THE CORRELATION BETWEEN GRAMMAR MASTERY AND WRITING ABILITY

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ABSTRACT

The correlation between grammar mastery and writing ability was the purpose of this research study. To conduct this research, the data has collected by the researcher by using correlational research. In collecting the data, the researcher used instrument. The sample were 31 students of the eight grade students of SMPN 4 Mengwi. Quantitative data was used to apply in technique analyzing data. To get the data, the researcher used Pearson Product Moment and the data was taken from grammar and writing test. From the result showed rxy is (0.462) which that in the medium correlation. It means that null hypothesis (Ho) in this research was rejected and the alternative hypothesis (Ha) is accepted. It can be said that, the students with grammar mastery will be easier to writing ability. From the result it can be concluded that there was a positive correlation between grammar mastery and writing ability.
Keywords: correlation grammar mastery, writing ability.

INTRODUCTION

English is one of subjects taught in school starting from elementary school up to university or for higher education especially in Indonesia. Listening, speaking, reading, and writing are skills to be learned when students study about English. It is hoped in the future the students can speak, read, write well and understand English. But in fact, there were a lot of students still lacking in learning English. It can be seen, in the classroom when the teacher asked the students to answer the questions in English, it seems that they difficult to give ideas, opinion or give the correct answer. Eventough the purpose of teaching and

learning English is for students to be able to use English as a means of communication. It means that the students can use English in communication.

Harmer (1987:4), states that rules of grammar are very important in mastering the language or language acquisition. In constructing sentences or using words, someone should know how to structure and put them together with correct words. Besides, the grammatical aspects of a language determine the way sentences in that language are constructed. In study English, there are many students who still don not understand grammar and sometimes they have difficulty expressing what they want to

say. In fact, they find many obstacles when facing English in written form, especially related to sentences structure because they still confused about the form of English grammar and when to use it. (Phoocharoensil, 2012). On this occasion, they should understand more about the rules and grammar form in constructing correct sentences. According to Leech and Svartvik (1973: 21) "To use language correctly, of course, we have to know the grammatical structure of language and its meaning". The study of grammar alone will not make a student to be a good writer. But by gaining more accurate and clear understanding of how a language construct, it can give greater control.

Writing is one of the subjects taught in school. In writing, students must know grammar and vocabulary. The process of writing is very complex. People's writing skills are reflected in the communicative skills of the writer. This is one of the most difficult of the four skills. Writing requires a lot of work and concentration. According to Richard and Rhenandya (2002: 303) say that for second language students, writing is the most difficult skill to be mastered. It is not only in generating and managing ideas, but also in converting these ideas into readable text (Alameddine and Mirza, 2016). From the

statements mean that to be good writer, we are not only need ideas to write but also need how to put ideas in written form. So that the reader can understand the writer meant. According to Hyland (2003: 9) writing means to be learned, not, so writing instructions are not personal and in personal experience of the writer. On the other hand, writing is skillful activity to combine ideas, experiences and knowledge. As stated by Nunan (2003: 88) writing is processes and product combination. Writing is a process of generating ideas to manage meaningful information and communication so as the to produce writing that is able to make readers understand the sentences written. So a writer must be able to put his thoughts in sentences.

Based on the interview that has been researched by the researcher with the English teacher, hat the eighth-grade students of SMPN 4 Mengwi writing are both complicated and challenging. Because it is related to the thought process and ways of organizing and creating ideas and translating it into meaningful messages in written form. The process requires more vocabularies and a better understanding of grammar. To express the words in our minds we must know the rules in constructing sentences. In compiling sentences, understanding is needed in using

correct grammar so that there is no shift in meaning.

Eight graders of English students have been taught the course structure and writing. In this school, grammar is taught from structure one to four. For writing, starting from writing one to writing thesis. Students are taught about the first step of writing such as; learning about sentences, punctuation, writing paragraphs, making outlines, writing essays and research papers. The problem that usually arises is when students write descriptive text. Students cannot write well in using grammar. This often happens because they lack confidence and sometimes get stuck in how to develop their writing topics so that the find it difficult to write. In contrast to students who have grammatical competence so they can be more confident in making good sentences that those who do not know.

According to some statements above, it is really important to research to find out is there any correlation study between students' grammar mastery and writing ability. Therefore, the researcher was interested to do a research entitled "The Correlation between Grammar Mastery and Writing ability of The Eighth Grade Student of SMPN 4 Mengwi".

RESEARCH DESIGN

Research design is the researchers' plan how to proceed to understanding of some groups and phenomenon in its natural setting and all process that be needed in conducting the research. Its means that be the process includes planning and doing the research. In accordance with what the researchers have previously described regarding this type of research using a quantitative approach with correlational method. The correlation method is suitable for this study because it allows two variables to show whether they have a positive or negative relationship and check the hypothesis. The regression coefficient technique is used to estimate the degree of relationsip between the two variables.

Cohen et al. (2000:205) state that ex-post facto means from what is done afterward in the context of social and educational research the phrase means after the fact or retrospectively and refers to those studies which investigate possible cause and effect relationship by observing an existing condition or state affairs and searching back for plausible causal factors. Moreover, ex post facto research is used to investigate the relationship when the researcher cannot randomly assign the samples to different conditions or directly manipulate the

independent variable. Furthermore, ex-post facto research designs are focused on examination and observation to be able to develop a summary of what is discovered.

FINDING AND DISCUSSION

The data that presented in this chapter shows students' result of the test. The data was collected by administering the research instrument which were grammar mastery test and writing ability test. The types of the test were read the text as for the grammar mastery and descriptive test for the writing ability. Moreover, in this research the students sent their response on WhatsApp group that created by the researcher. The research was conducted by using Zoom and WhatsApp platform on 10th May 2021. After conducting the research about students' test, the researcher took the scores of 31 students object of study.

The raw scores were classified and analyzed to find out whether there is any correlation between grammar mastery and writing ability by Pearson's product moment. The researcher took the score of students` grammar mastery (variable X) and students` writing ability (variable Y) by using 20 items of multiple choice and 10 items of fill in the blank for grammar mastery and descriptive text for students' writing ability.

Based on the tests were given to the students, the total score of the eighth grade students of SMPN 4 Mengwi are 2165 for the grammar mastery test and 2374 for the writing ability test. The researcher got the minimum score was 60, the maximum score was 95, and the mean was 76.58. In the other hand, the researcher added the formula to found out the mean score (M) and the standard deviation.

To measure whether data of students' grammar mastery and writing ability were normally distributed or not, the researcher used the normality test with SPSS (Statistically Package for the Social Science) statical calculations. The normality test used is the Shapiro-Wilk test. The Shapiro–Wilk test is more appropriate method for small sample sizes (<50 samples). The conclusion of the research data normality is by comparing Sig. value, with the significant level (α). If Sig value > α (0.05) the data is normal (Sulaiman, 2004:18).

In the homogeneity test, the researcher applied SPSS 25.00 program to calculate homogeneity test by using Levene's testing with level of significance α 0.05. Which if the calculation result is higher than 0.05 degree of significance so Ha was accepted. It means both groups have same

variant. Homogeneity testing is conducted to know whether the variance of the data is homogenous or not. Here the focus is the test table of homogeneity variance. If the significance value is more than 0.05 then the research data has the homogeneous data. In the other hand, if the significance value is smaller than 0.05, the research data is not homogeneous. From the table above, we can see that the calculation result of Homogeneity of variance by Leneve's testing it is found 0.177 it is higher than 0.05 (0.177 > 0.05). It means that the students' grammar mastery and writing ability have same variant.

After the data has been collected, the researcher was analyzed the data by using Pearson Product of Moment Formula and the data were described from the calculation of statistic on the table above, it can be showed that $\sum X=2165$, $\sum Y= 2374$, $\sum XY= 166965$, $\sum X^2= 153025$, $\sum Y^2=185292$. After collecting the data, the researcher analyzed two variables, they are students' grammar mastery and writing ability by applying a correlational analysis. The researcher has to compute the result of her study by used Correlation Product Moment formula based on Arikunto, (2006:72).

To make sure the manual calculation, the researcher used the Pearson Moment with SPSS 25.00 program in order to found out the correlation between two variables. From the 31 respondents, the index value of correlation was found to be 0.505. The result of those two calculations (manual and SPSS calculation) are the same. It means that there is no mismatch in the process of calculating the data. According to the table of correlation interpretations (table 3.2) this number was classified into the medium class of 0.40 – 0.60 which means that, there was a medium correlation between two variables. Also, the result for the significance was 0.001 and it was lower than 0.05, it means that the correlation between grammar mastery and writing ability is positive.

From the correlation analysis, the results of the correlation coefficient rxy was 0.462. When viewed from the of rxy was consulted with Pearson's product moment table (rtable) and in terms of a significant level 5%. If rxy > rtable it meant that there was a positive correlation, and the hypothesis was accepted. And if rxy < rtable it meant that there was not a positive correlation, and the hypothesis was rejected. The result of rcount value (0.462) is higher than rtable (0.355) N=40 with significant value 0.05. It meant that was a positive correlation between variable X and Y. In conclusion, there is any

relationship between grammar mastery and writing ability.

Paired sample t-test is used to compare the mean value of two variables in one group. To calculate the paired sample t-test, the researcher used IBM SPSS Statistics 25.00. From the table paired sample test above, the result showed the sig.(2 tailed) is 0.01 and it is lower than 0.05 (0.01 < 0.05) . It means there is a significant difference between grammar mastery and writing ability.

The major purpose of this study was to know and describe the correlation between grammar mastery and writing ability. The result of analysis the data of grammar mastery and writing ability of eighth grade students of SMPN 4 Mengwi. was positive. The data was process by using Pearson Product Moment Correlation with manual and SPSS 25.00. It was found that the correlation significance was higher than 0.05, which means there was a correlation between those two variables. The result of the normality testing shows that the normality Sig. of the grammar mastery was 0.141 and the normality Sig. of the writing ability was 0.112. It means that the distribution of the data is normal since the value of Sig. is higher than 0.05. Moreover, the result of the homogeneity testing was 0.177 which means the data is homogeneous because the Sig. is higher than 0.05.

The data showed the students description that it can be seen the mean score and standard deviation value of each variable. The mean score of the data description students' grammar mastery was 69.84 and the standard deviation was 7.789. The mean score of the data description students' writing ability was 76.58 and the standard deviation was 10.785. Correlation coefficient between grammar mastery and writing ability was 0.462. It was significant because $rxy = 0.462$ > rtable 5% = 0.355. Therefore, it could be said that there was correlation between grammar mastery and writing ability and the hypothesis was accepted. The result shows in the interval 0.40 - 0.60 and it refers to medium correlation.

According to Lin (2008: 3) states that without grammar, people will only have words or sounds, pictures, and body language to communicate meaning. In addition, using effective grammar knowledge can help students in writing. To help the students read and write, teachers can explain abstract grammatical terminology through the relationship between spoken and written language with greater ability and confidence.

CONCLUSION

This research investigates the correlation between grammar mastery and writing ability. In order to describe data that obtained from the grammar mastery and writing ability by used essay test in the odd semester. The data was calculated by using Pearson Product Moment Formula and Correlation Coefficient, through SPSS and manual.

Based on the data of grammar mastery and writing ability test, the result of r_{count} value (0.462) is higher than r_{table} (0.355) N=31 with significant value 0.05. It meant that there was a positive correlation between variable X and Y. In conclusion, there is any relationship between grammar mastery and writing ability. Based on the explanation above, the researcher concluded that the students` grammar mastery had significant correlation to the students' writing ability especially for the students of SMPN 4 Mengwi.

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