

CHAPTER I

INTRODUCTION

1.1 Background of the Research

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.

The explanations and facts above appear a question, does grammar mastery really play an important role in writing skill? The researcher conducted an investigation on the correlation between grammar mastery and writing skill. Based on the background above the researcher is intended to research about: *“The Correlation between Grammar Mastery and Writing Skill at the Tenth Grade Students of SMA Argopuro Panti Jember in the 2020/2021 Academic Year.”*

1.2 The problem of the Research

Based on the background of the research above, the problem as follows: Is there any significant correlation between grammar mastery and writing skill at the tenth grade students of SMA Argopuro Panti-Jember?

1.3 The Purpose of the Research

The purpose of this research was to know whether there was a significant correlation between grammar mastery and writing skill at the tenth grade students of SMA Argopuro Panti-Jember in 2020/2021 academic year.

1.4 The Operational Definition

There are two terms that are needed to define operationally in order to provide clear illustration about the variables.

1.4.1 Grammar Mastery

Grammar is the sort of thing they learned in English class or other language classes when they were taught about subjects and predicates and part of speech. Grammar mastery is the ones' skill or knowledge in comprehending grammar. Grammar mastery can be seen by the students' test result achievement. However, this research will only focus on pronoun based on curriculum 2013 for the tenth grade students of senior high school. The students are expected to be able to master the basic grammar especially in pronoun.

1.4.2 Writing Skill

Writing is a process of putting our mind or thought into words. Skill is the ability to do something well. Writing skill is ones' ability to speak their mind, ideas, experience, feeling through written form. There are many types of text in English. However, in this research, the participant will do descriptive text based on curriculum 2013 for the tenth grade students of senior high school.

1.5 Significance of the Research

This research is expected to give some contributions to further researchers who are interested in grammar mastery and writing ability correlation quantitative research. So, they can do their research deeper and better hopefully.

1.6 Scope of the Research

This research is focused on correlation between grammar mastery and writing skill. This research is conducted during pandemic covid-19 through Google learning classroom. The place of this research is the tenth grade students of SMA Argopuro Panti Jember 2020/2021 academic year. Jl. Lapangan No.39, Darungan, Panti, Jember (68153).

