

CORRELATION BETWEEN GRAMMAR MASTERY AND WRITING SKILL AT TENTH GRADE STUDENTS OF SMA ARGOPURO PANTI JEMBER IN THE 2020/2021 ACADEMIC YEAR

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Abstract

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Grammar is important part of learning English. According to Hirai (2010), grammar is a way to organize the sentence and create a good language. Grammar is bounded to other language skill like listening, speaking, reading, and writing. Good writing requires good working knowledge of grammar, and also the art of using rhetoric of arranging words, phrases, sentences and paragraphs as the way to get readers attention. (Muh. Arief Muhsin: 2018, p. 8). On the other side, in the writing process, students senior high school often find it hard even to write in their native language. The students cannot write well if they do not have good grammar competence. The students' difficulties in writing English can be influenced by lack of many vocabularies, and grammar, lack of written exercises and ideas. It is supported by Sulasti (2003), the problems that they mostly face are about how to write, what to be written, and lack of vocabulary words as well as incompetence in structure. This phenomenon was found when the researcher had teaching training at one of senior high schools in Jember. Hence, does grammar mastery really play an important role on writing skill?

The problem of this research: is there any significant correlation between grammar mastery and writing skill? This research aimed to know the correlation between grammar mastery and writing skill. The place of this research was SMA Argopuro Panti Jember. Quantitative design was employed in this research. The population of this research was the tenth grade students of SMA Argopuro Panti Jember which consists of 102 students. This research took 25% out of the population. So, the total sample of this research was determined by 25 students. All the data gained in this research was analyzed by using the formulation of Pearson Product Moment. According to the result of statistical calculation, it was found that the value of r_{xy} was 0,980 and the r -table had value 0,396. Since the value of r_{xy} was greater than r -table, it showed that the degree of the correlation between both variables grammar mastery and writing skill was very high. Coefficient correlation between both variables grammar mastery and writing skill showed that there was a positive correlation, it lies between 0,81-1,00 which is categorized as a very strong correlation. Based on the findings of this research, it can be concluded that the increase of grammar mastery was followed by the increase of writing skill.

INTRODUCTION

Grammar and writing are a language component and skill that should be learned by language learners. Grammar is the rule or a system that regulates the structure and the meaning of the sentence, while writing is communication in the written form.

Writing is one of communication skills means that must consciously learn because no one learns to write automatically. People cannot write even a single letter of the alphabet without a conscious effort of mind and hand, and to get beyond the single letter we must be shown how to form words, how to put words together into sentences, and how to punctuate those sentences. (Septiani: 2014, p.6).

However, in reality, as we see there are still many students in Indonesia cannot write in English well due to lack of grammar mastery. Hence, English grammar rules are actually very useful for English usage and English writing. The rules of grammar tell us how we should form words and sentences in order to be accepted as grammatically correct.

Grammar is important part in learning English. When learners cannot understand well about grammar, learners will confuse to arrange the sentence in English. According to Hirai (2010), grammar is a way to organize the sentence and create a good language. Moreover, Gerot and Wignel (1994) defined grammar as the theory of language which shows the process of language happened.

Grammar is important in learning English as foreign language. In this case, grammar guides the students in constructing English sentence to communicate with other people. Grammar is bounded to other language skill like listening, speaking, reading, and writing. Good writing requires good working knowledge of grammar, and also the art of using rhetoric of arranging words, phrases, sentences and paragraphs as the way to get readers attention. (Muhsin: 2018, p.8).

Grammar mastery is essential to create correct sentences both in written form and in oral language skill. Thus, the connection between grammar and writing is a very important one. The rules of grammar help to

govern the way writing takes place, and ensure that it can be easily understood by people who read it.

It is important to keep in mind that though proper grammar is important for good writing. Learners need to know the grammar system of language they can conduct in producing good writing because good writing should be comprehensive and easy to be understood by the readers. Therefore, so it would be impossible to write affectively and maximally without concerning grammar, therefore for the language learners it is very important to learn correct grammar at the beginning of learning a new language, because grammar is one of the supporting aspects in English skill especially writing. (Kalend, 2006).

Someone may be a very talented writer with a lot of great ideas, but if they have poor grammar, they will have trouble communicating those ideas to other people. As a result, they may get poor grades in school, or may never get anything published, even if they have a lot of important things to say. People begin learning grammar from the time they first began to speak, which means bad habits can be difficult to break, even with further education in school.

Kharma (1987) in Melese (2007, p.12) stated that most students have grammatical problems with subject verb agreements, pronoun references, and connectors in writing. This statement supports the writer's experience as a college student at the English Education Department, Muhammadiyah university of Jember. The most problem in learning English is about comprehending the grammar rules and the difficulties of writing. This is because in grammatical rules, it is regarded not as something interesting in its own right, but also as a necessary function of language, and it is therefore taught by way of rules and structures. Besides, the difficulties arise from the nature of the system itself and the differences between English and students' native language.

Nevertheless, students have to be concerned about grammar rules because they will always find it to be able to communicate effectively in English, either spoken or written. People who speak the same language

are able to communicate because they intuitively know the grammar system of that language - that is, the rules of making meaning. Students who are the native speakers of English have already known about English grammar and how to use it properly. They recognize the sounds of English words, the meanings of those words, and the different ways of putting words together to make meaningful sentences. However, no matter how good the students are in English, they still need to learn how to transfer their knowledge of grammatical concepts from spoken to written language.

On the other side, in the writing process, students senior high school often find it hard even to write in their native language. The students cannot write well if they do not have good grammar competence. The students' difficulties in writing English can be influenced by lack of many vocabularies, and grammar, lack of written exercises and ideas. It is supported by Sulasti (2003), the problems that they mostly face are about how to write, what to be written, and lack of vocabulary words as well as incompetence in structure. This phenomenon was found when the researcher had teaching training at one of senior high schools in Jember.

Besides, the students sometimes get stuck to develop the topic in their writing. On the contrary, the students who have good competence in grammar, they could be more confident than those who are not, because they know how to make good and proper sentences. Murcia (2001: 233) states that grammar in writing will help writers to develop their knowledge of linguistic resources and grammatical systems to convey ideas meaningfully and appropriately to intended readers. The ability to apply grammatical rules of language in order to form grammatically correct sentences in appropriate context is called grammatical competence. Because of the important role of grammar in writing, grammatical competence belongs to one of the important things which have to be owned by the students.

METHOD

This research belonged to correlation

quantitative research. It meant that this research collected and analyzed the data statistically from the students' scores of two variables to find out the correlation between grammar mastery and writing skill. According to Arikunto (2013, p.13) correlation is a statistical tool, which can be used to compare the measurement results of two different variables in order to determine the level of association between the two variables. Correlational research aimed to find the presence of correlation between two variables grammar mastery and writing skill.

It can be interpreted that correlation is statistical instrument which is used to measure the correlation level between two different variables such as X variable and Y variable. In this research, those two variables were grammar mastery and writing skill. This research was supposed to prove that there was correlation between grammar mastery and writing skill.

This research belonged to correlation research. It meant that this research tried to prove the hypothesis or answered the question research. The variables of this research were grammar mastery and writing ability. These two variables would be measured through statistical analysis of numerical data that determined the relationship between both variables grammar mastery and writing skill.

According to Arikunto (2010, p.320) correlation can be classified into positive and negative correlation. Positive correlation is signed by the rise of X variable is followed by the rise of Y variable and other wise. Negative correlation is signed by the rise of X variable is followed by the fall of Y variable and vice versa.

According to Arikunto (2013, p.173), population was the whole of the subject research. So the population was meant to be individuals who have the same although the percentage of similarity was a little, or in other words, all individuals who will be used as research objects. The population of this research was the whole classes of the tenth grade students at SMA Argopuro Panti-Jember which consisted of 102 students and was divided into three classes (X IPA, X IPS 1 and X IPS 2).

Arikunto (2013, p.174) argued that samples were partially or representatives of the population being researched. In this research, the object that was meticulously taken was tenth grade students of SMA Argopuro Panti Jember. The sample of this research was determined by 25 students. The way to take the sample was by taking the whole classes from both IPA and IPS class. From IPA class was taken 8 students, IPS 1 was taken 9 students and IPS 2 was taken 8 students. So, the total sample for this research was 25 students.

According to Arikunto (2006, p.112) stated that if the population was less than 100, the whole populations can be taken as the subject. Nevertheless, if the population was more than 100 people, it can be taken only 10-15% or 20-25% of the population as the subject. Based on the theory, this research took 25% of population which was 25 students.

RESULT AND DISCUSSION

This section is presenting the finding on correlation between grammar mastery and writing skill.

1. Grammar Mastery

This research used objective test which is multiple choice form and consists of 50 items. The score of each item is 2. So the total score will be 100. Based on the results of data the collection on 25 students using the test, it can be summarized in table 4.1 below:

Table Descriptive Statistics of Grammar Mastery Test

Mean	55
St. deviation	21.009
Maximum	84
Minimum	20

The table showed that the mean score of grammar mastery test is 55, standard deviation is 21,009; maximum is 84; and the minimum is 20. The lowest score is 20 out of a score of 100 meanwhile the highest score that can be achieved is 84 out of a total score of 100.

Moreover, the data of grammar test above compared to writing test to know both variables have a significant correlation or not. The null hypothesis (H0) states “there is no

significant correlation between grammar mastery and writing skill at the tenth grades students of SMA Argopuro Panti Jember” while the alternative hypothesis (Ha) states “there is a significant correlation between grammar mastery and writing skill at the tenth grades students of SMA Argopuro Panti Jember”.

Then comparing (t) significance 2 tailed with level of significance. If (t) significance 2 tailed more than ($>$) 0.05, the null hypothesis is accepted which means there is no significant correlation between two variables. On the contrary, if (t) significance 2 tailed less than ($<$) 0.05, the null hypothesis is rejected that means there is a significant correlation between two variables.

2. Writing Skill

In this research, the students were given 5 pictures that relates to tourism places and famous buildings (based on curriculum 2013). They had to choose only 1 picture to be described using their own words with 10 sentences at least. Based on the results of data the collection on 25 students using the written test, it can be summarized in table below:

Table Descriptive Statistics of Writing Skill Test

Mean	56
St. deviation	21.173
Maximum	88
Minimum	20

The table above showed that the mean score of writing skill test was 56, standard deviation was 21,173; maximum was 88; and the minimum was 20. The lowest score was 20 out of a score of 100 meanwhile the highest score that can be achieved is 88 out of a total score of 100.

3. Correlation between Grammar Mastery and Writing Skill

Table Correlation

		GRAMMAR	WRITING
GRAMMAR	Pearson Correlation	1	.980
	Sig. (2-tailed)		.000
	N	25	25
WRITING	Pearson Correlation	.980	1
	Sig. (2-tailed)	.000	
	N	25	25

According to the calculation result of SPSS Program, r-count was 0,980 and r-table was 0,396. It can be seen that r-table $<$ r-count so that the null hypothesis above was rejected. It can be concluded that since the null

hypothesis was rejected, it means there was a significant correlation between grammar mastery and writing skill.

The calculation result with Cronbach alpha was 0.980. This value was compared to criterion correlation strength. It turned out, 0.980 was categorized as a very strong correlation. So, it can be concluded that this reliability was very high.

CONCLUSION

After conducting the research and analyzing the data using SPSS, the correlation was very high. It means that the result of analysis showed that there was a positive correlation between students' grammar mastery and their writing skill at the tenth grade of SMA Argopuro Panti Jember in the 2020/2021 academic year.

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