

**THE CORRELATION BETWEEN STUDENTS' GRAMMAR MASTERY
AND WRITING ABILITY IN DESCRIPTIVE TEXT OF THE FIRST
GRADE STUDENTS IN MAN 1 BANDAR LAMPUNG**

(Undergraduate Thesis)

By

Inanda Narvika



**ENGLISH EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF LAMPUNG**

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ABSTRACT

THE CORRELATION BETWEEN STUDENTS' GRAMMAR MASTERY AND WRITING ABILITY IN DESCRIPTIVE TEXT OF THE FIRST GRADE STUDENTS IN MAN 1 BANDAR LAMPUNG

By:

Inanda Narvika

The objectives of the study were to find out the correlation between students' grammar mastery and writing ability and to find out what aspect of writing has the most correlation on students' grammar mastery. This research used quantitative approach. The subject of the research was the first grade students of MAN 1 Bandar Lampung. It consisted of thirteen classes; the total number of population was 439 students. By using simple random sampling, the sample of this research was 40 students taken from twelve classes (3 and 4 students in each class). A set of the grammar test in the form of multiple choices was used to measure students' grammar mastery and writing test was used to measure students' writing ability. Pearson Product Moment Correlation in SPSS 25.0 for windows was applied in this research to analyze the data. The result indicated that there was a correlation between students' grammar mastery and their writing ability since the significant value was .730 resided between .600 - .800, which means the strength is high correlation. The data indicated that Sig. (2- tailed) = 0.00 which was lower than 0.05. This suggests that a student who has high scores in grammar mastery, she or he also get a good score in writing. It was assumed that language use was the aspect of writing has the most correlation on students' grammar mastery because; it was found that during the writing test, the students showed various errors, such as using incorrect tenses and unstructured sentences. Thus, it was suggested for teacher should explain more about grammar before teaching writing. From the research findings, it can be concluded that there was a positive correlation between students' grammar mastery and writing ability in descriptive text and language use was the aspect of writing that most correlated with grammar mastery.

Keywords: *correlation, grammar, writing, aspects of writing.*

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Inanda Narvika

**Submitted in a Partial Fulfillment
of The Requirement for S-1 Degree
Department of Language and Arts Education
Faculty of Teaching Training and Education**



**ENGLISH EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF LAMPUNG**

2021

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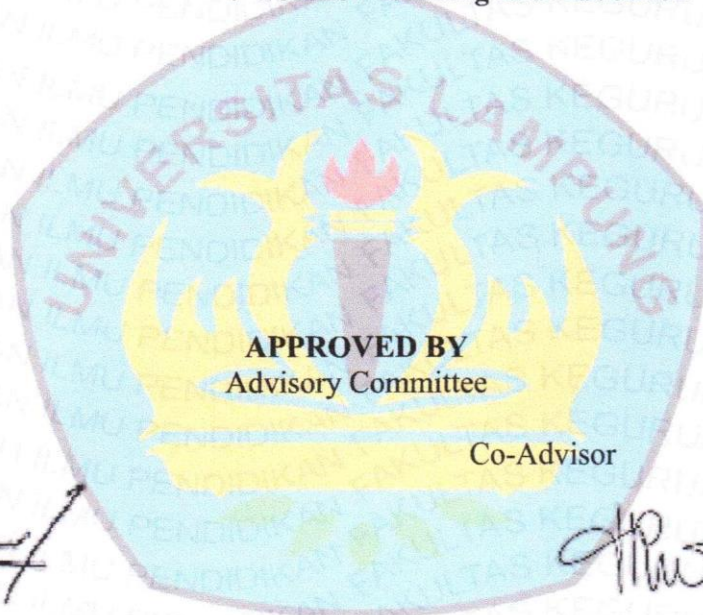
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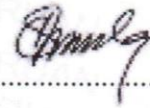
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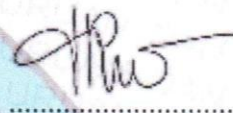
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Menyatakan bahwa skripsi ini adalah karya saya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, maka sepenuhnya akan menjadi tanggung jawab saya.

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Yang membuat pernyataan,



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CURRICULUM VITAE

The writer's name is Inanda Narvika. She was born in Bandar Lampung on January 31st, 1999. She is the first child from Narto and Helma Wati. She has one younger brother named Nadio Canggih Narviando.

She began her study at SDN 1 Sukabumi Bandar Lampung and graduated in 2011. She continued her study at SMP Al-Azhar 3 Bandar Lampung and graduated in 2014. Then, she pursued her study at MAN 1 Bandar Lampung and graduated in 2017. In the same year, she was accepted as the student of English Education Study Program of Lampung University through SNMPTN program.

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MOTTO

“Allah does not burden a soul beyond that it can bear.”

(Qur'an 2:286)

“For indeed, with hardship [will be] ease.”

(Qur'an 94:05)

“It's not always easy, but that's life.

Be strong because there are better days ahead!”

(Mark Lee - NCT)

DEDICATION

By the name of Allah Subhanahu Wa Ta'Ala who blesses my life, this script is proudly dedicated to all teachers and students who survive to improve education in Indonesia, my alma mater, parents, brothers, sisters, and friends.

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The writer would like to express her gratitude and honor for all good people who help her in completing this script. First of all, the writer would like to acknowledge her sincere gratefulness to Drs. Dedy Supriyadi, M.Pd. as her first advisor and Rafista Deviyanti, S.Pd., M.Pd. as her second advisor who have given knowledge, suggestions, kindness, patience, support, and valuable guidance during accomplishing this script. She is grateful that she has them as her advisors. She would like to thank Prof. Dr. Ag. Bambang Setiyadi, MA., Ph.D. as her examiner for his kindness and critical suggestions for the betterment of this script.

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The writer would also like to thank to all parties who have helped her in accomplishing this script and cannot be mentioned one by one.

Last but not least, I wanna thank me, I wanna thank for believing in me, I wanna thank me for doing all this hard work, I wanna thank me for having no days off, I wanna thank me for never quitting, I wanna thank me for being strong enough to survive, for just being me at all times.

Finally, the writer hopes that this work will be beneficial for the reader as a reference and other researchers who want to conduct a similar research.

Bandar Lampung, 26 August 2021

Author,

Inanda Narvika

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CHAPTER I

INTRODUCTION

This chapter consists of background, formulation of the problems, objectives, uses of the research, scope of the research, definition of terms.

1.1 Background

As a productive skill, writing is considered to be the most complex language skill to be learnt. As stated by (Richards & Renandya, 2002) on their book that writing is the most difficult skill for second language students to be mastered. It is because writers are required to have a lot of ideas and concentration in constructing writing. However, the difficulty is not only in generating and managing ideas, but also changing these ideas into readable text (Alameddine & Mirza, 2016). In writing, the writers do not only need ideas but also skills to write their ideas into written form so that the reader can understand what is meant by the writer. Even though writing is difficult to be mastered, students should have writing skill because writing is an important role in learning process to deliver their ideas. According to Walsh (2010) in (Klimova, 2012), writing is an important skill for students to learn because it is used in education and the workplace extensively. Writing can be a means for everyone to communicate and inform the information to others as a writer and reader. By mastering written English, students can communicate with people around the world. In short, students need understanding and mastery in writing skill.

In addition, writing is considered as a cognitive skill which combines knowledge and understanding with practice in language use. Language skills and language components are related to each other, so they cannot be separated. Therefore, we can find the language components in language skills (Andini et al., 2017). In writing, the used language components are grammar, vocabulary, pronunciation and punctuation. Furthermore, this research indicates that writing ability is as language skill and grammar mastery is as language component. It means that writing and grammar are related to each other.

According to Brown (1994), grammar is a system of rules that governs the conventional arrangement and relationship of words in a sentence. Hence, it is useful for students to know how to combine words to write meaningful sentences. Furthermore, the importance of using grammar in writing is stated by Frodesen and Eyring (2000) (in Fatemi, 2008), the focus on form (grammar), meaning and use in composition can help students to develop and enrich the linguistic resources needed to express ideas effectively. From the statement, it can be said grammar can help students to increase their writing in delivering ideas.

Furthermore, as one of the aspects that affect students' writing process to express their ideas, grammar plays an important role in order to form words into sentences appropriately. A research conducted by Adhiyatma et al., (2015), Putri et al., (2016), Etfita (2019), Fatemi (2008), and Septiani (2014) found that the correlation between grammar mastery and writing ability were significant. It means, students' writing ability can be affected by their grammar mastery. Although several studies have revealed a positive correlation between grammar

and writing, however more specific research on the grammar aspect needs to be conducted. Therefore, the researcher intends to analyze the correlation between aspects of writing and the use of language, especially grammar, namely mastery of grammar forms in descriptive text.

Additionally, based on the first grade syllabus of high school, the materials in learning grammar are pronouns, tenses, adjectives, verbs, nouns and adverbs. These materials are required to support students' understanding in writing. Furthermore, according to basic competences of curriculum 2013, students are expected to be able to write some texts in learning writing such as descriptive, recount and narrative texts. In this research, the researcher focuses on descriptive text. Descriptive text is a text which has function to describe an object such as a place, person, animal and thing. According to Gerot & Wignell (1994), descriptive text is a type of text that aims to provide information by describing particular things. This type of text will be used in this research because it mostly use of grammar such as simple present tense, noun phrase, action verb, to be present, and to be past.

Based on an interview had been done by the researcher with English teacher grade X MAN 1 Bandar Lampung as the researcher's mentor during internship namely PLP (Pengenalalan Lapangan Persekolahan), Iis Sholihah, M.Pd., there are many students in MAN 1 Bandar Lampung that have difficulties in writing. They cannot brainstorm and develop their ideas well in writing. They also scared to make mistakes about vocabularies and language use, especially grammar. Therefore, the students' motivation in writing is still poor.

Accordingly the background above, the writer is motivated to conduct an investigation on the correlation between grammar mastery and writing ability especially in descriptive text. The writer is intended to research about:

“The Correlation between Students’ Grammar Mastery and Writing Ability in Descriptive Text of The First Grade Students in MAN 1 Bandar Lampung”

1.2 Research Question

In relation to the background, the research questions which are formulated by the researcher as follows:

1. Is there any significant correlation between students' grammar mastery and writing ability in descriptive text?
2. What aspect of writing skill has the most correlation with grammar?

1.3 Objective of The Research

In relation to the research questions which are already formulated, the objectives of this research are:

1. To find out whether there is any significant of students’ grammar mastery and writing ability in descriptive text.
2. To find out which aspect of writing skill most correlates with grammar.

1.4 Uses of The Research

In relation to the research question and objective, the finding of the study would be beneficial. The uses of the study as follows:

1. Theoretically, this research helps the writer to find out the significant correlation between students' grammar mastery and writing ability in descriptive text.
2. Practically, for the students, it is expected to increase their knowledge and understanding about the correlation between students' grammar mastery and writing ability in descriptive text. Besides, for the teacher, this research is expected to give benefit in teaching grammar and writing because they are related to each other. This research can help the teacher to improve their methods of teaching grammar and writing.

1.5 Scope of The Research

This research used quantitative design. The researcher only focused on the correlation between students' grammar mastery and writing ability in descriptive text at the first grade students of MAN 1 Bandar Lampung academic year 2020/2021.

This research consisted of two variables, i.e. independent and dependent variables. The independent variable was the students' grammar mastery and dependent variable was the students' writing ability. The grammar test was synchronized with syllabus of Curriculum 2013. Then, the researcher limits grammar mastery here only for the grammar features of descriptive text. The grammar features used were simple present tense, noun phrase, action verb, to be present, and to be past. These grammar features were used by the school. To find out the validity and reliability of grammar test, the researcher would try out the test first. Furthermore, the researcher asked the students to write descriptive text.

1.6 Definition of Terms

In order to avoid misunderstanding of the readers, definition of terms are provided as follows:

1. Correlation

Correlation is an analysis in statistic to see the relationship between two variables.

2. Grammar

Grammar is a set of rules that explain how words that used in understandable way.

3. Grammar Mastery

Grammar mastery refers to students' knowledge and comprehension about using grammatical features of descriptive text.

4. Writing

Writing is a productive skill to express the ideas and feelings by using written language.

5. Writing Ability

Writing ability is the ability of students to express the ideas of feelings, or something in minds to others by using written language.

6. Descriptive Text

Descriptive text is a type of text that aims to provide information by describing particular things such as a person, animal and place.

CHAPTER II

LITERATURE REVIEW

This chapter reviews the theories that support the research. It consists of a review of the previous researches; it describes related researches that had been conducted in the past, review of related theories, theoretical framework and hypothesis.

2.1 Previous Research

This section is going to present the previous studies that was conducted by some researchers “The Correlation between Students’ Grammar Mastery and Writing Ability”. The previous studies are used as references for the researcher in comparing between relevant studies with a research conducted by the researcher this time.

First, the study entitled "The Correlation between Students’ Mastery of Grammar and Writing Ability of The Tenth Grade". This research was written by Adhiyatama, Jamiluddin, and Nadrin in 2015. This research used correlation research design. Technique of collecting the data was questionnaires and tests. In analyzing the data, the researcher applied Pearson’s Product Moment Correlation Coefficient and Significance of Coefficient Correlation formula. The result of this research, it proved that there is a significant correlation between students’ mastery of grammar and writing ability.

Second, the research was written by Reni septiani in 2014. It entitled “The Correlation between Grammar Mastery and Writing Ability”. The purpose of this

study is to know whether there is a significant correlation between grammar mastery and writing ability at the 6th of English Education (EED) students of UIN Jakarta. She used a quantitative method and the technique was a correlation technique. The result of this research, it had low significant correlation between students' grammar mastery and writing ability. However, students who have minimum level of grammar, it does not mean that the students also get poor achievement in writing.

Third, this research entitled "The Correlation between Grammar Mastery and Writing Ability". It was written by Zaiyana Putri, Tengku Maya Silvianti and Diana Achmad in 2016. This research applied simple random sampling. All data obtained in this research were analyzed using the formulation of Pearson Product Moment Correlation Coefficient. Based on the findings of this research, it proved that there is a significant correlation between students' grammar mastery of past tense and their achievement in writing recount.

Fourth, the study from Mohammad Ali Fatemi from University Sains Malaysia in 2008 entitled "The Relationship between Writing Competence, Language Proficiency and Grammatical Errors in the Writing of Iranian TEFL Sophomores". This research consisted of two phases. In the first phase, the objectives were to assess the writing competence of the Iranian TEFL sophomores, measure their language proficiency and check the relationship between their writing competence and language proficiency and its sub skills including listening, reading, and grammatical competence. The second phase was mainly descriptive and error analysis of the subjects in writing was done. The

objectives of second phase found the most frequently occurring categories of grammatical errors, establish a rank order of these errors, establish if their L1 (Persian Language) was the source of their grammatical errors and establish the probable interference of grammatical errors with communicative purposes of their writing. The first phase used quantitative design to analyze the data and the second phase used qualitative design. The findings of the first phase indicated that the significant correlations were found between the subjects' writing competence and their language proficiency, between their writing competence and the sub-skills of language proficiency. In sub-skills, the strongest correlation was found between writing and grammatical competence. The second phase result showed that their L1 was a source of grammatical errors and generally grammatical errors interfered with communicative goals among which errors of incorrect selection are the main source of communicative failure in their writing and grammatical errors which were rooted in their L1 led to communicative failure.

Last, a research conducted by Fauzul Etfita in 2019. It entitled “The Correlation between Grammar Mastery and News Writing Ability”. She used correlation research design and cluster sampling technique to select her research sample. She used grammar and news writing tests to collect the data. The result of her research, there is a significant correlation between students’ mastery of grammar and news writing ability of the fourth semester students.

Based on the previous studies above, the writer found out the difference and similarity in those researches with this research. This research will be conducted online, it is clearly different from previous studies have conducted face-to-face.

Meanwhile, the similarity of the previous studies with this research is to find the correlation between grammar and writing. On the other hand, this research will also find out which one of the writing aspects has the most correlation with grammar. It is clearly different from other studies which only analyze the correlation between grammar and writing skill.

2.2 Writing

2.2.1 Definition of Writing

There are many different definitions of writing that have been defined by experts. According to (Harmer, 2001: 79) states that writing is a form of communication to convey thoughts or express feelings in written form. Writing activities are not easy because a writer should be able to produce something new and provide the ideas to readers through writing. From the explanation, it means that writing is the process of generating comprehension in learning a new language. The process refers to the act of gathering ideas and working with them and presented in a way in order the reader can understand. In other words, it is the process of arranging words, sentences, and paragraphs into a meaningful way for the reader to understand what the writer meant.

Furthermore, as a skill of organizing and expressing ideas in appropriate words to deliver the aim and present them on a sheet of paper, writing is also a skill that is required in many contexts throughout life (Bowker, 2007). For example, you can write an email to a friend or reflect on what happened during the day in your personal diary. In another definition from Monaghan

(2007), writing is an activity of thinking on paper. It means, people can express their ideas and present them with their own language on the paper in writing.

From the definitions of writing explained by the experts above, it can be concluded that writing is a skill in expressing thoughts, ideas and feelings in writing with a specific purpose in order to produce the meaning. Therefore, to be able to write, students require the ideas and thoughts to produce a good writing.

2.2.2 The Importance of Writing

In learning English, there are four language skills that must be achieved by students. They are listening, speaking, reading and writing. One of the language skills that must be taught to students is writing. Writing is considered as the most difficult skill. According to Richards & Renandya (2002: 303), writing is the most difficult skill for second language students to be mastered. The difficulty is not only in generating and managing ideas, but also changing them into readable text. Thus, writing is also a skill that plays an important role in learning English. According to Walsh (2010) in (Klimova, 2012), writing is an important skill for students to learn, as it is used in education and the workplace extensively. If students know how themselves in writing, they can communicate and inform the information to others.

From the explanation above, it can be assumed that writing skill clearly has many advantages to students, they can express himself well through writing.

Besides, having writing skills is helpful to students in expressing their ideas, opinions, and thoughts in an easy and clear way.

2.2.3 Process of Writing

Teaching writing does not only focus on the product of the writing itself but also on the writing process. The writing process is a process where the writer begins to write down his ideas on paper which is a valuable aid to the whole process of learning. According to Oshima & Hague (2007: 16), there are four processes of writing as follows:

1) Pre-writing

Pre-writing or planning out what is going to be written. Prewriting is a way to get some ideas. In this step, you choose a topic and collect ideas to explain the topic. The students should have a plan or idea before writing. Pre-writing is useful for students to prepare before expressing their ideas into a paper, and this section is needed before writing.

2) Organizing

It means organizing the ideas into a simple outline. The writer writes a sentence that named the topic and tell the main idea. Below the first sentence, he lists the two main ideas and any other words and phrases from the list that give more information about the main ideas.

3) Drafting

This step is writing a rough draft. The writer should use the outline as guidance. Then, he writes rough draft as quickly as he can without

stopping to think about grammar, spelling, or punctuation. Getting the more ideas down on the paper, it is probably going to see many errors in the rough draft. This is perfectly usual and acceptable- after all. This is just a rough draft. It is able to fix the errors later.

4) Revising and Editing

- a. Revision. Revising the own written piece is easy to understand and interesting to read. It is able to cut words, sentences, or even paragraphs. It is also able to add others. Sometimes, it needs to rearrange sentences and paragraphs. Sometimes, it needs to rewrite sentences and paragraphs.
- b. Polishing: Polishing gives the finish to the work. When polishing, writers should check the style, spelling, and punctuation. It is able to change every little thing that feels smooth in writing.

Likewise in (Langan, 2010), the writing process consists of five stages. They are prewriting, writing the first draft, revising, editing, and reviewing activities. In review activities, the writer has a good overview of the writing process. To reinforce information about the writing process, you have learned English. The writer continues his writing by conducting an inventory of the writing, pre-writing, making an outline, and revising. These recollection activities are what keep the writer in the process of what has been done.

From the processes of writing above, a writer takes a long time to complete his writing. Many steps are required in the writing process, such as pre-writing, organizing, drafting and revising in order to produce good writing. A

writer cannot write all at once. In short, to make a successful writing, a writer needs to go through a process because the most important thing is the process.

2.2.4 Aspects of Writing

In order to produce a good writing the writer should put forward several principles, including the development of ideas, the order of words and sentences and the use of appropriate language. Jacobs et al., (1981) states that there are five aspects in the process of writing that should be considered in order to make writers success in their writing. They are as follows:

- a. Content. It refers to substance of writing. It can be recognized by noticing the topic sentence. Topic sentence should express the main idea and reflect the entire paragraph.
- b. Organization. It refers to the logical organization of the content (coherence). It is related to the ideas that are combined so that they run well in the paragraph.
- c. Vocabulary. It refers to the selection of words which are suitable with the content. It can be identified by looking the diction to deliver the meaning to the reader.
- d. Language use. It refers to the use of correct grammatical form and syntactic pattern. It can be seen from the well-formed sentence construction.

- e. Mechanics. the use of conventional graphic language. It is recognized by indicating the use of spelling, punctuation and capitalization on paragraphs.

From the aspects of writing above, it will be used to test students' writing to get their writing test scores. Additionally, grammatical form in language use is one of the writing aspects that can affect students' writing. It is because to make a meaningful and readable paragraph, students should write it correctly and structured in order to be understood by others.

2.3 Grammar

2.3.1 Definition of Grammar

One of the language components in writing is grammar. In learning grammar, students are expected to understand the language rules. According to Fromkin et al., (2018), grammar is set of the rules that show how words are combined, arranged, or changed in certain types of meaning. Therefore, when learning writing, students must be provided the lesson about the key of language rules. The language rules that students learn are used for speaking and writing in communication.

Through learning grammar, students are able to know the form and arrangement the words used. It becomes student communications in the new language more effective. Thus, they can deliver their ideas in written and spoken language fluently. In grammar, students can deliver their ideas in every word clearly because they know how to arrange the words that will be used.

Brown (1994) stated that grammar is a system of rules that governs the conventional arrangement and relationship of word in sentence. It explains that grammar gives knowledge to students about how to various ways of structuring words correctly.

To sum up the definitions above, it can be said that grammar is a set of rules in language that arranges how the units of words are combined into a sentence correctly. Grammar will produce students' language is organized. Thus, the most important thing in learning language such as English, students have been given knowledge about grammar as well possible in order to speak and write well.

2.3.2 The Importance of Grammar

The role of grammar in writing is similar to speaking where the two are mutually synergistic to make it understood by the reader and listener. On the other hand, writing and grammar are closely intertwined because perfect grammar will produce advantages in writing. This is emphasized by Frodesen and Eyring (2000) in Fatemi (2008) who believe that, "a focus on form (grammar), meaning and use in composition can help writers develop the rich linguistic resources are necessary to express the ideas effectively".

To express the ideas and to understand every sentence, students must know the grammar of the target language. According to (Ur, 1996) "Grammar does not only affect how units of language are combined in order to 'look right', it also affects the meaning". It is also supported by Knapp & Watkins (2005)

stated that "Grammar is a name for the resources available to users of a language system in producing texts".

From the statements above, it is clear that grammar is one of the important components in writing because it does not only make up a good sentence but also it will refer to its meaning. Therefore, good grammar in each sentence enables the writer to understand what makes a successful writing so that it will attract the readers' interest and understanding. It also helps a writer to know how to arrange words into coherent sentences, and how to form those sentences into successful paragraphs in delivering their meaning.

2.3.3 Types of Grammar

Some experts have their own points of view on different types of grammar - that is, in describing and analyzing the structure and function of language. According to Yule (1985: 69), there are three types of grammar. The first is mental grammar, which is a form of internal linguistic knowledge stored in the brain. This knowledge will help speakers and writers in producing language that can be understood by others. Second, linguistic etiquette, it is the proper or best structural procedure in language. This is the knowledge that the speaker and writer can use. Third, traditional grammar, which is the type of knowledge that speakers and writers get from structural analysis studies found in a language.

Additionally, Kolln & Funk (2011: 6) divided the types of grammar into two; structural and transformational grammar. First, structural grammar, which is the importance of describing a language based on a list of recognized

structures. This structure shows how the words can change in sound and spelling (form) and how they are used in a sentence (function). Second, transformational grammar, it is a concept in which a basic sentence can be changed into various forms such as question and answers and passive sentences. Another major adoption in transformational grammar is the description of our system for increasing the verb.

Based on the types above, it can be concluded that there are several types of grammar in language. Students can learn about the rules of language structure, word functions and word forms in grammar. It means, grammar is one of the factors needed by students if they want to organize their spoken and written language.

2.3.4 Grammar Mastery

Grammar is one of the aspects in writing. When learning writing, students will be taught by the teacher what grammatical features are used in a text so that students' writing is correct. To connect each sentence in a paragraph, students have to know about the grammar. According to Ur (1996) stated that learning grammar is not only to improve the structure of sentences, but also its effect towards the meaning of sentences. Therefore, students must learn grammar in order to write more clearly and effectively. In learning grammar, students are able to learn the forms of sentences and smaller units such as clauses, phrases and words (Huddleston & Pullum, 2005: 1). It means that students will master the use of words effectively in learning grammar. To communicate in written

language, students must learn about the subject verb agreement and tense. These are the basic principles of sentence in writing.

Additionally, grammar is a system for producing in language, as it provides students with available resources for writing English (Knapp & Watkins, 2005). As a system or rule in language, grammar plays an important role in producing English sentences. Students are able to write subject, predicate and object in the right place; this will affect the meaning of sentences written by students.

Therefore, the first grade students of MAN 1 Bandar Lampung should be more comprehensive and emphasize on constructing of written English grammatically. Students should be able to master grammar features of descriptive text which be learned. They are simple present tense, relational verb, specific noun and adjective (Alred et al., 2012).

a) Simple Present Tense

Simple present tense is a tense that shows an action or event that is happening. It is used to express habitual or repetitive actions. Example:

- I love my bedroom.
- My cat eats fried fish every day.
- The color of my cat is black and white.

b) Noun Phrase.

In descriptive text, the use of noun phrases provides the reader with information about the subject. It is a combination of adjectives and nouns to make writing more interesting and clear. Example:

- She is **a beautiful girl**.
- I have **a new house**.
- His house is opposite **the police station**.

c) Linking Verb

A linking verb is used to re-identify or to describe its subject. A linking verb is called a linking verb because it links the subject to a subject complement. In descriptive text, students can use linking verbs to describe what the subject does. Example:

- A new book **smells** great. (linking verb "smells" describes the reader what the book smells like)
- William **is** excited about his promotion. (linking verb "is")

d) To Be Present

To be present is the form of the verb to be, namely am (contracted to 'm), is ('s) and are ('re) in the present tense. To be is used as an auxiliary verb, to form continuous tenses and the passive, and as a main verb. Example:

- I **am** seventeen years old.
- She **is** really nice to me.
- They **are** my best friends.

e) To Be Past

To be past is the form of the verb to be, namely was/were in the past. To be is used as an auxiliary verb, to form continuous tenses and the passive, and as a main verb. For example:

- She **was** an English teacher in the school.
- My trips **were** so fantastic.

2.4 Descriptive Text

2.4.1 Definition of Descriptive Text

According to Gerot & Wignell (1994), descriptive text is a type of text that aims to provide information by describing particular things such as a person, animal and place. Furthermore, Pardiyono (2007) stated that descriptive text has a special function to describe an object (living or inanimate object) and aims to describe the object to readers clearly. In writing descriptive text, students are able to describe certain things such as an animal, person, place or other. When students write descriptive text, they are able to describe something, included with the information too. In describing something, students have to arrange sentences in order to provide the details which can reflect the object being described.

2.4.2 Generic Structure of Descriptive Text

There two generic structure of descriptive text, they are identification and description. According to Knapp & Watkins (2005) and Pardiyono (2007), the descriptive paragraph has two generic structures as follows:

- 1) Identification, a part of the description paragraph that tells the topic and character what would be described. This part can attract and encourage readers to read the paragraph.
- 2) Description, a part of the description paragraph that tells the content of the description of a particular person, place, animal and thing. A writer is able to describe the characteristics, conditions and qualities of objects.

2.4.3 Language Features of Descriptive Text

Every text in English has its own language features - hence there are differences in the language features of each text. Based on Knapp et al., (2005), the language features of descriptive paragraph as follows:

- 1) Focus on specific participants as the main character in writing descriptive text.
- 2) Use simple present tense as dominant tense, use linking verbs or relational process frequently. (is, are, has, have, belongs to)
- 3) Use action verb or material process and behavioral process in giving additional description regarding action and behavior done by the participants in paragraph.
- 4) Use mental verb or mental process when describing feeling.
- 5) Use adjectives and adverbs to add information to nouns (participant) and add information to verbs (action) to provide more detailed description about the topic.

2.5 Theoretical Framework

As can be clearly seen on the literature review above, writing is a skill which requires ideas, thoughts and feelings and expressed them into written form. As a form of communication to express ideas, writing activities are not easy because writers not only may express their ideas in writing but also they can write down about the information. In learning English, writing is one of language skills that must be achieved by students. However, writing is considered as the most difficult skill to be mastered. Richards & Renandya (2002) say that writing is the most

difficult skill for foreign language students to master. The difficulty is not only in generating and managing ideas, but also changing them into readable text.

In writing, grammar is one of the aspects that affect students' writing, without good grammar mastery, students may have difficulties in delivering their ideas. In grammar, students can deliver their ideas in every word clearly because they know how to arrange the words that will be used. As stated by Brown (1994) that grammar is a system of rules that governs the conventional arrangement and relationship of words in sentence. It explains that grammar gives knowledge to students about how to various ways of structuring words correctly. It means that students need to know how to combine words to write into meaningful sentences by using grammar. Therefore, the writer assumes that grammar is one of the aspects to make students' writing good and meaningful especially in descriptive text. In the other words, grammar mastery has a connection to increase students' writing ability.

2.6 Hypothesis

Hypothesis is a basic assumption about how the research results will be. According to Creswell (2012), a hypothesis is a prediction made by researchers about the expected correlation between variables. This is a phenomenon prediction. In addition, in formulating a hypothesis, the writer must ensure that the hypothesis is real or based on fact.

In this research, the researcher proposed a hypothesis to be tested, namely null hypothesis (H0) and alternative hypothesis (H1). The hypotheses of the research are as follows:

1. Null Hypothesis (H0): There is no significant correlation between students' grammar mastery and writing ability in descriptive text of the first grade students of MAN 1 Bandar Lampung in the academic year of 2020/2021.
2. Alternative Hypothesis (H1): There is a significant correlation between students' grammar mastery and writing ability in descriptive text of the first grade students of MAN 1 Bandar Lampung in the academic year of 2020/2021.

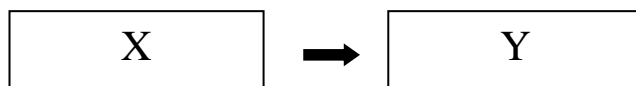
CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses research design, variable, population and sample, instruments, validity and reliability of the instrument, normality testing, data collecting technique and data analysis.

3.1 Research Design

This research used quantitative approach. According to Setiyadi (2018), quantitative design aims to investigate a theory have been existed and the researcher should look for the data to support or reject it. Therefore, the researcher used Correlation Research Design to answer the research question. Furthermore, correlation research here means that the researcher used one group and took the data in one time without giving any treatment. The design was presented as follows:



X: Students' grammar mastery

Y: Students' writing ability

3.2 Variable

According to Setiyadi (2018), variable is a noun that stands for variation within a class of object, such as gender, achievement, motivation, behavior, or environments. This research consisted of two variables, i.e. independent and

dependent variables. The independent variable was the students' grammar mastery and dependent variable was the students' writing ability.

3.3 Population and Sample

3.3.1 Population

The population of this research was the first grade students of MAN 1 Bandar Lampung in academic year 2020/2021. There are 13 classes in the first grade of MAN 1 Bandar Lampung, six classes for students majoring in science, five classes for students majoring in social, one class for students majoring in religion and one class for students in majoring language. The total students of the first grade are 439 students. The researcher took all the classes and chose some students in each class.

3.3.2 Sample

In determining the sample, the researcher used simple random sampling. According to Setiyadi (2018), by using simple random sampling, each individual in the population will have the same opportunity to be selected or used as a research sample. Additionally, Arikunto (2010) states that if the total of population is less than 100, it should all be sampled but if the total of population is more than 100 students then the samples can be taken between 10-15% or 20-25% or more.

Based on the explanation above, the researcher took 10% from the population not included X IIS 2 students as a class for trying out the grammar test. It means that 40 students were the sample of this research. For the sampling

procedure, the researcher used a lottery by marking a small roll of paper with the student's serial number.

Table 3. 1
The Population and Sample of First Grade Students in MAN 1 Bandar Lampung

No	Class	Students	Sample
1	X MIA 1	35	4
2	X MIA 2	35	3
3	X MIA 3	34	3
4	X MIA 4	34	3
5	X MIA 5	34	3
6	X MIA 6	33	3
7	X IIS 1	35	4
8	X IIS 2	35	Tryout participants
9	X IIS 3	34	3
10	X IIS 4	34	3
11	X IIS 5	30	3
12	X IIK	32	4
13	X IBB	34	4
Total Number		439	40

3.4 Instruments

The research instrument occupies the most important position in the field to obtain the data. The research instrument is defined as a tool for measuring social traits or phenomena being observed (Sugiyono, 2018). In this research, the researcher used tests as instrument for grammar and writing. The two kinds of tests were grammar test and writing test.

3.4.1 Grammar Test

For this research, the writer applied multiple choices for testing grammar mastery in descriptive text. The most possibly common way of testing grammatical knowledge is the multiple choice test. This test has the advantage of being easy to score and being able to cover a lot of grammatical points quickly (J. B. Heaton, 1989). This test was used to measure students' grammar mastery or variable X. It consisted of 50 multiple choices. The students were asked to complete the sentences by choosing one of the correct answers among four options. The grammar used was simple present tense, noun phrase, linking verb, to be present and to be past.

Table 3. 2
The Indicators of Grammar Test in Descriptive Text

No	Indicators	Total Items	Number Items
1	Simple Present Tense	10	1, 3, 14, 17, 23, 27, 35, 36, 42, 46
2	Noun Phrase	10	6, 10, 16, 22, 26, 28, 34, 39, 45, 49
3	Linking Verb	10	2, 8, 11, 15, 20, 29, 32, 33, 41, 48
4	To Be Present	10	4, 7, 12, 19, 21, 25, 30, 38, 40, 44
5	To Be Past	10	5, 9, 13, 18, 24, 31, 37, 43, 47, 50

3.4.2 Writing Test

In writing test, students were asked to describe someone they love. The writing must consist of at least 10 sentences. This test was used to measure students' writing ability on descriptive text or variable Y.

3.5 Validity and Reliability of The Instruments

In conducting a research, it is a must for the researcher to check whether the instruments used are valid and reliable. As stated by Setiyadi (2018) that validity and reliability are important points to be considered in developing an instrument. Those two aspects cannot be separated regarding to the measurement of the instrument. Validity and reliability used to find out whether an instrument has achieved the criteria of good test. Hence, the researcher identify whether the test utilized as the instrument of this research are appropriate to use or not.

According to (Nurweni, 2018), validity is a measure that shows the level of validity of an instrument. There are four validities to measure the instrument.

They are as follows:

- a. Face validity. It refers to the physical appearance the assessment instrument. The used language must be suitable with the level of the test takers and written in correct spelling, punctuation and grammar so that it can be read easily and also must have clear direction.
- b. Content validity. It refers to whether the test item or task being tested represents what should be tested. Content validity refers to the coverage of materials which must be included in a test.
- c. Construct validity. It refers to test validity in term of whether test items have been written based on the theory of what being tested.
- d. Empirical validity. It is known by comparing a test made by a teacher to a test which is standard.

Besides measuring the validity, the researcher also measures the reliability of the instrument. An instrument is considered reliable if it consistently shows relatively same results (Setiyadi, 2018). (Nurweni, 2018) says that the reliability of the instruments can be examined by three methods. It consists of test-retest, split half and inter rater.

- a. Test-retest. It is known by administering a test to a group of students twice at two different times and correlating the results of the two tests.
- b. Split half. The reliability of a test is by splitting the test items into two. After separating the test items, the scores of the test items will be correlated.
- c. Inter rater. The reliability of a test is by having more than one rater to score students' work. The work can be in forms of products such as students' writing and performance.

From the three methods above, it can be concluded that the students' scores of the test given at the first time and the second one should be correlated, if there is no significant difference between students' scores, then the test is reliable.

3.5.1 Validity of Grammar Test

To know the test was valid or not, the researcher used content and construct validity to know the validity of the test.

a. Content Validity

As content validity aims to measure what should be measured, the test of grammar represented the measurement to assess students' achievement in grammar mastery. To measure the content validity of

grammar test, the researcher used *Pearson Product Moment Correlation* formula. Furthermore, another indicator of content validity in grammar test was the test made based on basic competence in the 2013 curriculum syllabus, namely identifying language features (grammar) in descriptive text according to the context of its use.

b. Construct Validity

In this validity, this test was based on the theory of language features (grammar) in descriptive text. In this theory, the researcher focused on simple present tense, noun phrase, linking verb, to be present and to be past. The researcher had also considered such as its formula and function on the theory of the grammar. Furthermore, to measure up this validity, the researcher conducted try out test. The researcher calculated and analyzed in each item by using SPSS 25 version. Then, the researcher compared r value and r table in the *Pearson Product Moment Correlation* formula. In taking decision, the researcher used as follows:

- a. If the calculated r value $>$ the r table, the item is valid.
- b. If the calculated r value $<$ the r table, the item is invalid.

3.5.2 Reliability of Grammar Test

The reliability of grammar test, the researcher measured it by using internal consistency with split half technique. To measure it, the researcher divided the valid test items into two, namely the odd and even numbers. Each item scores were summed to produce a total score. Then, the total score between

the odd and even numbers were correlated to determine the correlation coefficient. Furthermore, the researcher used *Spearman Brown* to calculate the internal reliability. Thus, the statistical formula was used to achieve reliability, as follows:

$$r_i = \frac{2r_b}{1 + r_b}$$

Explanation:

r_i = Internal reliability of grammar test

r_b = Product moment correlation between the first and second split

(Sugiyono, 2018)

After calculating the internal reliability, the researcher used Cronbach's Alpha to determine the internal consistency, the level categories as follows:

Table 3. 3
Cronbach's Alpha Rules

Cronbach's Alpha	Internal Consistency
0.80-1.00	Very High Reliability
0.60-0.80	High Reliability
0.40-0.60	Average Reliability
0.20-0.40	Low Reliability
0.00-0.20	Very Low Reliability

3.5.3 Validity of Writing Test

The two types of validity below provided evidence for achieving the validity of this test:

a. Content Validity

In this research, the researcher used content validity which was synchronized on the 2013 Curriculum syllabus used by the school. To

measure the validity of the writing test, the researcher used inter-rater technique to check the validity of the test content by looking at the test item which consisted of five sub-skills in writing.

b. Construct Validity

In this validity, the researcher designed a test based on the theory of writing. Furthermore, this test used the aspects of writing suggested by Jacobs et al. (1981) to measure students' writing. The criteria for the writing aspects were:

1. Content

The first criteria is content which amounts to 30-27 points if the students' writing relevant to assigned topic, 26-22 points if students' writing mostly relevant to topic but lacks detail, 21-17 points if students' writing has inadequate development of topic, and 16-13 points if students' writing has irrelevant or insufficient to evaluate.

2. Organization

The second is organization which amounts to 20-18 points if their ideas are clearly stated or supported (well-organized), 17-14 points if their ideas are logical but in incomplete sequencing or limited support, 13-10 points if their ideas lack logical sequencing and development, and 9-7 points if their ideas have no organization or not enough to evaluate.

3. Vocabulary

The third is vocabulary which consists of 20-18 points if their vocabulary has effective word or idiom choice and usage, 17-14 points if they sometimes use errors of word or idiom form, 13-10 points if they frequently use error of word or idiom form, and 9-7 points if they have little knowledge of English vocabulary.

4. Language Use

The fourth is language use which consists of 25-22 points if the writing has effective or complex constructions, 21-18 points if the writing is effective but simple constructions, 17-11 points if students' writing has major problem in simple or complex constructions, and 10-5 points if students' writing has virtually no mastery of sentence construction rules.

5. Mechanics

The last criteria is mechanic which amounts to 5 if the writing has a few errors capitalization and paragraphing demonstrates of spelling, 4 points if the writing has occasional errors of spelling, punctuation, etc, 3 points if the writing frequents errors, and 2 points if students' writing is dominated by errors.

3.5.4 Reliability of Writing Test

The reliability in writing test, the researcher measured it by using inter-rater reliability. It meant that there were two raters who examined the test

independently. Therefore, in this research, the researcher collaborated with the English teacher to assess students' writing based on the writing aspects suggested by Jacobs et al. (1981). Then, the results of the two raters were divided to check the correlation. Furthermore, the researcher determined the reliability. the researcher used *Rank Spearman Correlation*. Thus, the statistical formula was used to achieve reliability, as follows:

$$p = 1 - \frac{6 \sum d^2}{N(N^2 - 1)}$$

Explanation:

p : Coefficient of rank order

d : Difference of rank correlation

N : Number of students

1-6: Constant number

(Hatch & Farhady, 1982)

After finding the coefficient of inter-rater, the researcher analyzed the reliability coefficient with reliability standards based on Arikunto (2010) as follows:

- a. A very low reliability (range from 0.00 to 0.19)
- b. A low reliability (range from 0.20 to 0.39)
- c. An average reliability (range from 0.40 to 0.59)
- d. A high reliability (range from 0.60 to 0.79)
- e. A very high reliability (range from 0.80 to 0.100)

3.5.5 Level of Difficulty

Level of difficulty is used to categorize the test items into difficult and easy items. If the items are too difficult, the students cannot answer it as well if the items are too easy, the students can answer all the items correctly. If this situation occurs, it indicates the test items do not work well. To identify the difficulty of the test items, the researcher used a formula as follows:

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

The explanation:

LD : Level of Difficulty

U : Part of upper group students

L : Part of lower group students

N : Total number of the students followed the test

The criteria are:

< 0.03 : Difficult item

0.03 – 0.07 : Average item

> 0.07 : Easy item

(Heaton, 1975)

3.5.6 Discriminating Power

Discriminating power refers to the degree to which the item differentiates between high and low level students on the test. To determine the discrimination power of the test, the researcher used a formula as follows:

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

The explanation:

DP : Discrimination Power

U : The total of correct answer of the higher group

L : The total of correct answer of the lower group

N : Total number of the students

The criteria are:

0.00 – 0.20 : Poor item

0.21 – 0.40 : Satisfactory item

0.41 – 0.70 : Good item

0.71 – 1.00 : Excellent item

– (Negative) : Bad item

(Shohamy, 1985)

3.6 Scoring System

The scoring system used in this research is by dividing the right answer and the total items times 100. In this research, the researcher used a formula by Arikunto (1998) to score the students' result of grammar test. The formula as follows:

$$S = \frac{R}{N} \times 100$$

The explanation:

S : Score of the test

R : Total of right answer

N : Total items

3.7 Normality Testing

Normality test was used to test whether the data was normal or not. Normal here is meant if the data was normally distributed. Based on (Kadir, 2015), when a researcher wants to perform inferential statistics, it is better if the data normality test is carried out. In order to know the normality of the data, the researcher used the *Saphiro-Wilk* test provided that if the significance level Sig. value $> 0,05$, it means that the data distribution is normal. The researcher calculated the data by using SPSS 25.0.

3.8 Data Collecting Technique

1. Grammar Test

In conducting this research, the researcher used a test to determine the scores of students' grammar mastery. The grammar test consisted of 50 items presented in multiple choices form based on the grammar features of the descriptive text. The researcher used *Google Form* to collect the data.

2. Writing Test

After students completed the grammar test, students were given a test, namely a writing test in descriptive text. The researcher gave a test instruction to students to describe someone they love (at least 10 sentences). This test was used to measure the scores of students' writing ability. The aspects were scored based on Jacob's scoring system (1981) such as content, organization, vocabulary, language use, and mechanics. In collecting the data, the researcher used *Google Form*.

3.9 Procedures of Collecting the Data

The procedures in administering the research are as follow:

1. Conducting pre-observation. Pre-observation of this study has conducted by doing an interview with an English teacher of MAN 1 Bandar Lampung, when the researcher conducted internship namely Pengenalan Lingkungan Prasekolahan (PLP) there. It was basically to know the situation of the students who were the subjects of this research.
2. Determining the Population and Sample. The population of this research was the first grade students of MAN 1 Bandar Lampung. The researcher used simple random sampling technique to determine and choose the sample of the research.
3. Determining the Research Instrument. The instruments of this research were grammar test and writing test.
4. Try out the Research Instrument. The instrument was grammar test.
5. Analyzing the validity and reliability of the tests.
6. Administering the Grammar and Writing Test. The researcher gave the grammar test in form of multiple choices and the instruction of writing test to describe the topic.
7. Analyzing the Data. The results of the grammar test were separated based on writing test. The data of the research was statistically computed and examined by using Pearson Product Moment's Correlation in the Statistical Package for Social Science (SPSS).

8. Making a Report and Discussion of Findings. After getting all the data, the researcher made a report and discussion on findings of the correlation between students' grammar mastery and writing ability.

3.10 Data Analysis

After collecting the data, the researcher processed and analyzed them. The data were analyzed based on each kind of the instruments. In order to find out whether there was correlation between students' grammar mastery and their writing ability or not, the data were analyzed by using *Pearson product moment correlation coefficient* in SPSS program.

According to Setiyadi (2018), correlation can result positive or negative numbers. If the two variables have positive correlation, the correlation coefficient will have $r = 1$. It means that the relationship between the two variables is getting strong. Meanwhile, the negative correlation coefficient will have $r < 1$. Negative correlation has a range from -1 to 0. It means that the relationship between the two variables is getting weak. The researcher determined the interpretation of the product moment scale table as follows:

Table 3. 4
Interpretation correlation by Setiyadi

Correlation Value (r)	Interpretation
0,000 – 0,200	Very low correlation
0,200 – 0,400	Low
0,400 – 0,600	Average
0,600 – 0,800	High
0,800 – 1,00	Very high correlation

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter divided into two parts, conclusion and suggestion. In the conclusion will clarify about the result of students' grammar mastery, students' writing ability and the correlation between students' grammar mastery and writing ability in descriptive text of the first grade students in MAN 1 Bandar Lampung. The suggestion will contain of the writer view and suggestion for the future researcher in order to give positive feedback to the students.

5.1 Conclusion

According to the data analysis and discussion, the researcher concludes that there is a significant correlation between students' grammar mastery and writing ability with the value of Pearson correlation is 0.703, Sig. = 0.000. From the result, it can be proved that there is a positive correlation between students' grammar mastery and writing ability in descriptive text. It means that when the students have good grammar mastery, they will have good achievement in writing descriptive text. Meanwhile, students who get bad score in grammar, they will get poor in writing as well. Therefore, language use is the aspect of writing with the value of correlation is 0.603, Sig. = 0.000 which influences most of the students because the students should know how to arrange the sentences into an understandable and meaningful text.

5.2 Suggestions

As the writer explained before, based on measuring the correlation between two variables we have gotten the result of this research. Studying the result, the researcher wants to give some suggestion to readers, especially, for the future research:

1. For the Teacher

Firstly, the teacher should explain more about grammar before teaching about writing. The way they explain, it determines how the students' understand about the grammar. The teachers have important role in helping and facilitating the students to learn grammar well, so the students' writing ability will increase. Besides, the teacher should explain more to the students that there are some criteria to asses writing subject in order to the students are not only focus on grammatical aspects in writing but also learn more how to organize the text well by considering the content, organization, vocabulary, and also mechanics.

2. For the Future Researcher

It is suggested to the future researcher that not only grammar can influence students' writing, vocabulary mastery can also affect students to express their ideas in writing. It can be seen from the results of the correlation between grammar and vocabulary. Therefore, the researcher suggests other researchers to conduct other studies on different variables.

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