlation value was on the very high level. It can be seen from the value 'r' which was 0.924 that was in the interval 0.80-1.000. It shows a very high correlation between those variables.

In addition, here were the results for paired sample t-test.

Table 4
Paired Samples 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 Ability	-3.270	2.219	.365	-4.010	-2.530	-8.964	36	.000

According to the t-testing criteria, Ha is accepted if the Sig. (2 tailed) < 0.05. Then, the significant value was 0.000 < 0.05 which meant there was a significant correlation between grammar mastery and writing ability.

Discussion

SPSS 25.0 program was used in finding out the correlation of those two variables. Moreover, it was found that the result of the r-counted was 0.924. It indicated a very high correlation. It can be interpreted from the r score interpretation which in the scale between 0.80-1.000. Next, it could

be said that the correlation between grammar mastery and writing ability was significant and the hypothesis was accepted which was showed from the r-counted that was 0.924 with the number of sample is 37 and the r-table at significant level 5% is 0.325 and it meant that the r-counted is bigger than r-table (0.924 > 0.325).

Furthermore, after calculating the t-test, it was found that the t-counted was 8.964 with df was 36 and the table of df 36 at significant level 5% is 2.028. It meant the t-counted is bigger than the t-table (8.964 > 2.028). In addition, the Sig. (2 tailed) also lower than the alpha value (0.000 < 0.05). This is in line with previous research which stated that grammar has a vital role for having a good writing (Murtiningsih et al., 2022). Therefore, it can be concluded that the correlation between grammar mastery and writing ability is significant and the hypothesis is accepted. This study implies for concerning grammar as one of the aspects in the teaching writing.

CONCLUSION AND SUGGESTION
Conclusion

The research focused on the correlation between two variables: grammar mastery and writing ability. The result showed that the eighth-grade students of SMP (SLUB) Saraswati 1 Denpasar has positive result in the context of the correlation between the two. It can be seen through the result of the correlation coefficient between grammar mastery and writing ability which was 0.924. Then, it was found that the r-counted was bigger than r-table with the number of sample 37 and at significant level 5% (0.924 > 0.325). Therefore, the alternative hypothesis (Ha) is accepted. To

sum up, grammar mastery had significant correlation to students' writing ability.

Suggestions

Based on the findings and conclusion of this study, the researcher would like to give some suggestions which are purposed to the English teachers, students, and other researchers. First, the English teacher should be more attentive and serious in planning the teaching activity. Second, for students should be more serious and motivated in learning grammar because it is important for their writing product and pay attention to the format of constructing a good writing paragraph. Third, for the other researchers, the weaknesses in this study can be used as a source of information to construct a better research in the future.

REFERENCES

Azar, B. S., & Hagen, S. A. (2009). *Understanding and using english grammar* (4th Editio). Longman Pearson Education.

Bijami, M., Kashef, S. H., & Nejad, M. S. (2013). Peer feedback in learning english writing: Advantages and disadvantages. *Journal of Studies in Education*, *3*(4), 91. https://doi.org/10.5296/jse.v3i4.4314

Creswell, J. W. (2012). Education research (4th ed.). New York: Pearson Education Inc.

Knapp, P., & Watkins, M. (2005). *Genre, text, grammar technology for teaching and assessing writing*. University of New South Wales Press Ltd.

Murphy, R. (2004). *English grammar in use 3rd edition* (3rd Edition). Cambridge University Press.

Murtiningsih, S. R., Kurniawati, S., & Putri, A. W. D. (2022). *University EFL students' grammar mastery and their writing ability: A quantitative*

study. Proceedings of the International Conference on Sustainable Innovation on Humanities, Education, and Social Sciences (ICOSI-HESS 2022), 226–236. https://doi.org/10.2991/978-2-494069-65-7_21

Nelson, G. (2002). English an essential grammar. In *Paper Knowledge . Toward a Media History of Documents*. Routledge.

Nunan, D. (2003). Practical english language teaching. In *Language* (1st Editio, Vol. 57, Issue 3). McGraw-Hill Education.

Oshima, A., & Hogue, A. (2007). An introduction to academic writing. In *Writing for Nursing and Midwifery Students* (3rd Editio). Longman. https://doi.org/10.1007/978-0-230-36628-2_1

Putri, A. T. (2018) *The correlation between students' grammar mastery and their writing ability on descriptive paragraph at the tenth grade students of sman 2 tapung.* (Published Thesis). Universitas Sultan Syarif Kasim Riau.

Savitri, K. I., Murtini, N. M. W., & Pramerta, I. G. P. A. (2022). The correlation between vocabulary mastery and analytical exposition text writing ability of the twelfth-grade students of sma negeri 1 Gianyar in academic year 2021/2022. *Journal on Studies in English Language Teaching (JOSELT), 3*(1), 60-71. Retrieved from https://e-journal.unmas.ac.id/index.php/joselt/article/view/5516/4208

Sawitri, N. L. P. D., & Pramerta, I. G. P. A. (2019). Collaborative chain writing sebagai upaya meningkatkan kreativitas dalam menulis naratif dan mengurangi plagiarisme. *Jurnal Bakti Saraswati (JBS): Media Publikasi Penelitian dan Penerapan Ipteks, 8*(1). Retrieved from https://e-journal.unmas.ac.id/index.php/baktis

araswati/article/view/570/538

Wisnaya, I. R. Y. (2021) *The correlation between grammar mastery and writing ability of the eighth grade students of smpn 3 mengwi in academic year 2020/2021*. (Published Thesis) Universitas Mahasaraswati Denpasar.

Wulandari, A., Asib, A., & Sulistyawati, H. (2019). Using teacher's feedback to improve students' grammar mastery in writing cause and effect composition. *English Education*, 333–342.