

THE CORRELATION BETWEEN HIGH SCHOOL STUDENTS' GRAMMAR AND WRITING ABILITY

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ABSTRACT

This study aimed at investigating the correlation between high school students' grammar and writing ability. The study made use of a correlational research design. The study utilized two types of tests, those are grammar test and writing test. This study found that there is a positive correlation between grammar and the writing ability of high school students. Moreover, the study suggests that teachers should intensify the teaching of grammar and writing to improve students' language skills. This study implies that grammar and writing ability should be really taught intensively in the classroom.

Keywords: correlation, writing ability, grammar mastery

INTRODUCTION

Writing is one communication skill that students must consciously learn. No one can write automatically. Without a conscious effort of mind and complicated, people cannot write even a single letter of the alphabet, and we must be shown how to form words to get beyond the single letter, how to put words together into sentences, and how to punctuate those sentences. English usage and English writing are essential for English grammar rules. As grammatically correct, grammar tells us how we should form words and sentences in an accepted way. Writing is one of the language skills which should be maximally taught and practiced for students by the teacher in the learning process (Mantra et al., 2020). Writing is a skill which should be taught and practiced. It means that if the student has good

writing skills, they will be able to write quickly (Astawa et al., 2017).

Good writing means writing that contains no mistakes, that is, no grammar, punctuation, or spelling errors. Good writing is much more than just correct writing. Teachers face many problems, such as determining the importance of punctuation in the initial draft and correct spelling, treating different steps in the composition process, and analyzing text for purpose and context (Widiastuti et al., 2020). Based on a comparison of many theoretical concepts from various researchers, grammar still needs to be improved for most Indonesian students to understand. Therefore, an activity that is difficult for students is writing. It is essential to determine the correct reading so students can quickly write (Cahyani et al., 2018).

Furthermore, writing has been learned in senior high school with other language skills. In writing, students recognize several types of text and the model of writing text. The social function, the generic structure, and language features are taught to them (Mantra & Widiastuti, 2019). Writing is a psychological activity of the language used to put information in the writing text. The written productive language skill is called writing. It is the skill of a writer to communicate information to a reader or group of readers (Mehrddad et al., 2016).

Senior high school students study many types of texts being studied. They are narrative, narrative, and descriptive. One of them is descriptive text. Descriptive text is a type of text that describes a person's character based on their characteristics or behaviour. We can also describe something and a place based on their characteristics (Mantra et al., 2021). Students can describe objects, animals, places, and people in writing descriptive texts, especially to get. In the descriptive text, the students describe something with their characteristics (Nurlaila, 2013).

As a significant communication component, grammar competence has an important position and tenses are considered the most challenging skill for

Indonesian students (Handayani & Widiastuti, 2019). Learners or writers should combine some parts of grammar in tenses, like subject, verbs, auxiliary verbs, articles, objects, adjectives, adverbs, and so on. Thus, with an excellent grammatical structure, the content of the writing will be readily understood, and the messages, ideas, or information will be delivered correctly and more meaningfully (Malkawi & Smadi, 2018). There will be miss understanding as a result without good or correct structure. Thus, especially for those who still need more competence, learners' difficulty in writing may lead the EFL learners to make errors.

Learners need to learn not only what forms are possible but what particular forms will express their particular meanings, and by seeing this perspective, grammar is a tool for making meaning. Without good grammar competence, learners will never be confident about what to write and how to write (White, 2020). Students who do not study grammar cannot know and understand words with different meanings. Grammar is essential in studying English as a foreign language. In this case, grammar guides students with other people in constructing English sentences to communicate. Grammar is another language that is limited by skills such as listening, speaking, reading, and

writing (Mantra et al., 2021). It means the importance of the grammar used in English sentences to communicate.

Grammar is the rules governing the conventional arrangement and relationship of words in a sentence. Good writing requires good work to get the reader's attention, knowledge of grammar and the art of using rhetoric to arrange words, phrases, sentences, and paragraphs (Mantra & Kumara, 2018). Briefly, the writer concludes that both grammar ability is essential to create correct written form and oral language skill. Grammar is also called an organization of the idea in writing words combined into sentences to express thought and feeling or to express (Nwoko, 2020).

In teaching English as a foreign language, the students need to master grammar because, by mastering grammar, students will be able to speak and write English correctly (Kristen & Wacana, 2020). The connection between grammar and writing is an essential one. The rules of grammar help the people who read it govern how writing takes place and ensure that it can be easily understood. Every language in the world has different rules for grammar and writing. They all have specific conventions of written and spoken language regarding syntax, how words are arranged in a sentence, punctuation usage,

verb conjugation, and other essential aspects. It is crucial to remember that proper grammar is vital for good writing (Cahyani et al., 2018).

In education, especially in learning and teaching a foreign language, grammar is usually considered one of the language components. Grammar is usually considered one of the language components besides the vocabulary and sound system or pronunciation students should acquire (Rijt et al., 2020). Grammar is about the systems and patterns we use to select and combine words. To communicate, we must share a standard system, which is why people who speak different languages cannot understand one another. In writing, grammar allows learners to put their ideas into intelligible sentences so they can successfully communicate in a written form. Grammar provides a pathway to learners on how some lexical items should be combined into a good sentence to form meaningful and communicative statements or expressions (Denham, 2020).

The description above indicated that grammar is crucially important for the students to master to be able to write properly. There were several studies conducted to reveal the correlation between grammar and writing ability. This study, however, focuses on conducting a

deeper study to uncover the real existing occurrences in the EFL classroom. Understanding the phenomena described above, the researchers considered that investigating the correlation between grammar and writing skills is crucial to improving the quality of English language teaching.

RESEARCH METHOD

The writer used quantitative methods in conducting this research. This means that the writer collected and analyzed data statistically from student variable scores to determine the correlation between high school students grammar and writing ability. This research was categorized into correlative types. The population of this research was the tenth-grade students of a high school in Bali, and the sample consisted of 34 students.

In a study, the instrument as a tool for collecting data plays a very significant role. Thus, constructing research instruments carefully and appropriately is incredibly fundamental. Regarding the desired data, the research instrument may differ from one study to another. Research instruments may be in the test, questionnaire, observation sheet, document analysis, interview and interview sheet records, etc., because there were two

variables that the writer observed, namely grammar and writing ability.

Data about the correlation between students' grammar and writing ability on descriptive paragraphs were taken by a test. The data were analysed using statistical analysis. In the study of the correlation between students' grammar and the product-moment descriptive paragraphs, the researcher used the product moment and SPSS 26.0 to find the correlation coefficient.

FINDING AND DISCUSSION

In this chapter, the researcher shows the result of data collection and data analyses to get the answer to the research problem. It includes some topics: (1) Findings and (2) discussion.

Finding

The data presented in this chapter shows high school students' grammar and writing abilities. They were collected by administering the research instrument, which was the Grammar test and writing ability test. The students were asked to answer the tests for approximately 60 minutes. Based on the grammar test and writing ability which were given to the students, the result can be seen in table 1 as follows:

Table 1 The result of students' grammar and writing ability tests.

Sample	Grammar (X)	Writing (Y)
1	80	65
2	76	80
3	76	78
4	89	90
5	77	70
6	69	54
7	60	67
8	80	75
9	64	64
10	95	88
11	76	80
12	55	67
13	87	80
14	56	70
15	82	75
16	72	80
17	76	75
18	80	78
19	76	58
20	55	45
21	63	60
22	64	70
23	68	58
24	80	72
25	85	75
26	52	55
27	80	75
28	87	78
29	84	80
30	82	75
31	56	55
32	64	70
33	84	60
34	63	58
	2493	2380

Based on table 4.2, the findings showed that the total score of the grammar test was 2493 points. The mean score was 73.32, the highest score was 95, and the lowest was 52. The writing test showed the

total score was 2380, the highest score was 90, and the lower score was 45, with a mean score was 70.00.

The normality distribution test is a test to measure whether our data has a

normal distribution or not. The researcher used the Shapiro-Wilk and Liliefors test with SPSS 24.0 program to know the normality. Based on the normality testing analysis, the distribution data result was normal. According to Hinton *et al.* (2004:135). When the result of the data was more significant than 0.05, the data was assumed to be normal. Based on the table above, it could be seen that the probability number (asymptotic significance) of grammar was $0.109 > 0.05$. For writing, the ability was $0.270 > 0.05$, meaning the data distribution was normal.

The homogeneity testing is intended to ensure that the collected data is analysed from a population that is differentiated each other. To know the homogeneity, the researcher used One Way Anova with SPSS 24.0. Based on the homogeneity analysis, the result is 0.072, which means that $0.072 > 0.05$. according to Gay and Kinner (2012:188), when the result of homogeneity is more significant than 0.05, the variances can be assumed to be homogenous.

Statistical calculations of 34 students' grammar scores and writing ability scores. The total score of the student's grammar was 2493, and the student's writing test score was 2380. The research obtained the result of each variable. Based on the analysis, the

correlation coefficient equalled $r = 0.707$, indicating a correlation between the two variables. From the r number (0.707), the writer could use it to know the strength of the correlation between two variables. The number of 0.707 resided between 0.60 – 0.799, which means the strength in high correlation. Based on the table above shows that the symbol (**correlation is significant at the 0.01 level (2-tailed). Clearly, there was a positive correlation between grammar and writing ability.

Based on statistical computation assisted by SPSS 24.0 using paired Sample Test, the result was found at the value of Sig. (2-tailed) was 0.028. the result of the t-test was very significantly accepted because $0.028 > 0.05$ (Hinton et al., 2014, p. 133). Therefore, after calculating the paired sample test above, the T-test counted was 2.301. According to T-table with df 33 was 2.034 while T-counted was 2.301, concluded that $2.301 > 2.034$ there was the correlation between grammar and writing ability is significant. In conclusion, the alternative hypothesis was accepted.

Discussion

This research aimed to find the significant correlation between the grammar and writing ability of high school students. In teaching and learning English as a foreign language, mastery of four language skills, namely listening,

speaking, reading, and writing, are essential. However, writing is one of the most critical skills. It is because writing must be separate from the success of student learning in the educational process. Writing skills can be a measure of your English language skills. A person who can write in English correctly and adequately often also has good English skills. In addition, writing skills are fundamental skills to have.

In this study, the researcher collected data. Data collection was carried out using two instruments. The first test is a multiple-choice sheet given to all students as participants in this study. Students are asked to mark the option of items on the best. The second instrument used was a writing skills test. The test is to write descriptive paragraphs, photograph them and send them privately to the researcher's *WhatsApp*.

Based on the results of the above calculations, the researcher found a normality test of $0.109 > 0.05$ for grammar and for writing ability of $0.270 > 0.05$, which means normal data distribution. In this study, based on the data from the homogeneity calculation, the results obtained were 0.072. it means that the data is homogeneous because $0.072 > 0.05$. the results of the correlation between grammar and writing ability of high school students

obtained the person product moment of 0.707. It means that there is a positive relationship between grammar and the writing ability of high school students. It can be concluded that there is a positive correlation between the two variables at a high correlation, while the t-test result is 2.301. Based on the table with df 33 of 2.034, while the count of 2.301 shows that $2.301 > 2.034$ there is a significant relationship between grammar and writing ability. It means that H_a is accepted and H_0 is rejected. In this study, it can be concluded that students' grammar influences their achievement in writing descriptive paragraph text. In other words, there is a significant correlation between grammar and writing ability.

CONCLUSION

Based on this research, it was found that there was a positive and significant correlation between the grammar and writing ability of high school students. Based on SPSS 24.0, the correlation coefficient value is 0.707, which is compared with the r-table with a significant degree of 5%, indicating that the r-table obtained is 0.339, respectively. Thus, the value of the correlation coefficient is higher than the r-table value, which means the alternative hypothesis H_a is accepted. Based on the sequence, there

is a positive and significant correlation between high school students' grammar and writing ability.

Based on the result mentioned above, the researcher would like to suggest the following practical suggestion related to this study. The teachers must know that one factor that affects the students writing skills in the descriptive paragraph is mastery of grammar especially simple present tense. Teachers should explain more about grammar rules and increase the students' mastery of grammar before they learn to write a descriptive paragraph to get better writing results. Students need to realise the importance of grammar in writing skills.

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