CHAPTER I

INTRODUCTION

This chapter presents the introduction of the study. It includes in the Background of the Study, Statements of the Problems, Purpose of the Study, Scope and Limitation of the Study, Significance of the Study, and Definition of Key Terms.

1.1 Background of the Study

Grammar is the formula of sentence that makes people are easy to understand what we speak and write. According to Nunan (2005) (in Richards, et al., 2003) stated that grammar is a description of the structure of a language and the way in which units such as words and phrases are combined to produce sentences in the language. Based on that statement, learning about grammar is important and the basic competence to understand skills of English; and continue to the next level of learning English, especially in writing. In grammar, there is a method, rule, or formula that becomes a requirement to make good sentences, phrases, or clauses. Grammar describes about how the rule and the structure of the form to make good sentences, clauses, or phrases that is meaningful. It can help us to know when the event happens and how they deliver the information.

Writing is the ability that is needed not only for creating the article, but also in finding some jobs. That is why; writing is the important ability that should be learned from the basic level student. Harmer (2004) stated that writing has mechanical components include handwriting, spelling, punctuation, and the construction of well-formed sentences, paragraphs, and texts. It means, grammar
also has connected to improve the students’ writing ability. Here, the researcher tends to see how the grammar mastery correlates to the students’ writing ability.

In the result of previous research about grammar, entitled *Correlation between Mastery of Simple Past Tense and The Ability in Writing Recount Text at The Tenth Grade* by Lidwina Tulak, *et al.*, students’ mastery in simple past tense has a positive correlation with their writing ability in recount text, which is reflected in the acquired data of 32 students selected by using cluster random sampling technique. The similarity between their research and this research is the research design and the variable of research. He used the method of correlation to see the result of connection in simple past tense to writing recount text. Moreover, the variable of the research is writing. It is similar with this research. However, the difference from their research is the object of the research. They correlate simple past tense to writing ability in recount text, while the research correlates grammar and writing. It is more general than the previous research. This study support to this research in inform about writing competence.

Another result of research about grammar and writing by Woro Hestiningsih, English Education, Language and Art Faculty, Indraprasta PGRI, South Jakarta, Indonesia in “*The effects of grammar mastery and vocabulary mastery towards students argumentative writing*”, stated that there are effects of grammar mastery and vocabulary mastery towards students’ argumentative writing. The similarities of her research to this research are the variable of the research that is grammar mastery and the research method. The research method is the survey with multiple correlation technique. She also used writing to be the object of the research, but it is more focus in argumentative writing. However,
she also adds the vocabulary mastery to be the variable of the research. This research tells that grammar competence can influence students’ writing ability where it can support this research.

In Junior High School, there are some materials about text; Descriptive Text, and Recount Text. In that materials, students are taught about the organization of the text, grammar, and some vocabulary that relates to the content of the text. It shows that grammar also becomes a competence that is needed to improve a writing achievement. Moreover, the students can be credibility and consideration if they have a good writing skill. It will help them in choosing the job that they want or making a letter, email, article, note, or tweet to be easier to communicate. There are many factors that can improve a writing skill, such as a knowledge, grammar, punctuation, vocabulary, or spelling. Based on that, the writer chooses grammar to be analyzed how the correlation between grammar mastery and students’ achievement in writing skill at VIII Class MTsN 3 Jembrana.

In this research, the writer wants to prove some theories that explain grammar and writing has a positive correlation. That is why, the researcher will use correlational research as a research method. The writer conducts correlational research under the title – The Correlation between Grammar Mastery and Writing Ability at VIII Class of MTsN 3 Jembrana in the Academic Year of 2016/2017.

1.2 Research Problem
What is the correlation between grammar mastery and writing skill achievement?

1.3 Research Objective

To measure the relationship between students’ grammar mastery and their achievement in writing ability at VIII Class of MTsN 3 Jembrana in academic year of 2016/2017.

1.4 Scope and Limitation

Research should be limited in it is scope, so that the problem being examined is not too wide. Moreover, the research can be effective and efficient. The limitations of this study are:

1.4.1 The research subject of this research is the students of VIII Class of MTsN 3 Jembrana in academic year of 2016/2017.

1.4.2 The research object of this study is limited on the students’ assessment in grammar, focuses in Simple Present Tense and writing ability focuses in Descriptive Text.

1.4.3 The population is the eleventh-grade students of MTsN 3 Jembrana and the sample is 36 students taken randomly.

1.5 Research Significance

This research is important for five reasons, first (1) for students; the finding of this research can inform the students how grammar has a relation to the writing ability. Students that have needed to improve their ability in writing can know one of the factors that become a strategy to improve writing ability is
improve the knowledge about grammar mastery. Then, (2) for teacher, the finding of this research can inform the teacher or English teacher know to improve their students’ writing ability in the class in teaching learning whether grammar will help them or not.

Moreover, (3) for researcher, the researcher can find whether there is significant relation in grammar mastery to writing ability. Finally, (5) for the readers, the researcher hopes that this research can give more information, contribute and create the new creativity of improving knowledge for readers.

1.6 Definition of Key Terms

For the purpose of this research, the following of key terms are defined as:

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

1.6.2 Grammar: a study of making sentences, phrases, and clauses in formula to construct the language so can be understood.

1.6.3 Mastery: the understanding about knowledge very well.

1.6.4 Writing: an activity to communicate, tell the feeling or the news that happen, and an ability to create some word become paragraphs.

1.6.5 Ability: the quality of the person to do something.