

THE CORRELATION BETWEEN STUDENTS' GRAMMAR MASTERY AND WRITING ABILITY

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ABSTRACT

The Objective of this research was to find out the significant correlation between students' grammar mastery or language features of recount text and writing recount text ability of the tenth grade of SMK SATRYA BUDI PERDAGANGAN. This research used correlation research design. The population of this research was 88 students and research sample was from X 1 RPL which consisted of 30 students which selected by using cluster sampling technique. Technique of data collection was tests. In analyzing the data, the writer applied Pearson's Product Moment Correlation Coefficient and Significance of Coefficient Correlation formula. The result of the research showed that t_{count} is 3,125 and the t_{table} at significant level Of 5% (0,05) with 28 degree of freedom (df) was 2,048. It means that t_{count} is higher than t_{table} . It can be concluded that alternative hypothesis is accepted and null hypothesis is rejected. It means that there is significant correlation between students' grammar mastery or language features of recount text and writing recount text ability.

Keywords : Correlation, Grammar Mastery, Writing Ability

INTRODUCTION

Language is the most important things in our life and it is used as tool of communication. With the language people can express, ideas, thought, and whatever they have in mind. According to Chalker and Weiner (1994 : 441) language is the method of human communication, consisting of words, either spoken or written.

One of the languages which is very important to be mastered is English. Mastering English can make easier for us to communicate with people from different countries, Because English is one of the most important international languages.

In English language, there are four language skills that we must learn. They are speaking, reading, listening and writing. According to Nunan (2003:88) Writing is the mental work of inventing ideas, thinking about how to express them and organizing them into statement and paragraph that will be clear to a reader. In writing a text, the students must be able to arrange good sentence grammatically.

Grammar is the structure of the language. According Patel and Jain (2008 : 141) defines that Grammar is scientific statement of the principles of good usage which concerns with the relation of words in the sentence. All languages have grammar and each languages have its own grammar . People who speak the same language are able to communicate because they know the grammar system. It is evident that grammar plays a very important role in language learning.

Every students should realize that many ways can be used by them to train how to get a good writing such as using kinds of text which related to their school curriculum. There are many kinds of text which taught at senior high school such as recount text, narrative text, procedure text, descriptive text, report text, etc. In this research, the writer only discussed about recount text. According to Anderson in Adhiyatama, Jamaluddin and Nadrun (2015 : 2)

that recount is one kind of text retells past events which are usually told in order which they happened. The students are expected to express their idea about the experience or last events focused to inform the readers. In learning recount text the students have to be able to know, understand and create a recount text based in the social function, generic structure and language features.

There are many problems that the students face in writing a text. Based on the phenomena when the writer had Praktek PPL, the writer found that some students got difficulties in writing. Firstly, the students knew or had the ideas on what they were going to write but they did not know how to put them into good sentence. Secondly, they made many grammatical errors in writing. For example “*She was eat a meat ball in the restaurant last week*” the sentence does not match with the simple past tense pattern where the sentence does not need to use to be because it is not a nominal sentence, the sentence should be “*She ate a meat ball in the restaurant last week*”. Since the students had grammatical errors, the students could not produce a good text. It can be concluded that students who did not understand grammar would not be able to produce a good text.

Based on the explanation above, the writer conducted the research about the correlation between students’ grammar mastery or language features of recount text and writing recount text ability of the tenth grade RPL of SMK SATRYA BUDI PERDAGANGAN. The research question formulated as follow “is there any significant correlation between students’ grammar mastery or language features of recount text and writing recount text ability”? The objective of this research is to find out whether there is significant correlation between students’ grammar mastery or language features of recount text and writing recount text ability.

REVIEW OF LITERATURES

Grammar

Grammar is the one of the component language that must be knowing. Knowing the grammar means understanding what the text correctly. When the students can not understand well about the grammar, the students will confuse to arrange the sentence.

According Thornbury (1999 : 1) Grammar is partly the study of what forms (or structure) are possible in language. Thus, grammar is a description of the rules that govern how a language’s sentences are formed. Further, according to Shamsan (2016 : 282) grammar is a very significant language component which requires knowledge of both morphology and syntax that stand as two interrelated linguistic discipline.

Based on the definition above, it can be concluded that grammar is a set of language rules that enable people to understand what they read and what theywrite when they communication.

Morphology

Morphology is the study of the internal structure of words. According to Lieber (2009 : 2) morphology is the study about word formation, including the ways new words are coined in the languages of the world, and the way forms of words varied depending on how they are used in sentence.

Syntax

According to Radford (2004 : 1) syntax is the study of the way in which phrase and sentence are structured out words. Then according to Valin and LaPolla (1997 :1) syntax refers to the branch of grammar dealing with the ways in which words, with or without appropriate inflections, are arranged to show connection of meaning within the sentence.

Writing

Writing is one of the four language skills, where the three others are listening, reading and speaking has always formed part of the syllabus in the teaching English (Harmer 2004

:31). According to Ur (1996:163) writing is the expression of ideas and conveying of a message to the reader.

There are many different definition about writing from some expert and some resources. In generally writing is way in sending message from the writer to the reader. Writing is also a way which the writer think or a way of thinking which is share to reader.

From the explanation above it can be concluded that writing is a language skill that has to learned. By writing student can express their idea, feeling or anything in their mind on a piece of paper.

Teaching writing not only focus on a product of writing itself but also on the process of writing. Process of writing is the stage of writer in order to produce something in its final written form. According to Harmer (2004 : 4) design four main element in process of writing. They are : planning, drafting, editing and final version.

In order to make a good writing, there are five Element of writing that should be considered the process of making a composition according to Harris (1969:68). Those Aspect are :content, form, grammar,styleand mechanics.

Types of Text

According to Togeby text (2013 : 12) type or Genre is a historical evolved type text with collectively accepted standards for subject matters and textual forms by which the sender and the receiver most expediently may achieve their collaborative purpose in types of social practice.

There are sometypes of genre according to Gerot and Wignell (1994 : 192-217).

1. Spoof
2. Recount
3. Reports
4. Analytical Exposition
5. News Item
6. Anecdote
7. Narrative
8. Procedure
9. Descriptive
- 10.Hortatory Exposition.
- 11.Explanation
- 12.Discussion Review

Recount Text

A recount tells past events which occurred in a sequence. According to Mulyono&Widayanti (2011 : 16) Recount genre is used to retell events for the purpose of informing or entertaining. The students are expected their ideas about the experience or last events focused to informed the reader.

Then according to Gerot and Wignel (1994: 194) recount text is a text to tell events for the purpose of informing or entertaining.

Recount text means the form of the text telling about someone experience (the experience of the writers themselves) such as their adventure and their day's activities. So, it can be concluded that recount text is text which retell events or experiences in the past.

Generic Structure of Recount Text

According to Mulyono&Widayanti (2011 : 16) there are three generic structure in recount text are follow : orientation, events and re-orientations

Language Features of Recount Text

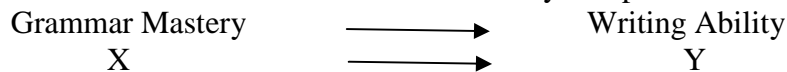
Recount text has some language features as stated by Gerot and Wignel (1994: 194). Namely: Focus on specific participant, Use material process, Circumstances of time and place, Use past tense, and Focus on temporal sequence.

RESEARCH METHODOLOGY

Research Design

This research was conducted through a quantitative research. According to Creswell (2014 : 4) quantitative research is an approach for testing objective theories by examining the relationship among variables

This research employed correlation research design. According to Lodicoet *al* (2006 : 14) correlation design is a quantitative method designed to show the relationships between two or more variables. It means that correlation design is used to determine the relationship among two or more variables. It is useful to describe and find out the significance correlation between those two variables, variable X and Variable Y, independent and dependent variable. The independent variable is a variable which causes or influence the other variables. The dependent variable is a variable that influenced by independent variable.



Population and Sample

According to Aryet *al* (2010:148) population is defined as all members of any well-defined class of people, events or object. In this research the population was students at tenth grade of RPL at SMK SATRYA BUDI PERDAGANGAN. The population of this research are 88 students, consist of three class.

According to Aryet *al* (2010:148) sample is of the small of group that is observed in addition sample is a portion of a population. The data was taken from students among the population, which was considered as sample. The writer conducting a sample by using a cluster sampling technique. There were some steps in selecting the sample. First of all, the writer prepared two pieces of paper and wrote the name of the class. Then, they were fold and put into glass, and then the writer shook the glass thoroughly. After that, the writer dropped out one of them from the glass. The first paper which fallen from the glass was the sample of this research. It was class X 1 RPL there are 30 students as a sample.

Research Instrument

The writer will use two instrument for collecting the data namely grammar test and writing test.

1. In the grammar test the writer use multiple choice test consist of 25 items about language features in recount text
2. The writing test the writer asked the students to write recount text about their holiday or their activities. In writing test, the writer asked the students to construct at least 4 paragraph and 5 sentences in every paragraph.

The Technique of Collecting The Data

In conducting this research, the writer used test to get score of students' grammar mastery and writing ability. In grammar test the writer use multiple choice test consist of 25 items about language features in recount text. And then the writer give the writing test about recount text. The writer asked the students to write text about their holiday or their activities. In writing test, the writer asked the students to construct at least 4 paragraph and 5 sentences in every paragraph.

The writer computed the score of the test The writer used the formula by Purwanto in Adhiyatama, Jamaluddin and Nadrin (2015: 5) as follow:

$$NP = \frac{R}{SM} \times 100$$

Where:

NP : Student's individual score

R : Raw score

SM : Maximum Score

100 : Constant number

Data Analysis

Simple Linear Regression Analysis

The regression equation can be determined as follow :

$$Y = a + bX$$

Correlation Coefficient

The data that has been collected were analyzed using Pearson Product Moment Formula suggested by Arikunto (2013:213):

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

To know significance between two variables, the writer used significance correlation formula which determined by Sugiyono (2015:187) as follow :

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

RESEARCH FINDING AND DISCUSSION

In this discussion the writer want to present the result from the data analysis. The writer found, there is a correlation between students' grammar mastery or language features of recount text and writing recount text ability. It was proved that the result of correlation coefficient between variable (X) and variable (Y) is 0,508. Then, there was a significant correlation between students' grammar mastery or language features of recount text and writing recount text ability, It can be seen t_{count} is 3,125 and the t_{table} at significant level of 5% (0,05) with 28 degree of freedom (df) was 2,048. It means that t_{count} is higher than t_{table} . It can be concluded that alternative hypothesis is accepted and null hypothesis is rejected. It means that there is significant correlation between students' grammar mastery or language features of recount text and writing recount text ability.

Based on the result from the data analysis, the writer concluded that, the students can mastery in grammar because, the learning method used is good and interesting so that the students easily understand, and the ability of students receive lesson well. This factor implied that the student's activity in mastering the grammar give a useful contribution to their ability in writing. It means that if the students' improve their mastery of grammar, especially grammar that used to write recount text, their ability in writing recount text will improve as well.

CONCLUSION

Based on the data analysis and discussion, the writer could be concluded that, there is correlation between students' grammar mastery or language features of recount text and

writing recount text ability. It was proved by the result of correlation coefficient between variable (X) and variable (Y) by Pearson Product Moment is 0,508. Then, there was a significant correlation between students' grammar mastery or language features of recount text and writing recount text ability. It was proved by t_{count} is 3,125 and the t_{table} at significant level of 5% (0,05) with 28 degree of freedom (df) was 2,048. It means that t_{count} is higher than t_{table} . It can be concluded that alternative hypothesis is accepted and null hypothesis is rejected. It means that there is significant correlation between students' grammar mastery or language features of recount text and writing recount text ability

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