

**THE INFLUENCE OF GRAMMATICAL PRACTICE TOWARD  
STUDENTS' WRITING ABILITY AT THE GRADE  
OF SMA NEGERI 1 AMBARAWA**

**(A Script)**

**By**

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BANDAR LAMPUNG  
2016**

## **ABSTRACT**

### **THE INFLUENCE OF GRAMMATICAL PRACTICE TOWARD STUDENTS' WRITING ABILITY AT THE FIRST YEAR OF SMAN 1 AMBARAWA**

**DEVRIAN MUSTAFA**

As it is commonly regarded that writing is considered as the most difficult skill to be achieved. This is true because writing covers many crucial aspects such as content, organization, vocabulary, grammar and mechanic. Therefore it is not uncommon that some students were not actually able to write in sentence effectively. This fact is reasonably true since it was found in the field that there are some students who experienced difficulties in writing activities when they try to practice writing exercise.

The aims of this research were to investigate the influence of grammatical practice and students' writing ability and to find what is the writing aspect that most influenced by the grammatical practice. Thirty of first year students from SMA Negeri 1 Ambarawa were chosen to be a sample. The data collecting technique used were grammatical test and writing test. Grammatical test was consisted of 30 multiple choice questions and the writing test was about descriptive test that is scored based on a scoring rubric.

In reference to the data of grammatical practice gained from the test, it was obtained that the highest score was 83.33, the lowest score was 53.33 and average was 67.56. Referring to the data of writing test, it showed that the average of students' writing ability was 68.46. The highest score was 83 and the lowest score was 57. It can be claimed that the students have average ability in writing.

The results showed that the coefficient correlation was 0.617 and it was significant where  $r\text{-value} (0.617) > r\text{-table} (0.3610)$  and it was found that grammatical practice influenced writing ability of the students with 38%. Furthermore, it was found that grammatical practice gave 26.4% contribution to vocabulary, 18.3% to organization, and 42.8% to grammar aspect of students' writing ability. Based on the result, it can be concluded that there is influence between grammatical practice and students' writing ability and grammar was the most influenced aspect by grammatical practice.

Key words: grammatical practice, writing ability, the influence.

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STUDENTS' WRITING ABILITY AT THE GRADE  
OF SMA NEGERI 1 AMBARAWA**

**By  
DEVRIAN MUSTAFA**

**A Script  
Submitted in a Partial Fulfillment of  
The Requirements for S-1 Degree  
In  
The Language and Arts Department of  
Teacher Training and Education Faculty**



**FACULTY OF TEACHER TRAINING AND EDUCATION  
UNIVERSITY OF LAMPUNG  
BANDAR LAMPUNG  
2016**

Research Title : **THE INFLUENCE OF GRAMMATICAL PRACTICE  
TOWARD STUDENTS' WRITING ABILITY AT THE  
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## **CURRICULUM VITAE**

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## **DEDICATION**

With love and appreciation, this script is proudly dedicated to:

My beloved mother and father, Musliah and Tahrir Bastari. Thank you so much for your love, supports, attention, and prays for me. Without your love I wouldn't be like the way I am now.

My beloved sister and brothers, Rendra Mustafa, Qori Avi Sunani, and Roviq Umam Syahroni. Your support and love make me stronger. Thank you.

My beloved Fraternity English Department '11. Thanks for the best moments I've experienced

## **Motto**

"Who are the learned? Those who practice what they know."

-Prophet Muhammad (PBUH)-

"Wise men learn by other men's mistakes, fools by their own"

-Unknown-

## ACKNOWLEDGMENTS

Praise is for Allah SWT, the Almighty God, for blessing the writer with health and determination to finish this script, then sholawat is for our Prophet Muhammad SAW, with his family, friends, and all Moslems. This script, entitled “The Influence of Grammatical Practice toward Students’ Writing Ability at The First Grade of SMA Negeri 1 Ambarawa” is presented to the Language and Arts Education Department of Teachers Training and Education Faculty of Lampung University as a partial fulfillment of the requirements for S-1 degree.

There are many individuals who generous gave suggestions for improving this script. The writer would like to express his sincere gratitude and respect to her first advisor, Drs. Basturi Hasan, M.Pd. and her second advisor Drs. Deddy Supriyadi, M.Pd. who had contributed and given their invaluable evaluations, comments, also suggestions during the completion of this script. The writer also would like to express her deepest gratitude and respect to Prof. Ag. Bambang Setiyadi, M.A., Ph.D. for his enthusiastic encouragement and contribution during the examination until this script is finished.

The writer also wants to extend her deep appreciation to Drs. Suyadi, M.Pd as the head of SMA Negeri 1 Ambarawa for providing the opportunity to conduct the research and Nurhasanah, S.Pd., M.Pd. as an English teacher for being so helpful during the research process. Besides, many thanks to the first grade students of SMAN 1 Ambarawa who were chosen as the subject for being cooperative during the research.

Most importantly her special words of indebtedness should go to his beloved mother, Musliah and her beloved father, Tahrir Bastari who always give their support and love. The writer also extends her thankfulness to her sister and brothers, Qori Avi Sunani, Roviq Umam Syahroni and Rendra Mustafa also thanks to my dearest someone, Nifia Anda Ningrum for their loves, supports, prays and encouragement.

The writer also wishes to thank his best brothers in ED 11: M. Fauzan, Ewo Priyo, Galant, Ferdian, M. Haris, Afif H, Nandar, Slamet R, Bagus Al-Ghani, Agung, and others. I will miss the time we ever shared together. Thank you for all.

Hopefully, this script will give a positive contribution to the educational development or those who want to carry out further research.

Bandar Lampung, January 2016  
The Writer

Devrian Mustafa

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## **INTRODUCTION**

This chapter describes background of the problem, research problems, objectives of the research, uses, scope and definition of term.

### **1.1 Background of the Problem**

English as a foreign language in Indonesia is taught at senior high school as a compulsory subject. The students in senior high school are hoped to master English to have good English ability especially for communication. By having good communication, the students are expected to be able to access knowledge by using English (Depdiknas, 2006). In addition, Murcia (1983:17) states that the goal of teaching English as foreign language is that the students can communicate in target language, both in spoken or written forms.

Spoken forms normally relates to verbal utterances. While written forms relates to the composition of written words. They are combined as to communicate, share or express the writer's ideas. In addition, Raimes (1983:76) says that writing is a skill in which we express ideas, feelings and thoughts which are arranged in words, sentences and paragraph using eyes, brain and hands. Unfortunately, some students may have difficulties in their writing because they do not know what they will write. They do not have sufficient knowledge in vocabulary, grammar, and

organization. In short, it is clear that writing is the most difficult skill to be achieved.

In fact, it is very difficult for the students to exclude what they think in their mind by using a good sentence. It is accordance with Badudu (in Susanto 1997:1), he says that eventhough students have learned English in years, they still find difficulties to express the ideas in proper words and sentences. This stands to reason because writing skill is the most complex language skill to master because it involved knowledge of sentence structure, diction, organization, of ideas, etc (Haris, 1979).

In writing, specifically, grammar is very important aspect in delivering the ideas. This is because grammar is the basic elements of knowledge or skill, or it is a set of prescriptive notions about correct use of a language. In relation to this, Murcia (1995:4) says that grammar is essentially about the systems and patterns we use to select and combine words. By studying grammar, we come to recognize the structure and regularity which is the foundation of language and we gain the tools to talk about the language system. Grammar must be learned by the students who want to learn about language. It will be more effeteive to produce utterance based on the basic structure which they know (Nichols, 1993:78).

Naturally, grammar is a complex element in writing, because it has crucial basic elements. This is true since according to Arts and Arts (1987) that grammar consists of syntax, phonology, morphology and semantic analysis. In fact, every

elements has also other components, for example syntax that relates to structure of sentence, semantic that relates to meaning of the text, phonology that relates to sound of a language, and morphology that relates to a language's morpheme. Hence, it is obviously that grammar is very complex and meaningful in terms of making use of target language both spoken and written forms effectively as well as correctly.

It can now be reasonable to say that students in SMA Negeri 1 Ambarawa still face a lot of difficulties when they want to deliver their ideas in writing, even though in the simple form like descriptive writing. Actually, descriptive text is one of the genres in writing text. It is taught the teacher in order to make the students know how to describe people, place, animal, or anything surrounding themselves.

Referring to this, the other researches also have been done. A study conducted by Ratna Juwitasari (2013), stated that students still make grammatical errors in writing descriptive text. The data which analyzed by using Surface Strategy Taxonomy showed that the students still make an errors of using simple present tense in their descriptive text writing. The errors such as the student did not add *to be* for nominal present tense sentences. Another previous study done by Cynthia Astri Liona (2012), mentioned that from the subject tested, there were 113 items errors in their descriptive writing. The most commonly errors done by students based on Surface Strategy Taxonomy is misinformation. Misinformation is an error by the use of the wrong form of the morpheme or structure.

In reference with the condition above, this research intends to be conducted in SMA Negeri 1 Ambarawa to analyze whether grammatical practice give significant influence to students' ability in writing or not. The other reason of conducting this research in SMA Negeri 1 Ambarawa is there is no previous research regarding the topic that has been ever held in this school, so that, hopefully this research will be of contributions to improve teaching English in this school.

### **1.2 Research problems**

In reference to the background above, the reserach questions arise as follows:

1. Is there any significant influence between grammatical practice and students' descriptive writing ability?
2. How much the contribution of grammatical practice toward students' descriptive writing ability in terms of organization, vocabulary and grammar aspects?

### **1.3 Objectives of the Research**

Referring specifically to the reseach problem stated above, the objectives of the research are:

1. To find out whether there is significant influence between grammatical practice and students' descriptive writing ability.
2. To find out how much the grammatical practice contribute students' descriptive writing ability in terms of organization, vocabulary and grammar aspects.

#### **1.4 Uses**

It is expected that the result of this research can have the following uses:

1. Theoretically, the significances of this research are:
  - a. To verify the theory dealing with the theories in this research.
  - b. To be used as a reference for further research.
2. Practically, the significances of this research are:
  - a. To inform the teachers of the importance of grammatical mastery by the students in descriptive writing.
  - b. To encourage students to learn grammar in their learning.

#### **1.5 Scope**

This research is quantitative research that was conducted at the first grade of SMA Negeri 1 Ambarawa. This research focused on descriptive writing. There were three aspects that were scored; they were organization, vocabulary, and grammar aspects. While the grammar items test that was tested was focus on the use of simple present tense. Grammar aspect that was taught as the treatment was also focus on using simple present tense. The sample for this research was taken from class X3 which consist of 30 students. The data were taken by grammar items test and writing test.

#### **1.6 Definition of Terms**

There were some terms that were used in this study needed to be defined in order to avoid ambiguity. They are illustrated as follows:

1. Grammar is the rules for constructing words to be meaningful and understandable sentences.
2. Simple present tense is defined as a tense to express habitual action, general truth, or action that happens routinely.
3. Writing ability is the ability to arrange the words into a good sentences which is understandable.
4. Descriptive writing ability is the skill to describe people, objects, places or events using appropriate details in written symbols.

## **II. LITERATURE REVIEW**

This chapter contains explanation about the concept of related theories used in this research; notion of grammar, notion of tense, notion of simple present tense, concept of writing, and concept of descriptive text.

### **2.1 Notion of Grammar**

Grammar is very important for English language learners since it is one of the important aspects to master communicative skills, especially in written communications. According to Brown (2001:21), grammar is the system of rules that constructs the formation and connection of every word in a sentence. Brown also states that grammatical competence occupies a prominent position as a major component of communicative competence.

Another definition is from Trask (1999:110), who mentions that grammar is the rules for constructing words and sentence in a particular language, or the branch of linguistics studying this. Brown added that grammar as the system of rules governing the conventional arrangement and relationship of words in a sentence. The cited definitions above basically have the same meaning that grammar is defined as system of rules that covers morphology, phonology, semantic and syntax. Since this research deals mainly with writing, so the focus of this study is

basically in syntactic analysis. According to Cobbett (1818), syntax is a word which comes from the Greek. It means, in that language, the joining of several things together; and, as used by grammarians, it means those principles and rules which teach us how to put words together so as to form sentences. It means, in short, sentence-making. Having been taught by the rules of etymology what are the relationship of words, how words grow out of each other, how they are varied in their letters in order to correspond with the variation in the circumstances to which they apply, syntax will teach you how to give all your words their proper situations or places, when you come to put them together into sentences. Since syntax studies about the formation of sentence, it belongs to sentence structure where there is the change of time which is called tense. In short, tense is part of syntax that discuss about the change of times in sentence structure.

## **2.2 Notion of Tense**

Tense in grammatical aspect, according to Master (2004:1) is typically marked on the verb which refers to the time of event or state denoted by the verb in relation to some other temporal reference point.

Additionally, McKay (1987) stated, “tense mean time, and the verb tenses show the time of the action describe by the verb”. It means that to form tenses correctly we must know the principal parts of the verb or the form of the verb itself. English has sixteen different tenses. The differences happened in the forms of the used verbs and the time of verbs action takes places.

As observed by Greenbaum and Nelson (2002) originally tense has two forms: present tense and past tense because the other tenses use additional verb or auxiliary verb. Since this study merely deals with present tense, so only this form of tense will be elaborated in details.

### **2.3 Notion of Simple Present tense**

Simple present tense is one of types in tenses. Thomson and Martinet (1986:145) define that the main use of simple present tense is to express habitual action, general truth, or an action that happens routinely. The simple present tense usually uses adverb of frequency such as: always, usually, often, sometimes, seldom, rarely, and frequently. It is used to show the habitual in particular time. It is also characterized by the adverb of time such as: every, today, nowadays, at present, at this time, every week, one week, three times a day, e.g,

1. Mr. John is happy *today*.
2. She feels nervous *at this time*.
3. They go to swimming pool *every week*.
4. She drinks medicine three *times a week*.

In line with Thomson and Martinet, Greenbaum (1993:13) who state that we use the simple present tense when the following conditions available; namely:

- a) The action is repeated

We can use simple present tense to express an action if it is repeated or usual in daily activity. The action can be a habit, a hobby, a daily event, a scheduled

event or something that often happens. It can also be something a person often forgets or usually does not do, e.g.,

1. I *always listen* to the music in my spare time.
2. Dika *usually sleeps* at 09.00 p.m.
3. She *always forgets* her dictionary in English class, etc.

b) The statement is always true/ fact/ generalization

The simple present can also indicate the speaker believes that a fact was true before, is true now, and will be true in the future. It is also used to make generalizations about people or things, e.g.,

- 1) A baby *likes* milk.
- 2) Jakarta *is* in Indonesia
- 3) *Does* Jokowi *live* in Solo?

c) The action happens all the time, or habitually in the past, present and future

Speakers occasionally use simple present to talk about scheduled events in the near future. This is most commonly done when talking about public transportation, but it can be used with other scheduled events as well, e.g.,

1. The plane *leaves* tonight at 8 p.m.
2. The train *does not arrive* at 10 a.m, it *arrives* at 11 p.m.
3. When *does* the English class *begin*?

d) The action happens now

Speakers sometimes use the simple present to express an action which is happening or is not happening now, e.g,

1. They *are not* here now.
2. Harry *needs* our help right now.
3. *Do you have* much money in your saving?

There are two patterns in forming of the simple present tense. They are nominal present tense and verbal simple present tense.

### 2.3.1 Concept of Nominal Present Tense

Greenbaum further point out that nominal present tense is applied when there is no verb in the sentence. Commonly, auxiliary verb or to be is used. These are some patterns of nominal present tense.

- 1) Possitive sentence (+), consists of Subject (S) + to be (am, is, are) +  
Noun/adjective/adverb

Basically, positive sentence is a sentence which is used to tell the statement, news or information.

- 2) Negative sentence (-) includes S + to be (am, is, are) + not +  
Noun/adjective/adverb

Contrary to the possitive sentence, negative sentence is used to disprove an action, event or a condition.

- 3) Introgative sentence(?) is formed with To be (am, is, are) + S +  
Noun/adjective/adverb

Normally, interrogative sentence is a sentence which is used to ask about something.

However, for personal pronoun *I*, auxiliary *am* is used and followed by noun, adjective, or adverb, e.g.,

- a. I *am* a student
- b. I *am* hungry

Whereas personal pronoun *He*, *She* and *It*; to be *is* used and is followed by noun, adjective, or adverb; e.g,

- a. She *is* a nurse.
- b. He *is* handsome.
- c. A cat *is* in my house.

And personal pronoun *You*, *We* and *They*; to be *are* used followed by noun, adjective, or adverb, e.g,

- a. You *are* a kind person.
- b. She *is* my classmate.
- c. We *are* in the class.

### **2.3.2 Concept of Verbal Present Tense**

Theoretically, verbal present tense refers to the use of verb forms to form the sentence in simple present tense. In fact, there are some rules of verbal present tense; they are:

- 1) Positive sentence (+) is constructed by using Subject (S) + Verb1 [+s/es (in third person)] + O/C

Basically, positive sentence is a sentence which is used to tell the statement, news or information.

- 2) Negative sentence (-) is formed with S + do/ does not + Verb1 + O/C

Contrary to the positive sentence, negative sentence is used to disprove an action, event or a condition.

- 3) Interrogative sentence(?) consists of Do/ does + S + Verb1 + O/C

Normally, interrogative sentence is a sentence which is used to ask about something.

The first person plural such as *I, you, we* and *they* use almost all verbs in the form of basic verb. Whereas the third person singular such as *he, she* and *it* uses almost all verbs and add suffixes *s* or *es* to the simple form. The spelling for the verb in the third person differs depending on the ending of that verb.

For examples:

- (1) Verbs that end in -O, -CH, -SH, -SS, -X, or -Z suffix -es is added, e.g.,

- a. Mr. Budi *always goes* to the school on time. The verb *go* becomes *goes* because the subject is third person singular (Mr. Budi) and the verb ends with o.
- b. The cat *catches* a mouse. The verb *catch* becomes *catches* because the subject is third person singular (cat) and the verb ends with ch.

- c. John *usually washes* my car on Saturday. The verb *wash* becomes washes because the subject is third person singular (john) and the verb ends with sh.
- d. He *always kisses* his wife every day. The verb *kiss* becomes kisses because the subject is third person singular (he) and the verb ends with ss.
- e. The secretary *fixes* the typo letters. The verb *fix* becomes fixes because the subject is third person singular (the secretary) and the verb ends with x.

(2) Verbs that end in a consonant Y, suffix *ies* is added, e.g.,

- a. He *marries* his girlfriend. The verb *marry* becomes marries.
- b. She *always studies* every night. The verb *study* becomes studies.
- c. She *worries* her son. The verb *worry* becomes worries.

However, verbs that end in a vowel Y, suffix *-s* is added, e.g.,

- a. He *plays* volley ball with his team.
- b. Martha *enjoys* the dinner.
- c. Kate *says* love to me.

## 2.4 The Concept of Grammatical Practice

Grammatical practice actually refers to the activity or teaching learning process in the class. This activity is about the mastering and practicing the use of grammar.

In this case, the grammar used is only focus on simple present tense. So that all of

the activity will relate to learn simple present tense. The learning process will consist of two parts: 1) giving the knowledge about simple present tense and 2) practising to use present tense in the sentence and also answering the question about simple present tense.

To measure grammatical achievement, grammatical mastery test is applied. The tests will measure the students mastery of grammatical aspects during the learning process. The students who gain better score means they also master the grammar well. In contrast, if they achieve low score, it also means that they do not master grammar appropriately. The test can be seen in the research instrument presented in chapter three.

## **2.5 Concept of Writing**

It is widely understood that writing is a process of expressing ideas, thought and feeling of the writer by using a conventional system, so the reader understands the message of information sent. Linderman (1982:3) says that writing is a process of communication using convention graphic system to convey a message to the reader. Moreover, Papalia (1995:26) adds that writing is a system of graphic symbol used to convey message and record ideas on paper. This implies that writing is a way of expressing the writer's ideas, thought, and feeling so that he/she can communicate with others through written forms.

Ordinarily, writing reinforces the students to use structure, idioms, and vocabulary which they have studied. Raimes (1983:76) says that writing is a skill in which we

express ideas, feelings and thoughts which are arranged in words, sentences and paragraph using eyes, brain and hands. Furthermore, she also explains that the other aspects of language skills are involved when the students apply their ideas on paper (Raimes, 1983:3). Thus, writing basically is the process of expressing ideas and thoughts of the writer using knowledge of structure and vocabulary to combine the writer ideas as a means of communication.

In addition, Tarigan (1987:7) says that writing is a language skill used for indirect communication. It means that the students can communicate their ideas and their thought to others through written form such as letter, message, or invitation for communication. The principles of writing include what to say, how to sequence what to say and how to express. So in writing students must be able to elaborate and describe the ideas in sequence and communicative ways.

Thus, it can be said that writing is a crucial means of indirect communication. In fact, writing is one of language skills and indirect communication that convey meaning and expressive information from the writer to the reader in form of written language. It is now clear that by applying writing practice, language learners can express their feelings, ideas, thought, emotions and attitudes by means of using effective way of written communication.

## **2.6 Concept of Paragraph Writing**

As had been said by Oshima and Hogue (1990), a paragraph is a group of a related sentence expressing one central idea and is completed in itself and is also a

subdivision or part of something larger, for example composition. Furthermore, Oshima and Hogue (1990:3) state that a paragraph is basis unit or organization in writing in which a group of related sentences developed one main idea.

In addition, a paragraph can be short as one sentence or as long as ten sentences. Referring to this, Wishon and Burk (1980:369) state that paragraph is usually series of group closely related sentences that develop one topic. Moreover, Martha (1974:61) describes paragraph as a group closely related sentences that are arranged in a way that permits a central idea to be defined, developed and clarified.

In relation to the statement above, Oxford Advanced Learner's Dictionary states that paragraph is division of piece of writing, or it is usually a group of several sentences dealing with one main idea. From this statement we can conclude that a paragraph consists of one main idea, which is supported by some sentences (supporting sentence) to clarify the main idea.

The illustration of paragraph writing above leads us to infer that paragraph is the smallest part of composition that contains a group of sentences that is used to express one main idea. In short, a good paragraph has to be arranged logically and systematically. Every sentence has to support the main idea and it should be related to one another.

Meanwhile, Ruskiewicz (1950:236) said that paragraphs in newspapers frequently run no more than a sentence or two; those in news magazines are usually longer; paragraphs in books may cover half a page or more. Each of these paragraphs will have its proper length determined by the aim, audiences and subject matter of the essay itself.

### **2.6.1 Elements of Paragraph**

Referring to Oshima and Hogue (1990:3), a paragraph has three major structural parts; a sentence, supporting sentences and concluding sentences. And also a good paragraph has two elements; unity and coherence. In brief, a good paragraph should fulfill the criteria above. Paragraph has to stick to one topic and the content of paragraph must be relevant to the composition content. Then every sentence flows regularly. Furthermore topic sentence has to be developed by supporting sentence in various structures so that the reader can catch the idea clearly.

Generally, there are five categories in a paragraph;

#### 1. Topic sentence

According to Oshima and Hogue (1990:6) topic sentence is a complete sentence and it is usually found at the first sentence in the paragraph. A topic sentence has two essential parts: the topic and the controlling idea. The topic names the subject or the main idea of the paragraph, and the controlling idea makes specific comment about the topic.

*Smoking cigarettes can be an expensive habit. Considering that the average price per pack of cigarettes is seventy-five cents, people who smoke two packs of cigarettes a day spend \$1.50 per day on their habit. At the end of one year these smokers have spent at least \$547.50. but the price of cigarette is not the only expense cigarette smoker incur. Since cigarette smoke has an offensive odor that permeates clothing, stuffed furniture, and carpet, smokers often find that these items must be cleaned more frequently than nonsmokers do. Although it is difficult to estimate the cost of this addinional expense, one can see that this hidden expense does contribute to making smoking an expensive habit.*

From the paragraph above, it can be seen that topic sentence is basically the subject of paragraph. There are two part of the topic sentece: the topic and the controlling idea. Smoking cigarettes is the topic and expensive habit is the controlling idea. Topic idea means that all of the supporting sentences have to describe about smoking cigarettes. Controlling idea means that all of the supporting sentences must relate to the cause or the example of expensive habit from smoking cigarettes.

## 2. Supporting Sentences

Basically, supporting sentences develop the topic sentence. In this case, Oshima and Hogue (1990:13) state that one paragraph is finished if the topic sentence has been developed, hence the content of the paragraph is clear, the message can be comprehended and receive by reader. This can be developed by giving reasons, example facts and quotations.

As we can look at the paragraph above, all of the sentences started from the second sentence are actually explaining the effect of smoking cigarettes. They give some examples and reasons that smoking is an expensive habit. Shortly, it can be conclude that supporting sentence is the sentece that support or explain the topic sentence. It can be example, reason or quatations.

### 3. Concluding Sentence

Oshima and Hogue (1990:13) state that the concluding sentence consists of three points, they are:

- 1) It signals the end of the paragraph,
- 2) It concludes the main point of the paragraph,
- 3) It gives the final comments of the topic and leaves the most important ideas to think about.

Generally, conclusion can be equally startling and memorable if a short sentence is highlighted by longer ones. Unusually long sentences can be intimidated at the beginning of a paragraph, especially when they try to convey a great deal of information all at once.

### 4. Unity

Naturally, unity means that the paragraph discussed one main idea. The main idea stated in the topic sentence and every supporting sentence must directly explain or prove the main idea stated in the topic sentence. For example, if the paragraph in the topic sentence stated that about two important characteristics

of cigarette such as the history of cigarette and price of cigarette. Unity in writing is not in monotony, but in harmony. The pointer does not achieve unity by using a single color or a single shape: the colors, the shapes, the lines, the masses all work together to produce a unity of effect which is a major source of the viewer's pleasure.

## 5. Coherence

Oshima and Houge (1990:44) have stated that paragraph is very easy to read and to understand, because:

- 1) The supporting sentences are in some kinds of logical order, and
- 2) The ideas are connected by the use of appropriate transition signals

in order to have coherence in writing the movement from one sentence should flow smoothly to the next one. The sentences have to be arranged in some kinds of logical order.

In brief, a writer makes sure that a paragraph will be coherent by planning how to build the paragraph before writing. A paragraph, moreover, may be develop in these six ways: from the most important example, from the most important to the least important, in order of time, in order of space, from a general statement to supporting facts, and from supporting facts to a general statement.

This is an example of a good paragraph;

*Marie is as beautiful as any Hollywood starlet. Her thick, wavy, long black hair gracefully falls down to her shoulders and surrounds her exquisite, diamond-shaped face. A golden suntan usually highlights her smooth, clear complexion. Her slightly arched chestnut brown eyebrows draw attention to her deep blue eyes, which remind me of a lake on a stormy day. Her eyes are large, but not too large, with thick eyelashes. Her nose is straight and neither too long nor too short. A small black mole on the left side of her mouth adds to her beauty. And her mouth! It is a small mouth that looks delicate and feminine. Her lips are rather than thin, but not too thin; her light pink lipstick adds another touch of feminine beauty. When she smiles, which is often, her well-formed and even, white teeth brighten up her whole face. There is nothing but extraordinary beauty in the face of Marie.*

(Smalley and Rutten, 1986:78)

The paragraph above is the example of good paragraph. The first sentence is topic sentence which is clearly tell about the beauty of Marie. The second to eighth sentence are supporting sentences which support the main sentence. While the last sentence is concluding sentence to conclude or to close the paragraph. All the sentence explain about Marie which means that the paragraph has unity. There is no sentence in this paragraph that does not talk about Marie. All sentence has unity in describing Marie. The paragraph is

also has a good coherent which can be seen that the supporting sentences explain from the general to the specific. They also explain from the top to above. This logical order makes the paragraph become a coherent.

### **2.6.2 Component of Writing**

Dealing with writing, Linderman (1983:120) describes that writing as a process of communication which uses conventional graphics system to the readers. Furthermore, Linderman also say that the form of communication use written language as words, sentences, punctuations, and good structure, so that, the readers can understand the information easily.

In writing process, the writer can be said successful if their writing contains some components of writing. According to Jacob et al (1981:90) there are five components of writing, but this study will only use three components. The three out of five components proposed by Jacob are as follow;

#### **1) Organization**

For the most part, organization is the progression, relatedness, and completeness of ideas. The writer establishes for the reader a well-organized composition, which exhibits a constancy of purpose through the development of elements forming an effective beginning, middle, and end. The response demonstrates a clear progression of related ideas and/or events and is unified and complete. Organization refers to the logical organization of content. It is scarcely more than attempt to piece together all collection of fact and jumble

ideas. Even in early drafts it may still be searching for order, trying to make out patterns in its materials and working to bring particulars of its subject inline with what is still only a half-formed notion of purpose. The logical organization of content provides readers with a framework to help them fulfill their expectations for the text. A well-organized piece of writing supports readers by making it easy for them to follow, otherwise a poorly organized piece leads readers through a maze of confusion and confounded expectations. The ideas and actions should connect to each other in result that the reader could follow the idea clearly. Here is an example of a well-organized paragraph that would make the reader follow the piece logically from beginning to the end:

### *My Guitar*

*My most valuable possession is an old, slightly warped blond guitar—the first instrument I taught myself how to play. It’s nothing fancy, just a Madeira folk guitar, all scuffed and scratched and finger-printed. At the top is a bramble of copper-wound strings, each one hooked through the eye of a silver tuning key. The body of the Madeira is shaped like an enormous yellow pear, one that was slightly damaged in shipping. The blond wood has been chipped and gouged to gray, particularly where the pick guard fell off years ago. No, it’s not a beautiful instrument, but it still lets me make music, and for that I will always treasure it.*

It can be seen that the paragraph above has the unity by seeing that each sentence has conjunction or connection such as *and* and the use of punctuation to give a clear and smooth description of the guitar. The paragraph contains sentences that are logically arranged (coherence) by seeing the development of the writing which has a clear topic sentence in the beginning, followed by supporting sentences with good vocabulary that makes the readers can understand the idea of the paragraph clearly.

## 2) Vocabulary

Usually, vocabulary refers to the selection of words those are suitable with the content. It begins with the assumption that writer wants to express the ideas as clearly and directly as he or she can. Furthermore, a good vocabulary will provide for clear communication of your ideas and thoughts. The selection of words those are suitable with the content naturally refers to select a general topic and then gradually narrow down to an appropriately specific topic. This approach is most helpful to consider the selection words that compatible with the topic. The breadth and depth of a student's vocabulary will have a direct influence upon the descriptiveness, accuracy, and quality of his or her writing. for example, if the topic is about mother, then the selection of words would be: *nice, wonderful, proud, cook, love, clean, make, beautiful, everyday, everytime.*

#### 4. Language use (grammar aspect)

People associate grammar with errors and correctness. But knowing about grammar also helps us understand what makes sentences and paragraphs clear and interesting and precise. Grammar is the sound, structure, and meaning system of language. All languages have grammar, and each language has its own grammar. 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.

Language use (grammar aspect) refers to the use of correct grammatical form and synthetic pattern of separating, combining, and grouping ideas in words, phrases, clauses, and sentences to bring out logical relationship in paragraph writing. In short, grammatical rules of syntax can mean the selection of a word or the word's tense, the arrangement of the words and the selection of the punctuation.

In this research, the concept above will be applied because these concepts are fairer in scoring each aspects of writing as they are elaborated in the next parts.

### **2.7 Concept of Descriptive text**

Commonly, when someone writes a descriptive text, he/ she express everything in his mind about certain object or event into words and sentences. Correspondingly, Parera (1984:4) said that descriptive is one type of writing that can be related to the experience such as seeing, hearing, touching, smelling, and feeling. In

addition, Keraft (1982:93) states that descriptive writing is drawing important part of thing in detail and clearly.

Furthermore, Smalley and Reutter (1986:58) state that when you are describing looks of something –it is physical description—it is not time but space that important and in a descriptive paragraph, you must make the location of the object being descriptive very clear. So the one who will describe something, he/she must describe it clearly in order to make the readers able to see an object in his minds as clear as possible.

Meanwhile Ruszkiewicz (1950:10) explains that description take a person, place, event, or idea and sketches it in words as if it were frozen in time. The thing being described may, of course, be moving, but the concern of description is to examine what the motion is, not what it does. When you depict the whir of a propeller, you are describing. When you describe the character and features of your uncle John, you are describing. But when propeller tangles your uncle's fishing line and he respond with a modest obscenity of the event is likely to move into the narrative mode.

He continued to emphasize about the accurate description. 'Whatever its aim, description should be accurate, systematic, selective, and (sometimes) comparative. The accuracy of any description relies on an agreement between a writer and reader on the meaning of terms. But such agreement is not always sure. An inch may be an inch and a meter, but exactly what shade of red is vermilion.

How big is huge, what degree of poverty is wretched? Because words and meaning do not always same and the idea sometimes fail. But author and audiences can be brought closer together by nouns, verbs modifiers, details, and qualifications accurate enough to satisfy the careful writer, yet clear enough to serve the impatient reader”. It can be seen from the example of descriptive writing paragraph, as follow;

*My dormitory room, on the second floor of Bienville Hall, is small and crowded. The dark green walls and dirty white ceiling make the room seems dark, and thus even smaller than it is. As you walk into the room, you are stopped short by my bed, which fills half of the room. The two large windows over the bed are hidden by heavy dark gold drapes. Against the wall on you left, pushed into a corner behind the head of the bed, is a large bookcase which is crammed with papers, books and knick-knacks. Wedge in between the bookcase and the wall opposite the bed is a small grave metal desk. It has a brown wooden chair, which seems to fill the left end of the room. Stuffed under the desk is a woven wastepaper basket, overflowing with papers. The wall above the bookcase and desk is completely taken up with two small posters, shoes, hats, tennis racquets, and boxes bulging out of its sliding doors. Every time I walk out of the door, I think, “Now I know what it is like to live in a closet”.*

Smalley and Reutten (1986:59)

The topic sentence in the paragraph above is the first sentence. It can be seen that the topic of that paragraph is “my dormitory room”. Topic sentence is the

main sentence that will be developed by the supporting sentence. Supporting sentence is the description of the topic sentence. They are second sentence to eightieth sentence. All those sentences are describing the room. And the last sentence is the concluding sentence. Concluding sentence is also called closing sentence.

The descriptive paragraph above is good. The writer has succeeded to introduce the room well. We can see from the sentences, which give information about the position of the room. And then, in the next sentences, he has drawn about his room from front of the room until the backside of the room. Moreover he illustrates about the room condition by telling what he watches, what he smells, and how he feels.

## **2.8 The Role of Grammar in Improving Writing Skills**

As mentioned previously in the background that grammar is the basic elements of knowledge or skill of a language. Murcia (1995:4) says that grammar is essentially about the systems and patterns we use to select and combine words. By studying grammar, we come to recognize the structure and regularity which is the foundation of language and we gain the tools to talk about the language system. Grammar must be learned by the students who want to learn about language. It will be more effective to produce utterance based on the basic structure which they know (Nichols, 1993:78).

As an illustration, if there are two groups of students who have same creativity in giving the ideas about writing, but they have the difference in mastering grammar, the writing will be clearly seen that those students who master grammar will be better in their writing. It is because grammar is an essential aspect in writing. The writing with grammatical mistake will confuse the reader and decrease the score. It is now can be concluded that the students who have better grammar mastery will be better in writing.

## **2.9 Theoretical assumption**

Many theories explain about the concepts of writing as written above. However, this research only focused on three components of writing. They were organization, vocabulary, grammar. According to the researcher, the three components he had decided to take were important components in descriptive writing.

For grammar aspect, simple present tense is the type of tenses that is commonly used in descriptive writing. The importance of the use of grammar or structure in writing is also noted by Frodesen and Eyring in Fatemi (2008) who believes that a focus on form (grammar) in composition can help writers develop and enrich linguistic resources needed to express ideas effectively. Specifically simple present tense is the basic grammar to be mastered if the students want to write descriptive text.

From the explanation above it can be said that students will find difficulties in writing descriptive if they do not master grammar, because in writing, students need to elaborate their ideas grammatically so that what they write can be understood by readers.

### **2.10 Hypothesis**

Referring to those theories explained above, there are two hypothesis as follows:

- a. H1. There is an influence between students' grammatical practice and their descriptive writing ability. We can accept this hypothesis if r value is higher than r table.
  
- b. H0. There is no influence between students' grammatical practice and their descriptive writing ability. We can accept this hypothesis if r value is lower than r table.

### **III. RESEARCH METHODS**

This chapter discusses the methods of research that were used in this study, such as: research design, subject, instruments of the research, procedure, data analysis, and hypothesis testing.

#### **3.1 Research Design**

Descriptive quantitative was implemented in this research. The design used in this research was *ex post facto design*. Hatch and Farhady (1982:26) state that *ex post facto design* is often used when the researcher does not have control over the selection and manipulation of the independent variable.

The aim of this study was to find out the influence or correlation between two variables (grammatical practice and writing ability) in English. The data of the research were students' grammatical practice score and their writing ability score. The data about grammatical practice score was obtained from grammatical item test that consisted of simple present tense aspects. On the other hand, the kind of writing test that was used was descriptive text.

Grammatical practice is symbolized as 'X' and the result is grammatical practice' scores. Writing ability is one of the language skills which are tested by descriptive

text and the result is students' writing ability scores symbolized as 'Y'. The correlation design is illustrated as follows:

X    Y

To find the coefficient of relationship between two variables, the researcher used Pearson Product Moment Correlation, while for analyzing how far the grammatical practice contributes students' writing ability, Simple Regression Technique was applied.

### **3.2 Population and Sample**

The population of this research was the first year students of SMA Negeri 1 Ambarawa in even semester of 2014/2015 academic year. There were eight classes with the total number of 240 students. The sample for this research was 30 students of class X2 which the students had same ability. The technique used was called purposive sampling.

### **3.3 Instruments of the Research**

This research used two instruments in order to get the answers of research questions. They were grammatical item test and writing test.

#### **3.3.1 Grammatical practice test**

Two grammatical item tests were given in order to know the students' ability in grammar before and after the treatment. The data of students' pre-test and post-test were used to find the contribution of grammatical practice to students' writing ability. This item consists of mainly simple present tense about habitual action, general truth and ongoing action.

### 3.3.2 Writing test

Two test of writing were also given as pre test and post test. This test deals mainly with descriptive text about people and animal. This test should covers three elements of writing; organization, vocabulary and grammar.

### 3.4 Procedure

To get data needed, the researcher used some procedures that are described as follow:

1. Making certain about the population and taking the sample from the population. The population that is used is the first grade, and the sample is class X2 that is choosen by purposive sampling.
2. Finding and selecting the materials. The material that is used is about present tense. All of the them will consist of simple present tense mastery.
3. Preparing grammar test and writing test. Grammar test consist of 30 multiple choice questions. The writing test will be about descriptive writing.
4. Trying out the grammar test then analyzing the result to know whether the materials of the tests are suitable and can be used for the real test. Grammar test that has high relliability will be able to use for the test.
5. Administrating the pre test (grammatical mastery test and writing test). Those two pre-test are given to know the basic knowledge of the students.
6. Conducting treatment (grammatical practice). The grammatical practice will be done in two meeting. The aim of this practice is to make the students understand master about simple present tense.

7. Administrating the post test (grammatical mastery test and writing test). The post test is given after the students have got the practice. This is done to know the students' ability after given the practice.
8. Evaluating and scoring the test. All of the test that has been done will be scored to know the score of each students.
9. Analyzing the data from the instruments. The data then will be analyzed by using SPSS program to know the influence and the contribution of grammatical practice toward students' writing.
10. Discussing and reporting the result of the data analysis. The result of the data analysis will be report and discuss in chapter four.
11. Making some conclusions. Conclude the ideas which are carried out the finding of the research.

### **3.5 Data Collecting Technique**

In collecting the data, some steps conducted are as follows:

- 1) Administrating try-out of grammatical mastery test. Try out was given to know the quality of the test that was be used to take the data. This try out test is to find out the reliability of the test.
- 2) Administrating the pretest. Pretest was given in order to know students' basic grammatical mastery and their ability in writing.
- 3) Conducting the treatment. The treatment was grammatical practice. It was given in two times. The treatment intends to improve the students' grammatical mastery to constructing simple present tense.

- 4) Administrating the posttest. Posttest was given to the students in order to know the result in teaching learning process whether they have progress or not after giving grammatical practice.
- 5) Analyzing the test result. The researcher analyzed the data to find out whether there is significance influence of grammatical practice toward writing ability. That is used to prove the result of the research.
- 6) Analyzing the data of posttest grammar and posttest writing to get the data about the influence of grammar score toward writing score and answer the hypothesis.

### **3.6 Scoring Criteria**

There were two scoring criteria; scoring criteria for grammatical practice and scoring criteria for writing.

#### **3.6.1 Scoring Criteria for Grammatical Practice**

Grammar test was conducted in order to measure the students' grammatical practice.

The scoring formula of grammatical practice test was

$$S = (R:N) \times 100$$

Description:

S = the final score of the test

R = the total number of right answer

N = the total items

### 3.6.2 Scoring Criteria for Writing Test

To measure students' writing ability, the researcher together with the English teacher used the writing scoring rubric take from Jacob et al (1981:90) by having some revision. This scoring rubric was used to make the same interpretation about the standard score of students work.

Aspect	Score	General classification and description
<b>Organization</b>	26-30	Excellent to very good: ideas clearly stated/ supported, well organized, logical sequencing, cohesive.
	21-25	Good to average: loosely organized, but main idea stand out, limited support, logical but incomplete sequencing.
	16-20	Fair to poor: ideas confused or disconnect, lack logical sequencing and development.
	10-15	Very poor: does not communicate, no organization, or not enough to evaluate.
<b>Vocabulary</b>	26-30	Excellent to very good: Occasionally uses in appropriate terms; expression of idea hardly impaired.
	21-25	Good to average: Uses wrong or inappropriate words fairly frequently; expression of ideas may be limited because of inadequate vocabulary
	16-20	Fair to poor: Limited vocabulary and frequent errors clearly hinder expression of ideas.
	10-15	Very poor: Vocabulary so limited and so frequently misused that reader must often rely on own interpretation.

<b>Grammar</b>	36-40	Excellent to very good: effective complex construction, few errors of agreement, tense number, word order/
	26-35	function, articles, pronoun, preposition Good to average: effective but simple construction, minor problems in simple construction, several errors of agreement, tense, word order/ function, articles,
	16-25	pronouns, but meaning seldom obscured. Fair to poor: major problem in complex/ simple construction, frequent errors of agreement, tense, number, word order/ function, articles, pronouns, prepositions, deletions, meaning confused, or obscured.
	10-15	Very poor: virtually no mastery of sentence construction rules, dominated by errors, does not communicate, or not enough to evaluate.

### 3.7 Try Out Test

The first test that was conducted was grammatical test. The try out of grammatical test was done in order to find whether the test was accurate and effective for the real test so that the researcher easily collected data from the test.

The try out test was administrated in class X3. It was given to know the reliability, level of difficulty and the discrimination power of the test. There were 30 items of simple present tense in the form of multiple choices with four options (A,B,C and D) and it should had be done in 30 minutes.

After doing the try out test, it was found that all the items had good quality and could be used in the research. That can be seen on the description of level of difficulty, discrimination power, validity and reliability of the test.

### 3.7.1 Difficulty Level

It is important to know difficulty level of test since the test items which are too easy (all the students get right) can tell us nothing about differences within the test population (Shohamy, 1985:79). Therefore, the test items are good if they are not too difficult or not too easy in other word the difficulty level is average. Level of difficulty is calculated by using the following formula:

$$LD = \frac{U+L}{N}$$

Description:

LD = level of difficulty

U = the proportion of upper group students

L = the proportion of lower group students

N = total number of students

(Shohamy, 1985:79)

After doing the try out test, it was found that most of the questions in grammatical practice test have average criterion of level difficulties. The data of level difficulties can be seen on appendix 5.

### 3.7.2 Discrimination Power

Discrimination power is the capability of the item to differentiate between the students who have high ability and those who have low ability. To find out the discrimination, the researcher used formula below:

$$DP = \frac{U-L}{\frac{1}{2}N}$$

Description:

DP = discrimination Power

U = the proportion of upper group students

L = the proportion of lower group students

N = total number of students

(Shohamy, 1985:82)

The criteria are:

0.00-0.02 = Poor

0.21-0.40 = Satisfactory

0.41-0.70 = Good

0.71-1.00 = Excellent

- (negative) = bad items (should be omitted)

By looking at appendix 5, it was found that most of the questions in gramatical practice test have good criterion of discriminative power.

### 3.8 Validity and Reliability of the Instruments

Validity and reliability are two components that cannot be separated from one another. If a measuring instrument has been fulfilled with requirements to have

validity components, it can be said that the measuring instrument also has fulfilled with reliability components.

## **1. Validity of the Test**

The use of validity in a test is to measure what is supposed to be measured. The test was analyzed in accordance with content validity and construct validity to find out whether the test have good validity and can be used appropriately.

### **1.1 Validity of Writing test**

Content validity is concerned with how far we can construct the test based on curriculum used. It is also concerned with whether the test is sufficiently representative and comprehensive for the test. Writing test that was conducted is based on the objectives of teaching in School Based Curriculum (KTSP) of first year of senior high school (SMA) about writing descriptive text.

The construct validity concerns with whole question items in measuring instrument. To fulfill requirements in having this type of validity, a researcher must see whole indicators in the question items and analyze whether the measuring instrument can explain and include all the materials which will be measured. In this writing test, the students' writing would be scored in three aspects: organization, vocabulary, and grammar.

## 1.2 Validity of Grammatical practice test

The content validity of this test is used to analyze whether grammatical test has represented the material which will be measured. These are the following ways to prove whether the test has a good content validity: 1) it was adopted from curriculum and the syllabus for the first year of SMA students. 2) it represented the material taught in the class.

Construct validity investigates the research instrument appropriateness to the research object. The grammar test was elaborated which has fulfilled the criteria of the content validity in the table specification below.

Table 3.1. Specification of simple present tense test.

No	Present tense	Item number	item	percentage
1	Habitual/ repeated action	1,5,9,19,24,25,26,28	8	26.7%
2	Statement, general truth or fact	2,6,7,12,14,17,23,27,29,30	10	33.3%
3	Ongoing action	3,4,8,10,11,13,15,16,18,20,21,22	12	40%

From those three specifications, the test is then modified to be four categories. The aim is to know the use of each aspects of simple present tense in the sentences.

The four mentioned category is illustrated in the following table.

Table 3.2 the spesification of grammatical mastery test

No	Simple Present tense	Item number	Item	Percentage
1	Verb	1,3,5,9,10,11,21,24,25,26,28,	11	36,6%
2	To be	2,4,6,22,23	5	16.6%
3	Negative pattern	7,8,12,17,18,29,30	7	23,3%
4	Interrogative pattern	13,14,15,16,19,20,27	7	23.3%

## 2. Reliability of the Test

Reliability refers to whether the test is consistent in its scoring and gives us an indication of how accurate the scores are (Shohamy, 1985:70).

### 2.1 Reliability of grammatical Try out test

To find out whether the grammatical test has good reliability, split half technique was used to calculate the reliability of the test, while to assess the reliability of the test, the researcher used coefficient of the reliability between odd and even group by using Pearson product Moment Formula as follows:

$$r_l = \frac{\sum xy}{\sqrt{[\sum x^2] \sum y^2}}$$

$r_l$  : Coefficient of reliability between odd and even numbers items

$x$  : Odd number

$y$  : Even number

$x^2$  : Total score of odd number items

$y^2$  : Total score of even number items

$xy$  : Total number of odd and even numbers

(Lado, 1961 in Hughes, 1991: 32)

The criteria of reliability

- 0.80-1.00: High
- 0.50-0.79: Moderate
- 0.00-0.49: Low

(Hatch and Farhady, 1985: 247)

Then, Spearman Brown's Prophecy Formula was applied to find out correlation of coefficient of the full items.

$$r_k = \frac{2r_l}{1 + r_l}$$

$r_k$ : The reliability of the test

$r_l$ : The reliability of the half test

(Hatch and Farhady, 1982: 246)

The result of the try out test shows that the grammatical practice test has high reliability. That can be seen on the description below:

$$r_l = \frac{\sum xy}{\sqrt{[\sum x^2] [\sum y^2]}}$$

$$r_l = \frac{2569}{\sqrt{[2686][2580]}}$$

$$r_l = \frac{2569}{\sqrt{[6929880]}}$$

$$r_l = \frac{2569}{2632,46}$$

$$r_l = 0,97$$

$$r_k = \frac{2r_l}{1 + r_l}$$

$$r_k = \frac{2(0,97)}{1 + 0,97}$$

$$r_k = \frac{1,94}{1,97}$$

$$r_k = 0,98$$

Coefficient of the reliability between odd and even group (appendix 6) was calculated by using Pearson product Moment Formula, and the result showed that the coefficient of the reliability is 0.98 and that is included to high reliability.

## 2.2 Reliability of Writing Test

The writing test would not be scored by the researcher himself. It used inter-rater reliability to measure the reliability of this test. Inter-rater reliability is used when the scores of a test are freely to be evaluated or judged by two or more raters to make the test has good accurateness.

In this case, the English teacher of X2 class became the first rater who helped the second rater (the researcher) to score the students' writing work. Both of the raters used writing scoring rubric that had been stated previously. The purpose of it is to make both the researcher and the teacher have same thinking about giving criteria in scoring the test. The score from both of the researcher and English teacher was combined and divided into two in order to get the final score. In determining the reliability of the test, Rank Order Correlation was used with the formula as follow:

$$r = 1 - \frac{6 \sum D^2}{N(N^2 - 1)}$$

Where:

$r$  = coefficient rank of correlation

$D$  = different of rank correlation

1 and 6 = constant number

$N$  = numbers of students

(Sudjiono, 2007:25)

The criteria of reliability are:

0.80 – 1.00 = very high

0.60 – 0.79 = high

0.40 – 0.59 = medium

0.20 – 0.39 = low

0 – 0.19 = very low

(Arikunto, 1998:260)

After calculating the data (appendix 6), it was found that the reliability of inter-rater was 0.95 and it was included in very high criteria.

$$r = 1 - \frac{6.240}{30(900 - 1)}$$

$$r = 0.9466074$$

### 3.9 Data Analysis

The research used two variables, dependent and independent. It was belonged to correlation study. In collecting the data, only tests which were used for those variables. They were grammatical practice test and writing test. The grammatical practice was clasified as independent variable because theoretically, grammatical practice has influence to the language proficiency. The data from writing test was classified as dependent variable writing ability is influenced by grammatical practice.

After analyzing the result of the students' grammatical practice score, the researcher correlated it with the result of their writing ability in order to determine whether there is a relationship or not by using Pearson Product Moment Correlation. The data were analyzed by using SPSS 17 or manual as follow:

$$r_{xy} = \frac{N(\sum xy) - (\sum x)(\sum y)}{[\sum x^2 - (\sum x)^2][\sum y^2 - (\sum y)^2]}$$

(Hatch & Farhady, 1982: 198)

Note:

- r : the coefficient correlation
- x : grammatical practice score
- y : writing ability score
- $\sum x$  : the sum of scores in X-distribution
- $\sum y$  : the sum of scores in Y-distribution
- $\sum xy$  : the sum of products of paired X and Y distribution
- $\sum x^2$  : the sum of the squared scores in X distribution
- $\sum y^2$  : the sum of the squared scores in X distribution
- N : the number of paired X and Y scores

After that, simple regression was implemented to find how far the contribution of grammatical practice to their writing ability, with the following formula:

$$R = r^2$$

Where:

R is regression, and

r is coefficient correlation

The data was also analyzed statistically by normal distribution test and homogeneity test of variance.

### 1. Normality Test

This test was administered in order to find out whether the data from the test was normally distributed. The hypothesis of the normal distribution test was:

H = the distribution of the data is normal

The criterion for the hypothesis is:

The hypothesis is accepted if  $\text{Sign} > \alpha$ . Level of significant that used in this research is 0.05.

The result of normality test of grammatical practice showed the value of 0.402. In this case, the hypothesis was accepted if sign higher than  $\alpha$ . The result was  $0.402 > 0.05$ . This meant that the data distribution of the test was normal.

Seeing the result above, it could be stated that the hypothesis proposed in the test was accepted. This meant that the data in the test was normally distributed.

### 2. Homogeneity Test of Variance

To find out whether the data from the two tests meet the criteria of the equality of variance, the researcher used homogeneity test.

In this research, the hypothesis for homogeneity test was:

H = the data is homogenous

Criterion for the hypothesis is:

The hypothesis is accepted if  $\text{Sign} > \alpha$ . In this case, researcher uses level of significant of 0.05.

The result of homogeneity test of grammatical practice showed the value of 0.04. In this case, the hypothesis was accepted if sign higher than  $\alpha$ . The result was  $0.04 < 0.05$ . This meant that the data distribution of the test was not homogen. Therefore the hypothesis was not accepted. That condition happened because the sample was chosen from one class.

### 3.10 Hypothesis Testing

After finding the coefficient relationship between students' grammatical practice and their writing ability and the coefficient influence value of students' grammatical practices toward their writing ability, the criterion of the hypothesis acceptance should be found out.

To determine whether the first hypothesis was accepted or rejected, the following criterion acceptance was used:

$$H1 = r \text{ value} > r \text{ table}$$

$$H0 = r \text{ value} < r \text{ table}$$

a. H1. There is an influence between students' grammatical practice and their descriptive writing ability. We can accept this hypothesis if r value is higher than r table.

b. H0. There is no influence between students' grammatical practice and their descriptive writing ability. We can accept this hypothesis if r value is lower than r table.

### 3.11 Schedule of the Research

In order to manage the steps of the research, the researcher arranged the schedule. The schedule can be seen on the table below:

No	Time	Activities
1.	Friday, August 7 <sup>th</sup> 2015	Asking for permission
		Choosing sample (pre observation)
2.	Tuesday, August 8 <sup>th</sup> 2015	Try Out Test
3.	Tuesday, August 11 <sup>th</sup> 2015	Administering Pre test
4.	Tuesday, August 18 <sup>th</sup> 2015	First treatment
5.	Tuesday, August 25 <sup>th</sup> 2015	Second treatment
6.	Tuesday, September 1 <sup>st</sup> 2015	Administering Post test

## V. CONCLUSION AND SUGGESTIONS

### A. Conclusion

Referring to the data analysis and discussions, some conclusions arise as follows:

1. There is an influence between students' grammatical practice and students' writing ability. That was shown by the result of r-value (0.617) > r-table (0.361). Based on the result it can be concluded that research hypothesis ( $H_1$ ) is accepted and the null hypothesis ( $H_0$ ) is rejected. It means that there is an influence between students' grammatical practice and students' descriptive writing ability. Thus, prediction can be put forth that when the students have high score of grammar they also have higher score of writing descriptive.
2. For the contribution value, it was found that the coefficient influences value is 0.380 at the significant level 0.01. It means that the students' grammatical practice contributes 38 % to their writing ability of the first year students of SMA Negeri 1 Ambarawa, and another 62% was influenced by other factors.
3. Grammatical practice contributes to vocabulary. The coefficient correlation is 0.514. And the coefficient influence value is 0.264. It means that grammatical practice contributes 26.4% to vocabulary. By learning

simple present tense, the students have new vocabularies about verb, noun, adjective and adverb which are used in expressing habitual action, general truth and ongoing action. That is why students can have good vocabulary in writing if they have good ability in grammar.

4. Grammar practice provides an influence to organization. The coefficient correlation between students' grammatical practice and organization is 0.428. And the coefficient influence value is 0.183. It means that grammatical practice contributes 18.3% to organization. In learning simple present tense, the students learn how to tell about something in good pattern and have good meaning. Students who have good understanding in simple present tense will be able to express the ideas in the good order because they know the utterances which are used. This can be seen from the ability of students in using among others, temporal conjunctions and also the ability to arrange the sentences systematically.
5. There is the correlation between grammatical practice and grammar as the aspect of writing. The result shows that the coefficient correlation between grammatical practice and grammar is 0.655. The coefficient influence value is found 0.428, which means that grammatical practice contributes 42.8% to grammar aspect in writing. This correlation is because the students implemented their understanding about grammar in their paragraph writing. This can be seen that the students had been able to construct simple present tense sentences both in nominal sentence and

verbal sentence dealing with habitual action, general truth and ongoing action.

## **B. Suggestions**

Referring to the conclusions above, there are some suggestions concerning the research of the research. They are cited as follows:

1. Specifically, data of the study indicates that organization aspect still need improvement. The teacher may use appropriately more numbers of authentic temporal conjunctions in writing class.
2. For teachers, they should not only give attention to the students' vocabulary in writing, they also should be aware with students' grammatical mastery. The teachers also should be able to provide every single chance to their students in practicing grammar. For example doing review about grammar before the class begins. In teaching learning process, the teacher gives chance to the students to give example of sentence and discuss together about the tense of it.
3. For students, besides preparing idea to be conveyed when writing, they also need to master the grammar that they want to use. To improve their grammar, the researcher also suggests the students apply some tips that can be tried; practice writing sentences in the different grammar, use their grammar whenever you can, do your best and remember grammar can be useful in all aspects of learning English. The simple action that can be done is having a small note to write everything about grammar. Students can use that small

note to practice writing sentences. A small note is easy to be brought, so it can help students to learn grammar whenever they can.

4. For future researchers, they can use different type of test when they want to do the similar research in order to make the research much better. For example, the future researcher can use other type of grammar and writing test, so it can prove that the correlation does not only happen to simple present and descriptive text. Although this study has been done but because of limited time it still has many weaknesses. Therefore, any writers interested in the same field are suggested to do deep analysis. They can use other teaching design by using any methods to see the impact of teaching grammar in the correlation between grammar and writing.

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