The Correlation between Students' Grammar Mastery and Writing Ability in Recount Text

Ukhtul Iffah[1), Nuril Firdaus[2), Ummi Fariqoh[3)

[1,2,3) English Department, Social Humanity Science Faculty, University of Ibrahimy

Email Correspondence: ukhtulliffah80@gmail.com, novinurilfirdaus@gmail.com, ummifariqo@gmail.com

ARTICLE INFO

ABSTRACT

The purpose of the study was to determine the relationship between eighth-grade SMP IT Fatwa Curah Kalak students' writing proficiency in recount texts and their command of grammar. The correlation method was used by the researcher. One class was used to conduct the study. There are 74 participants in this study, ranging from the first to the last class. Purposive sampling was employed to choose the twenty-four eighth grade pupils from SMP IT Fatwa as the study's sample. A grammatical mastery test was administered to the class following a teaching and learning program. The researcher administered a writing ability test consisting of 35 questions and 60 minutes. The focus of the writing test was on students recounting memorable experiences from the past into well-written pieces.The correlation value was determined using the Pearson algorithm in IBM SPSS Statistics version 22, and the correlation coefficient (r), which falls between 0.40-0.60, was found to be 0.526. It was found that there was a moderate amount of linkage. Nonetheless, in terms of relevance, the r-obtained compared with the critical value. It shown that the r-obtained value exceeds the r-critical value of $0.526 > 0.404$ at the 0.05 significance level.

1. Introduction

Knowledge is the result of studying subjects we enjoy, like languages. English stands as one of the most commonly used language in the world. The word language that is typically used to describe all forms of communication is English.

In this era, English is an international language that is very popular and has been learned by more than one person in every country around a term involving Indonesia. In

Indonesia, English is known as a foreign language because English is used after their mother tongue(Hamra & Syatriana, 2010). (Klammer, 2004) Grammar describes a linguistic structure that is thought to exist in the mind of a spoken language user; this is language to which we apply if we state that someone is literate. In addition, grammar is an unspoken system of rules that control how sentences are put together. Additionally, writing a text requires a strong command of grammar. Because we haven't got a personal connection with the reader like we do while speaking, the reader will not understand what is written if the grammar is not used correctly. (Nordquist, 2010).

Writing is one of the more difficult language skills(Douglas & Frazier, 2012), it implies that one of the more challenging English skills is writing. It's because there are numerous aspects of writing that we need to take into account, such as structuring our words into paragraphs as well as sentences. This justification leads to the conclusion that writing is a process that involves multiple steps and results in text with a distinct meaning or purpose. (Wardani, 2014).

Students who use grammar are able to write effectively and accurately. Grammar generally addresses the structure of language, which includes the components of sentences. (Huddleston et al., 2021). Grammar is the method of language used to write coherent, grammatically correct statements. In order to write a text, students need to be proficient in language. One of the most crucial aspects of English is its grammar, which not only helps to make sentences sound attractive but also relates to their meaning. (Knapp & Watkins, 2005). The majority of individuals believe that one of the elements of English language that is too difficult to learn is writing (Harmer, 2014).

The process of writing is more complicated than other abilities while learning foreign languages. For many years, writing has been a prominent theme in the Application of linguistics, and it is still the subject of active intellectual inquiry or discussion. Many different types of research have been commissioned to shed light on the best ways to teach writing and the best ways for it to function. Another method for communication is writing. According to (Fellowes, 2007)Writing is a communicated communication method that involves text creation with the aim of achieving a certain goal and effectively communicating with the audience. It is clear from the definitions above that writing plays a significant role in the way people learn. Writing is a means of putting thoughts and feelings on paper that are not expressed. Certain language elements, including vocabulary, grammar, spelling, and punctuation, are related to one another in writing and help to fulfill the goal of writing.

It implies that the aims of the writing itself are regarded as including the usage of various recount text forms. Each sort of recounting text has a different purpose in relation to the narrative(Anderson & Anderson, 1997). The researcher in this case used a personal recall because it aims to make it easier for students to relate their personal experiences. The language used in the recount text includes nouns, individual participants, past tenses, temporal connectives, conjunction action verbs, adverbs, and adverb phrases, as described above. Furthermore, the way language is used varies based

on the kind of document, which helps students compose recount texts more readily (Oshima & Hogue, 2007).

Due to the explanation above, it refers that there is a relationship between pupils' proficiency with grammar and their writing skills. It implies that they are both proficient in grammar and students' writing ability cannot be separated because if students master grammar, they will be easier to write and understand an English text.

The fact was also found by the researcher when she joined an internship teaching at SMP IT Fatwa Curah Kalak that students struggle with composing recall texts. It is caused by the limited grammar they have. Accordingly, a lack of grammar affects students' English score, willingness to study English, etc. Given the background information provided above, the researcher is motivated to investigate the relationship between students' proficiency with grammar and their writing in recount texts at SMP IT Fatwa.

The goal of this study is to determine whether there is a meaningful relationship between students' writing and grammar proficiency.

2. Methods

This research used the correlation design method to collect data (Sugiyono, 2013). Researchers concentrated on the relationship between students' writing proficiency in recount texts and their command of grammar. This research was carried out in SMP IT FATWA Curah Kalak. The school has 3 classes. This school is a special school in Curah Kalak. The class that has been researched is intermediate level because in this level students. The study of the general population comprises students in eighth grade at SMP IT Fatwa. The Population of the first till the last grade was 79 studentsin academic, The general population comprises students in eighth grade (Gunawan, 2015), (Sugiyono, 2013). The total samples of this research were 24 students. The researchers chose those students because they had studied the text of recount before.

The research has to use appropriate research instruments to find the actual data. The instruments that have been used in this research will be two tests(Schreiber & Asner-Self, 2011). The grammar test consisted of 35 multiple-choice questions with three options: A, B, and C. The writing test was formed as a written test. The students had to write a recount text in not more than 60 minutes. This had been scored through writing a scoring rubric. Based on this writing scoring rubric, there are four aspects to be considered: grammar, vocabulary, spelling, and comprehension. The researcher underlined that students should recount memorable prior experiences in order to produce well-written essays throughout writing assessments (Harmer, 2008).

The researcher asked students to make three paragraphs in 60 minutes. The researcher instructed the students to write three paragraphs. The writing scoring criteria. In order to determine whether there was a relationship between students' proficiency with grammar and their writing in recount texts, the data were analyzed. The researcher examined the data to determine the outcome following the data was collected through data collection. In this study, IBM SPSS Statistics 22 was used to assess test results and perform a correlation analysis (George & Mallery, 2019). The Pearson's Product Moments correlation coefficient was employed by the researcher.

3. Result

The findings of the study were predicated on the outcomes. There were assignments for writing and grammatical tests. The written test had the following two items: organization and sentence structure. The grammatical test was a test of multiple choice.

a. Students Grammar Mastery

The following table shows the frequency and percentage distribution of students' grasp of grammar in recount texts:

Table 1
Its incidence and gave as an indicator of students' mastery of grammatical structures

No	Categories	Frequency (n)	Percentage %	Classification
1.	91-100	0	0	Excellent
2.	81-90	9	37.5	Very good
3.	71-80	6	25	Good
4.	61-70	5	20.83	Fair
5.	51-60	3	12.5	Poor
6.	<50	1	0.41	Very poor
Sum		24	100	

The table above illustrates the following: 12.5% had poor or three pupils, 0.41% had extremely poor or one student, 20.83% had fair or five students, 25 percent had good or six students, and 37.5% carried very well or nine students.

b. Students Writing Ability in Recount Tex

The following table shows both the percentage and frequency distribution of the students' writing skills:

Table. 2
Rate of Frequency on Students' Percentage Writing Ability

No	Categories	Frequency	Percentage %	Classification
1.	91-100	2	8.33	Excellent
2.	81-90	6	25	Very good
3.	71-80	7	29.16	Good
4.	61-70	6	25	Fair
5.	51-60	1	4.16	Poor
6.	<50	2	8.33	Very poor
Sum		24	100	

The accompanying table illustrates the distribution of scores by student type: 8.33% had excellent or two students, 25% had very good or six students, 29.16% had good or seven students, 25% had fair or six students, 4.16% had poor or one student, and 8.33% had extremely poor or two students.

c. The result Grammar and writing recount text.

The following table shows both the percentage and frequency distribution of the Grammar and Writing Recount Text.

Table 3
Rate of Frequency on Students' Percentage Grammar and Writing Recount Text

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Grammar	24	50	90	72.79	11.706
Writing	24	50	94	74.50	11.163
Valid N (listwise)	24				

The study's sample consisted of 24 individuals overall. Students were given a minimum score of 50 and a maximum score of 90 on the grammar mastery exam. The standard deviation of the grammatical mastery test was 11.706, with a mean score of 72.79. The statistics then showed that 7 students were below the mean and 17 students were above it.

The maximum score on the writing ability test was 94, while the lowest score was 50. The mean score was 74.50, with a standard deviation of 11.163. As a result, nineteen students scored above the mean and five students scored below the mean. Prior to using Pearson Product Moment Correlation to assess writing skill and grammatical proficiency, the researcher listed the outcomes of the tests on writing ability in recount text. After processing the data, the result showed as follows:

d. The result of correlated Grammar and Writing

As can be observed from the explanation given above, there was a positive correlation between students' writing skills and their mastery of grammar, as evidenced by the table's coefficient correlation of 0.526. It is crucial to consider the correlation between the two variables, regardless of its strength, when determining the significance level.

Table 4
Correlated Grammar and Writing

		GRAMMAR	WRITING
Grammar	Pearson Correlation	1	.526**
	Sig. (2-tailed)		.008
	N	24	24
Writing	Pearson Correlation	.526**	1
	Sig. (2-tailed)	.008	
	N	24	24

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

The score derived from the table interpretation level of correlation indicated that the correlation between those two variables was on the moderate side. The significance of the coefficient of correlation was ascertained using the table of significance, also referred to as the r table. This helps to explain the importance of the correlation coefficient at the

0.05 threshold of significance. In order to obtain DF, 24 samples minus two (N-2) were 22. The r critical, as assessed by DF 23, was 0.404 at the 0.05 level of significance. As a result, as r essential was less than r observed (0.526 > 0.404), the computed coefficient correlation was deemed significant.

Completing the data calculation was followed by testing the hypothesis. The researcher proposed two theories. The first (alternative) hypothesis proposed a strong correlation between the grammatical proficiency of eighth-grade SMP IT Fatwa students and their writing. Additionally, according to the second hypothesis (null), there is no appreciable correlation between grammatical knowledge and writing ability in recount texts at the eighth-grade SMP IT Fatwa.

The hypothesis was evaluated by comparing the r-obtained and r-table. The calculation produced an r-obtained (coefficient correlation) of 0.526 using IBM SPSS Statistics 22. It suggests a relationship between two components. The obtained r-value fell within the range of 0.40-0.60, indicating a modest correlation size.

On the other hand, the obtained r-value is substantial in comparison to the important value. The result showed that r-obtained over r-critical value, which was 0.526 > 0.404, at 0.05 significant level. It is clear that eighth-grade SMP IT Fatwa students' writing ability and their command of grammar are related. The null hypothesis, which maintained that there was no significant correlation between students' writing skills and grammatical competency at the eighth grade of SMP IT Fatwa, was thus rejected, and the alternative hypothesis was accepted.

4. Discussion

Based on the previously mentioned research findings, it can be deduced that there is a moderate correlation between eighth-grade students at SMP It Fatwah Curah Kalak's writing skill and grammatical mastery and the recount text. This is demonstrated by the moderate result's computation. The test results were obtained in this study using IBM SPSS Statistics 22. The alternative hypothesis (Ha) was accepted, and the study's total sample size was 24. Students were given a minimum score of 50 and a maximum score of 90 on the grammar mastery exam. The grammatical mastery test had a mean score of 72.79 with a standard deviation of 11.706, while the writing ability test had the highest score of 94 and the lowest score of 50.

The correlation value was determined using the Pearson algorithm in IBM SPSS Statistics version 22, and the correlation coefficient (r), which falls between 0.40-0.60, was found to be 0.526. It was found that there was a moderate amount of linkage. Nonetheless, in terms of relevance, the r-obtained compares with the critical value. It shows that the r-obtained value exceeds the r-critical value of 0.526 > 0.404 at the 0.05 significance level.

5. Conclusion

Based on the previously mentioned research findings, it can be deduced that there is a moderate correlation between eighth-grade students at SMP It Fatwah Curah Kalak's

writing skill and grammatical mastery and the recount text. This is demonstrated by the moderate result's computation.

The test results were obtained in this study using IBM SPSS Statistics 22. The alternative hypothesis (Ha) was accepted, and the study's total sample size was 24. Students were given a minimum score of 50 and a maximum score of 90 on the grammar mastery exam. The grammar mastery test had a mean score of 72.79 with a standard deviation of 11.706, while the writing ability test had the highest score of 94 and the lowest score of

References

Anderson, M., & Anderson, K. (1997). *Text types in English* (Vol. 2). Macmillan Education AU.

Douglas, D. A. N., & Frazier, S. (2012). *Teaching by Principles: An Interactive Approach to Language Pedagogy .: H. Douglas Brown* (Vol. 35, Issue 2). Wiley Online Library. https://doi.org/https://doi.org/10.2307/3587655

Fellowes, J. (2007). Grammar knowledge and student's writing. *J. Fellowes, Curriculum & Leadership Journal*, 1–2.

George, D., & Mallery, P. (2019). *IBM SPSS statistics 26 step by step: A simple guide and reference*. Routledge.

Gunawan, M. A. (2015). Statistik Penelitian bidang pendidikan, psikologi dan sosial. *Yogyakarta: Parama Publishing*.

Hamra, A., & Syatriana, E. (2010). Developing a model of teaching reading comprehension for EFL students. *TEFLIN Journal*, *21*(1), 27–40.

Harmer, J. (2008). How to teach English. *ELT Journal*, *62*(3), 313–316.

Harmer, J. (2014). The practice of. *Modern English Teacher*, *21*(2). https://s1.papyruspub.com/files/demos/products/ebooks/academicbooks/applied-linguistics/Preview-The-Practice-of-English-Language-Teaching.pdf

Huddleston, R., Pullum, G. K., & Reynolds, B. (2021). *A student's introduction to English grammar*. Cambridge University Press.

Klammer, T. P. (2004). *Analyzing English Grammar, 6/e*. Pearson Education India.

Knapp, P., & Watkins, M. (2005). *Genre, text, grammar: Technologies for teaching and assessing writing*. unsw Press.

Nordquist, R. (2010). Grammar and composition. *Contact Language*.

Oshima, A., & Hogue, A. (2007). *Introduction to academic writing*. Pearson/Longman Pearson Education, 10 Bank Street, White Plains, NY 10606.

Schreiber, J. B., & Asner-Self, K. (2011). The interrelationship of questions, sampling, design, and analysis. *Southern Illinois University*.

Sugiyono, D. (2013). *Metode penelitian pendidikan pendekatan kuantitatif, kualitatif dan R&D*.

Wardani, I. (2014). Improving the ability in writing Descriptive Text through Guided-Questions technique. *E-Journal of ELTS (English Language Teaching Society)*, *2*(1).