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**THE RELATIONSHIP BETWEEN STUDENTS' GRAMMAR MASTERY AND
WRITING ABILITY ON THE TENTH GRADE STUDENTS OF SMK WIJAYA
KUSUMA SURAKARTA**

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ABSTRACT

The present study entitled the relationship between students' grammar mastery and writing ability on the tenth grade students of SMK Wijaya Kusuma Surakarta. The purpose of this study was to investigate whether there is significant relationship between students' grammar mastery and writing ability. Quantitative method with correlation design was used to collect the data. Conducted at SMK Wijaya Kusuma Surakarta in the second semester of 2020/2021 academic year, 28 students of the tenth grade were taken as the sample of this study. Random sampling technique is used in this study. The instruments to obtain the data were grammar mastery test and writing test of writing ability. A try out of grammar test was held to know the validity and 12 numbers of items is valid. To analyze the data, Pearson Product Moment formula was used in manual and computer calculations. Based on the data collected, the mean score of grammar test is 8.36 and the mean score of writing test is 75.79. The result of the analysis shows that the coefficient relationship (r_{xy}) 0.748. Based on the result of this study, it can be concluded that the grammar mastery had positive relationship with the writing ability on the tenth grade students of SMK Wijaya Kusuma Surakarta.

Keywords: Grammar, Writing Ability, Correlational Study

INTRODUCTION

English is an international language that widely used all around world. Some country use English as foreign language, including Indonesia. It has even become a language that must be taught in all school from elementary up to high school. There are four skills in learning English. They are speaking, listening, reading and writing. Those skills must be learn in integrated way and cannot be separated because they are related to each other so that learners can communicate using English well.

Writing is one of important skills. By writing, people are going to be easier in sharing ideas, thoughts, suggestions and feelings in a series of sentences. According to Ramsey, "Writing is a process to make a product. When writing, words and information are used to express writer point of view in a coherent whole, we call it an essay." It means that writing is acts that will be produce a product.

Students try to produce or reproduce written messages through writing. They need to determine what to write before they start writing and they should have something meaningful to convey. As stated by Oshima and Hogue (2007:15) that the writing process has roughly four steps, those are prewriting, organizing, writing a draft and revising is

the final steps of it. To put forward their messages successfully, the students apply a number of writing strategies. The students could produce a good product of writing if they followed the writing process.

Some difficulties are found by students in arranging a good writing because they not only concern with the meaning but also pay more attention with the form of the sentences. A correction of writing is related with grammar. According to Ur (1988:4) Grammar may be roughly defined as the way a language manipulates and combines words (or bits of words) in order to form longer units of meaning. To make a writer's meaning clear, grammar is needed when contextual information is lacking. The writing product could deliver the meaning clearly and briefly to the reader when it apply grammatical sentence.

On the other hand, Grammar also examines how words are strung together to express certain meaning. Coghill and Stacy (2003:26) state that "The grammar of a language is the set of rules that govern its structure. Grammar determines how words are arranged to form meaningful units." It means that grammar not only regulates the way of words to be arranged, but also how words are strung together to express meaningful units.

In the study of writing, grammar usually refers to sentence structure. The students need to understand how sentences are formed, how sentence components can relate to one another, and how these components can be combined. To make a writer's meaning clear, grammar is needed when contextual information is lacking. The writing product could deliver the meaning clearly and briefly to the reader when it applies grammatical sentences.

In this study, the problem of the students was only focus on elaborating ideas because they still have difficulties in arranging a good passage in the writing process. As the effect, they made mistakes in grammar, spelling, and punctuation. According to the problem which was found in the observation phase, it can be assumed that grammar and writing have a contribution to one another.

Based on the phenomenon above, the study entitled The Relationship between Students' Grammar Mastery and Writing Skill on the Tenth Grade Students of SMK Wijaya Kusuma Surakarta is conducted.

METHOD

This study used a quantitative method. There are two variables involved in this research. There are grammar mastery as variable X (independent

variable) and writing skill as variable Y (dependent variable). This study took 14 students of tenth grade students of SMK Wijaya Kusuma Surakarta as the sample. Random sampling is used in this research which took 5 students randomly. The instruments used in this research are grammar test and writing test. In grammar test, multiple choice tests used with five options a, b, c, d, and e. In writing test, written test form used by asking the students to write descriptive text. Try out and test was held by the researcher to collect the data of grammar mastery and writing test.

Based on the data collected, the researcher used Pearson Product Moment formula to analyze the data. Correlation product moment is used to state whether there is a correlation between X variable and Y variable. The symbol of the correlation product moment is "r". The formula used to find the number of correlation is as follows:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{[N \sum X^2 - (\sum X)^2][N \sum Y^2 - (\sum Y)^2]}}$$

After finding the number of correlation, the formula that is used to know the significance between two variables is as follows:

$$t_{count} = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

The index scores of “r” correlation can be interpreting with the interpretation of correlation “r” Product Moment table.

RESULT

Students’ grammar mastery measured by 12 valid questions. The result of grammar test score are as follows:

Table 1
Grammar Test Score

Score	Level	F	Percentage
12-13	Very High	1	7.14%
10-11	High	5	35.72%
8-9	Intermediate	3	21.43%
6-7	Low	3	21.43%
4-5	Very Low	2	14.28%
Total		14	100%

The table 1 shows that there were a student (7.14%) got very high score, 5 students (35.72%) got high score, 3 students (21.43%) got intermediate and low score, and 2 students (14.28%) got very low score in grammar test. The mean score of grammar mastery test was 8.36, it showed that the students’ grammar mastery on the tenth grade students of SMK Wijaya Kusuma Surakarta was intermediate level.

Writing test used to get the score of writing ability, by asking the students to write a descriptive text by visiting Google form link. The writing ability measured

using analytic scoring rubric and the score are as follows:

Table 2
Writing Test Score

Score	Level	F	Percentage
84-89	Very High	1	7.14%
78-83	High	4	28.58%
72-77	Intermediate	6	42.86%
66-71	Low	2	14.28%
60-65	Very Low	1	7.14%
Total		14	100%

The table 2 shows that there were a student (7.14%) got very high score, 4 students (28.58%) got high score, 6 students (42.86%) got intermediate score, 2 students (14.28%) got low score, and a student (7.14%) got very low score in writing test. The mean score of grammar mastery test was 75.98, it showed that the students’ writing ability on the tenth grade students of SMK Wijaya Kusuma Surakarta was intermediate level.

Based on the result above, the coefficient relationship analyzed with the Pearson Correlation formula which did manually, the coefficient relationship “r” between students’ grammar mastery and writing ability is 0.748. To make sure the manual calculation, SPSS program are used. The calculation of SPSS was described as follow:

Table 3
Coefficient Relationship

		Grammar Score	Writing Score
Grammar Score	Pearson Correlation	1	.748**
	Sig. (2-tailed)		.002
	N	14	14
Writing Score	Pearson Correlation	.748**	1
	Sig. (2-tailed)	.002	
	N	14	14

** . Correlation is significant at the 0.01 level (2-tailed).

From the table 3 can be seen that the coefficient relationship between students' grammar mastery and writing ability is 0.748. It means that the relationship in high level.

DISCUSSION

The result of this study showed that alternative hypothesis (H_A) is accepted and null hypothesis (H_0) is rejected. There is positive significant relationship between students' grammar mastery and writing ability on the tenth grade students of SMK Wijaya Kusuma Surakarta.

It have a different result with the previous related findings in Septiani (2014), in her research on the correlation between grammar mastery and writing

ability at the 6th of English Education (EED) students of UIN Jakarta. As the result, she concluded that there was no correlation between grammar mastery and writing ability.

In hence, the students' grammar mastery of the tenth grade students at SMK Wijaya Kusuma Surakarta had mean 8.36 and the mean score of writing ability was 75.98. The increasing of grammar test score was followed by increasing of writing test score.

Furthermore, the cause of their score in speaking had positive significant relationship with their writing ability because students that got minimum score of grammar test were gotten minimum score in writing test too.

Because of students' minimum score on grammar mastery test, they make mistake on the grammar, spelling and punctuation. This situation happened because they only focus on elaborating idea. Sometime it is just difficult for them to focus on the grammar and the idea that they want to share on the written work. Students who got maximum score on grammar test also got maximum score on writing test. It was happened because they understand how to arrange word together and make a sentence in grammatical way.

So, they have less difficulty than the students with low grammar scores.

To sum up, here are some related findings who had investigated about the relationship between grammar mastery and writing ability. First, Novitasari Dianingrum (2012) in her research “The Correlational Study Between Grammar Mastery and Writing Skill on The Eleventh Grade Students of SMA Negeri 1 Kartasura at 2011/2012 Academic Year. In this research stated the result that there was a positive significant correlation between students’ grammar mastery and writing narrative text.

The second, Fauzul Eftita (2019) in her research “The Correlation between Students’ Grammar Mastery and News Writing Ability. In this research that conducted at 4th semester students of English Language Education at faculty of Teacher Training Universitas Islam Riau, there was a significant correlation between students’ grammar mastery and News writing ability.

By seeing the finding of some related study above, it can be concluded that the students’ grammar mastery has an important role in the improvement of students’ writing skill. Their understanding in grammar helps them to create a good passage in writing. They can produce the

idea clearly with the correct form of grammar. So, the ambiguous sentence that makes confusion can be avoided.

CONCLUSION

According to the statistical calculation which was analyzed in the previous chapter, a conclusion can be summed up that there is a significant correlation between grammar mastery and writing skill. The coefficient relationship r_{xy} is 0.748, the relationship is high. The high correlation indicates that the students who have minimum level of grammar mastery will get poor achievement in writing and the students who have maximum level of grammar mastery will get rich achievement in writing. It means that the enhancement of grammar mastery will be followed by the enhancement of writing skill.

The data showed that the students who got the minimum score of grammar mastery were gotten the minimum score of writing skill and the students who got the maximum score of grammar mastery were gotten the maximum score of writing skill. Therefore, it can be summarized that grammar mastery gives more contribution and has high correlation to the ability of writing. The students’ grammar mastery can influence the success of studying writing.

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