THE CORRELATION BETWEEN GRAMMAR MASTERY AND WRITING ABILITY IN DESCRIPTIVE TEXT OF THE TENTH-GRADE STUDENTS OF SMAN 1 MENGWI IN ACADEMIC YEAR 2022/2023

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ABSTRACT

The study aimed at figuring out the correlation between grammar mastery and writing ability in descriptive text of the tenth-grade students of SMA N 1 Mengwi in academic year 2022/2023. The design was correlation research design. Two research instruments are used by the researcher; there are simple present test for grammar mastery and descriptive text for writing ability. There were 43 subjects who consist of 19 males and 24 females and they were determined by random sampling technique. The result of the test showed that there was significant correlation between grammar mastery and writing ability in descriptive text. The researcher used SPSS 25 as a statistical computation. The result of normality test for grammar mastery was 0.053 and for speaking ability was 0.065; homogeneity test was 0.067; Pearson product moment was 0,000; and for the T-test was 0.001. It indicated that there was a significant correlation between grammar mastery and writing ability in descriptive text. Thus, the hypothesis was significantly accepted. It can be concluded that there was significant correlation between grammar mastery and writing ability in descriptive text of the tenth-grade students of SMA N 1 Mengwi in academic year 2022/2023.

Keywords: Correlation, Grammar Mastery, Writing Ability, Descriptive Text

ABSTRAK

Penelitian ini bertujuan untuk mengetahui hubungan antara penguasaan tata bahasa dan kemampuan menulis teks deskriptif siswa kelas sepuluh SMA N 1 Mengwi tahun pelajaran 2022/2023. Desain yang digunakan adalah desain penelitian korelasional. Dua instrumen penelitian digunakan oleh peneliti; ada simple present tes untuk penguasaan tata bahasa dan teks deskriptif untuk kemampuan menulis. Subjek penelitian berjumlah 43 orang yang terdiri dari 19 laki-laki dan 24 perempuan yang ditentukan dengan teknik random sampling. Hasil tes menunjukkan bahwa ada hubungan yang signifikan antara penguasaan tata bahasa dan kemampuan menulis dalam teks deskriptif. Peneliti menggunakan SPSS 25 sebagai perhitungan statistik. Hasil uji normalitas untuk penguasaan grammar adalah 0,053 dan untuk kemampuan berbicara adalah 0,065; uji homogenitas adalah 0,067; Momen produk Pearson adalah 0,000; dan untuk T-test adalah 0,001. Hal ini menunjukkan bahwa ada korelasi yang signifikan antara penguasaan tata bahasa dan kemampuan menulis dalam teks deskriptif. Dengan demikian, hipotesis diterima secara signifikan. Dapat disimpulkan bahwa terdapat hubungan yang signifikan antara penguasaan grammar dan kemampuan menulis teks deskriptif pada siswa kelas X SMA N 1 Mengwi tahun pelajaran 2022/2023.

Kata Kunci*: Korelasi, Penguasaan Grammar, Kemampuan Menulis, Teks Deskriptif*

INTRODUCTION

Writing skill is one of the important competencies that must be mastered by students because we know that language is not only in spoken form but also in written form. This skill does not merely focus on words, phrases, sentence patterns and grammar, but also focuses on the idea of each paragraph. Writing is a system of graphic symbols that can be used to convey

meaning and also as an act of composing a text. As stated by Brown (2004:218), writing is a method used for recording speech and reinforcing grammatical and lexical features of the language. There are no similar features like this in reading, speaking, or listening skills. Writing also should be well-organized to be understandable for the readers.

The descriptive text is used to describe someone, something, or a place specifically. The descriptive text that is planned by the students of the junior high school consists of not only a description but also an identification of the writing subordinate. Because the descriptive text here is to describe something that still exists, this text frequently uses the simple present tense in its sentences Moreover, Flowerdew (2005:30) states that in order to comprehend a spoken message, four main types of knowledge may be drawn on phonological (sound system), syntactic (how words are put together), sematic (words and prepositional knowledge) and pragmatic (the meaning of utterances in a particular situation). Therefore, instead of mastering writing, students are supposed to learn phonology, grammar, vocabulary and context of a sentence. In addition, mastering grammar seems very important for the students as it will lead the students on the message so that people can avoid misunderstanding either the speaker or the listener.

According to Harmer (2002:40), grammar is the structure and meaning system of language, because the features of a language, such as sounds. words, formation and arrangement of words, etc. People use grammar to create sentences and other utterances. There is grammar in every language, and each language has its own grammar. People who are fluent in the same language are able to communicate effectively because they have an instinctive understanding of the grammar or rules of that language. One of the linguistic elements used when creating descriptive prose is the simple present tense. It's because the simple present tense is frequently employed to discuss general truths and habits. Since the simple present tense is one of the language features used in descriptive texts, then this study investigated whether there was a correlation between simple present tense mastery and ability in writing descriptive text. For supporting writing descriptive text activity, the students were expected to master simple present tense.

Several studies of grammar mastery and writing were done by several researchers. The first researcher from Puspitasari (2017), the objective of this study was to find out if there is a significant correlation between grammar mastery and their achievement in writing Descriptive text of the eleventh grade students of SMA Negeri 1 Bandar Baru, In addition, the research has been already composed based on good test components which emphasized the purposes or giving more important points. The research findings showed that there is correlation between grammar mastery their achievement in writing and descriptive text of the eleventh-grade student of SMAN I Bandar Baru. The researcher also explained the aspects in detail. However, the criteria of the scoring rubric were too high for Indonesian students because the previous researcher did not adjust the criteria based on the student's level. It made there will be no student will get the highest score. There was also no specific aspect explained in the

theoretical review related to the aspect of the rubric that made the students unable to know about what was assessed.

The second researcher from Alit Tiara Putri (2018), the objective of this study was to investigate the correlation between student grammar mastery and writing ability on descriptive text. Moreover, based on the research results using the instruments of grammar tests and writing ability test in descriptive, the result showed that there was a correlation between grammar mastery and writing ability, especially about their paragraph. Additionally, students with high grammar mastery would have good descriptive text on writing ability. In contrast, students with low grammar mastery would have difficulty to make a descriptive text.

Based on the previous research that has been described above, the researcher is interested in conducting this research at SMA Negeri 1 Mengwi by implementing the curriculum that has been set in the school. Researcher is interested in conducting this research because students are still in the early stages of learning, besides the problems that are often encountered among young students by using different instruments from previous research. The problem of the students, namely, first: they have difficulty in grammar. The second, researcher found the problem was that many students scored well in writing but some students scored the opposite.

By studying this case, the researcher would like to find out whether there is a significant correlation between students' writing ability in descriptive paragraph and Grammar mastery or not. By conducting research entitled "The Correlation Between Grammar Mastery and Writing Ability in Descriptive text of the tenth-grade Students of SMA N 1 Mengwi".

RESEARCH METHOD

The research method used is quantitative research which is correlation research. Cohen et al. (2007: 264) state that ex post facto research is a method that can also be used instead of an experiment, to test hypotheses about cause and effect I situations where it is unethical to control of manipulate the dependent variable. For example, that wished to test the hypothesis that family violence caused poor school performance. Here, ethically speaking, the researcher should not expose a student to family violence. However, one could put students into two groups, matched carefully on a range of factors, with one group comprising those who have experienced family violence and the other whose domestic circumstances are more acceptable. If the hypothesis is supportable then the researcher should be able to discover a difference in school performance between the two groups when the other variables are matched in the research.

A correlation study is a kind of study which is used to determine whether or not two variables are correlated. This means to study whether an increase or decrease in one variable corresponds to an increase or decrease in the other variable. Correlation research might impact teaching and learning process then that it might be done by teachers in teaching. There are two kinds of variables in this research: independent and dependent variable. The independent variable causes or influences the other variable. Meanwhile, the dependent variable is a variable that influenced by the independent variable. In this study, the independent variable was grammar mastery

and the dependent variable was writing ability in descriptive text

In the research project, participants are the most significant element in conducting research. To collect the data in ex-post facto research, the researcher needed a way how to choose the participants in the research. It plays an important role in research to go well and successfully. Moreover, Arikunto (2002:134) states that if the total population is less than 100, it is better to take all of them as the sample but if the total populations are more than 100 students, the sample can be taken between 10-15% or 20-25% or more. Regarding that idea, the researcher took 10% of the 430 population. Therefore, the researcher must prepare a sample design for the study or they must plan how the samples should be selected and the size of the samples.

In this research, the researcher used two research instruments, The first instrument was grammar mastery in simple present tense. The simple present tense test used a completion test item. Hestets (1988:62) state, completion items are a useful means of testing student ability to produce acceptable and appropriate forms of language. The second instrument was writing test about descriptive text. The students were asked to write a descriptive text with the topics that had been provided by the researcher. The theme given is person, such as Idol best friend or other topics related to person. The text should consist of at least three paragraphs. Moreover, one paragraph should consist of 6 – 12 sentences.

FINDINGS AND DISCUSSION

There were four tests that the researcher used to calculated the data

namely; normality test, homogeneity test, Pearson product moment correlation and t-test. Based on the data analysis that done by using SPSS 25.0 program, the researcher focuses on Kolmogorov-Smirnov result it got 0.053 for grammar mastery and it got result 0.065 for writing ability. It means that the data distribution is normal because the results is greater than 0.05. Furthermore, for homogeneity test was good because the data was homogeneous accepted. It got the result 0.067 which is greater than 0.05. It means that the variances can be assumed to be homogenous.

After the normality test and homogeneity test were found, the researcher continued to test Pearson product moment correlation and t-test. Based on the data, the significant value of Pearson product moment is 0,000 which is between 0.000 – 0.199; therefore, it is considered in Sufficient level. The result of the t-test is significantly accepted because of Sig. (2-tailed) is less than 0.05 (0.001 < 0.05). Based on data, the T-test counted was -3.564 and the result of df (degree of freedom) was 42. Moreover, based on the table degree of freedom it can be seen 42 means 2.018. Therefore, the result of t counted was -3.564 > 2.018. It means that Ha is accepted. In conclusion, there was significant correlation between grammar mastery and student writing ability in descriptive text of the tenth-grade students of SMA Negeri 1 Mengwi in academic year 2022/2023.

CONCLUSION AND SUGGESTIONS
Conclusion

The score of coefficient correlation is 0.000. It means there was positive correlation between grammar mastery and

writing ability in descriptive text. it is proven that good writing can be produced actively because the writer masters grammar well. Therefore, grammar knowledge is needed by the writer. To make effective writing, the writer must consider the most appropriate grammar to use in writing, especially in descriptive text. In hence, the result of this study by using the Pearson product-moment correlation and t-test in SPSS version 25.0 for windows showed the alternative hypothesis was accepted. It means that there is a positive significant correlation between grammar mastery and writing ability in descriptive text of tenth-grade students of SMA Negeri 1 Mengwi in academic year 2022/2023.

Suggestions

Based on the result that has been mentioned above, the researcher would like to give some suggestions for the English teacher, students and the other researcher.

First, English teachers at SMA Negeri 1 Mengwi especially those who teach in tenth grade, pay more attention to their mastery of grammar and writing skills, not only in descriptive texts. The teacher needs to know that one of the factors that influences students writing skills is mastery of grammar, especially in the simple present tense. The teacher should explain more about grammar mastery and repeat information about the simple present tense before students make a paragraph, especially in descriptive text.

The second one is intended for tenth-grade students of SMA Negeri 1 Mengwi. They must understand how crucial grammar is in order to mastery in a good writing, not only in descriptive writing but in every paragraph, sentence, etc. They can create quality writing products since they

are aware of grammar standards. Nearly every subject student studies in school requires grammar proficiency, and as they advance in grades, they will be required to write more challenging pieces of writing. Using proper grammar, students can easily convey messages or avoid misunderstandings about what they wish to convey to us.

Third, for other researchers who are interested in the further study of the correlation between grammar mastery and writing ability, this present research study could serve as a useful reference. The other research is also suggested to make a better instrument; the total of the questions is needed to get the appropriate score, and the data analysis is going well without finding the result of the correlation between grammar mastery and students' writing ability.

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