THE CORRELATION BETWEEN GRAMMAR MASTERY AND WRITING ABILITY OF THE THIRD YEAR STUDENTS OF ENGLISH STUDY PROGRAM OF FKIP UNIVERSITAS RIAU

Maqliga Ramadhaniarty, Fadly Azhar, Masyhur
Email: maqligaramadhaniarty@gmail.com, fadlyazhar57@gmail.com, masyhurr20@yahoo.com
Phone Number: 082383689563

Student of English Study Program
Language and Arts Department
Teachers Training and Education Faculty
Universitas Riau

Abstract: *The main, objectives of the study are to find out; 1) the students' grammar mastery, 2) the students' writing ability and 3) the correlation between grammar mastery and writing ability. The population of the study is 104 third year students, the sample is 22 students by using the cluster random sampling technique. The data were collected through 40 questions (grammar test) about students' grammar (Grammar Mastery) and 1 question (essay) about students' writing ability. The result of the test was analyzed by using the Pearson product moment in SPSS version 23. From the analysis, it was found that the third year students of English Study Program of FKIP Universitas Riau were at a good level in their grammar mastery, meanwhile the students' writing ability mean score 73.33. The correlation between both variables was in high correlation with the level was 0.720. However, building motivation and mindset about having a good grammar mastery is essential to be recommended because it is very useful to develop students' English skill and help them to face some tests which correlate with students' writing ability.*

Key Words: *Correlation, Grammar Mastery, Writing Ability*

HUBUNGAN ANTARA MENGUASAI GRAMMAR DAN KEMAMPUAN MENULIS MAHASISWA DI TAHUN KETIGA DI PROGRAM STUDI BAHASA INGGRIS FKIP UNIVERSITAS RIAU

Maqliga Ramadhaniarty, Fadly Azhar, Masyhur
Email: maqligaramadhaniarty@gmail.com, fadlyazhar57@gmail.com, masyhurr20@yahoo.com
Phone Number: 082383689563

Mahasiswa Program Studi Bahasa Inggris
Jurusan Bahasa dan Seni
Fakultas Keguruan dan Ilmu Pendidikan
Universitas Riau

Abstrak: Tujuan utama penelitian ini adalah untuk mengetahui; 1) penguasaan grammar mahasiswa, 2) kemampuan menulis siswa dan 3) hubungan antara menguasai gammar dan kemampuan menulis. Populasi dari penelitian ini adalah 104 mahasiswa tahun ketiga, sedangkan sampel adalah 22 mahasiswa dengan menggunakan Cluster random sampling. Data dikumpulkan melalui 40 pertanyaan tentang penguasaan grammar mahasiswa (grammar mastery) dan 1 peryataan tentang kemampuan menulis (writing ability). Hasil tes dianalisis dengan menggunakan Pearson product moment melalui SPSS versi 23. Dari hasil analisis ditemukan bahwa mahasiswa tahun ketiga Program Studi Bahasa Inggris Universitas Riau berada pada tingkat yang bagus dalam penguasaan grammar mereka, sementara itu skor kemampuan menulis mahasiswa rata-rata skor 73,33. Korelasi antara kedua variabel berkorelasi tinggi dengan tingkat 0,720. Namun, membangun motivasi dan pola pikir tentang memiliki penguasaan grammar yang baik sangat penting untuk direkomendasikan karena sangat berguna untuk mengembangkan keterampilan bahasa Inggris mahasiswa dan membantu mereka menghadapi beberapa tes yang berhubungan dengan kemampuan menulis mahasiswa.

Kata Kunci: Korelasi, Penguasaan Grammar, Kemampuan Menulis

INTRODUCTION

Writing is one of four language skills and one of the ways of communication to express ideas and feelings that can help students in constructing paragraph. According to Harmer (2007), writing can be used as a practice tool to help students practice and work with language they have studied. Writing becomes an important skill for students since writing can give many chances to students to enrich their vocabulary and of course especially to enlarge their grammar by constructing paragraph. In writing, students have to write a text with correct organization, appropriate vocabulary and grammar, and good mechanic of writing; punctuation, spelling and capitalization (Suwardi, 2015).

Therefore, students should master grammar to write a text or an essay correctly. Mastering grammar helps students to form the correct word in sentences. There is an assumption " good writing has to contain good grammar". Based on the assumption for the people who want to write sentences, paragraphs, essays and stories, they have to master grammar as a requirement of good writing. Swan (1998), states grammar is the rules that say how the words are combined, arranged, and changed to show different meanings. Mastering grammar means mastering the construction of correct and grammatical sentences. Students will understand how to make a sentence by knowing grammar.

As one of the components of writing, grammar takes an important role in writing and clearly it affects one's writing. The better one's grammar mastery, the better his or her writing. The connection between writing and grammar is very important. Grammar helps readers to understand text or essay. Some people may be good in writing with lots of good ideas to express but if they lack of grammar knowledge, they will have such a trouble in communicating those ideas to other people. As a result, some students may get bad marks in school, or for some writers they may not get anything published. After that people begin learning grammar, they start speaking and learning tenses, gerund and so on. The rules of grammar help to determine the mechanics of writing text or essay, which makes the connection between grammar and writing is important. A good comprehension of grammar makes students write any kind of text effectively. Giving reading and writing tasks help students with real world applications to understand and to use grammar skills. Furthermore, Weaver (1998) states what all students need is guidance in understanding and applying those aspects of grammar that are most relevant to writing.

Students who want to write a text or a paragraph have to have knowledge about the correct usage of grammar or they will not be able to write well. The lack of knowledge of grammar will result in the grammatically incorrect sentences which can lead to misunderstanding of what the sentences or the text tell about. Writing in grammatical incorrect manner is only confusing the readers. In other words, it is important to use words properly with the correct grammar in order to get the point directly. Thus, it can be assumed, the higher one's grammar mastery, the higher of writing ability will be. Knowing grammar will help students to form correct words in a sentence. If they do not master grammar well, they will have difficulty in writing too. Based on the factors above, The writer interested in research entitled "The Correlation Between Grammar Mastery and Writing Ability of the Third Year Students of English Study Program of FKIP Universitas Riau".

Components of Writing

In writing, there are five general components in making a good writing according to Hughes (1989), those are:

1.   **Grammar**

Grammar creates well-organized reading and writing performance in order to understand it easily. To establish a precise sentence in writing, grammar is very important for the students. It is important for students

2.   **Vocabulary**

In order to write well, the ability to choose and use the appropriate vocabulary should be mastered. So the writers can explore more deeply about what ideas that want to express properly.

3.   **Mechanics**

In general, mechanic is often being matters such as formatting, correct grammar, punctuation, spelling, and capitalization. Formatting is the general organization of writing. Then spelling is important to make a meaningful writing because the meaning will change if there is a misspelled word in writing, and punctuation is a command for the reader to continue reading or stop reading.

4.   **Organization**

Organization is the way to communicate ideas in order to have good paragraph. In other words, organization is about how the ideas linked one to another in making good writing.

5.   **Fluency**

Fluency connects any ideas by using the appropriate transition signals (words and phrases). A paragraph is said fluent when the choice of structure and vocabulary is consistently appropriate.

Components of Grammar

Jongbok (2007) divides components of grammar into three, those are:

1.   **Syntax**

Syntax is the way in which words are ordered and grouped together and how each group of words functions in a sentence as a syntactic phrase.

2. Morphology

Morphology is the structure of words and how they are formed; divide words into morphemes (affixation).

3. Semantics

Semantics is all about the meaning of the sentence.

METHODOLOGY

This research is a correlational research that determines the correlation between grammar mastery is as variable X and their writing ability is as variable Y. This research was conducted at English Study Program of FKIP Universitas Riau. The population of this research was third year students of English Study Program of FKIP Universitas Riau with the total number of students was 104 students. The sample of the research was class VI C which consist of 22 students. The sample was chosen by using cluster random sampling. The writer selected the classes randomly as the sample by using lottery technique. The writer took one piece of paper randomly and class VI C was chosen as sample class.

The total number of test items was 40 questions divided into 2 parts that are multiple choice and error identification for grammar test. Meanwhile, there is one question for writing test that is writing argumentative essay based on given topic.

The time allocated for doing the test was 60 minutes. The data were analyzed by calculating the students' score individually and found out the mean score. The students' score classified into four level of students' grammar mastery and writing ability, they are: excellent, good, average, and poor. The data was presented by using graphic.

FINDINGS AND DISCUSSION

Findings

The objective of this research is to find out the correlation between students' grammar mastery and their writing ability at third year of English Study Program of FKIP Universitas Riau. The data was collected using test.

The samples of this research were given a grammar test consist of 15 items for multiple choice and 25 items for error identification. The total number for grammar test is 40. After getting the data on the samples, the writer calculated those data as in the following:

Figure 1. The Students' Grammar Mastery Percentage
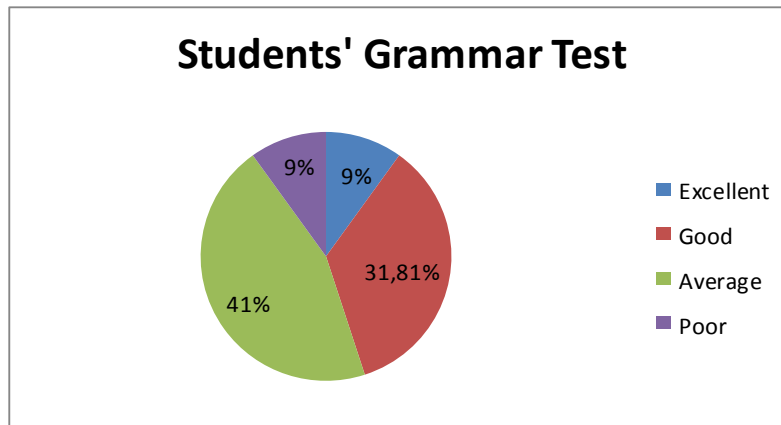
Based on data from the figure 1, it is shown 9 students can be categorized into average to good in their achievement in grammar, with percentage 40.9%. Then 7 students can be categorized into good to excellent, with percentage 31.8%. Next, 2 students can be categorized into poor to average with percentage 9% and only 2 students can be categorized into good to excellent with percentage 9%. Based on the mean scores of grammar test above, it can be concluded that the classification of students' grammar mastery of English Study Program of FKIP Universitas Riau is in *Average* category (73.33).

For writing test, the students' writing worksheet had been assessed by the rater. Then the writer will analyze the data by taking several stages. First, the writer will score the data by using analytical scoring system considered best evaluation of learning some major elements in writing adapted from Hughes (1989). After getting the data on the respondents, the writer found data on writing ability as the following:

Figure 2. The Students' Writing Ability Percentage
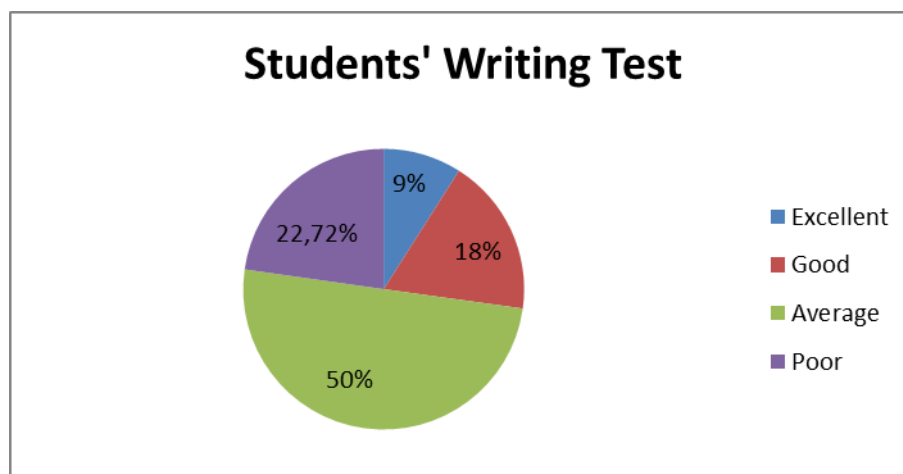
Based on data from the Figure 2, it is shown only 2 students can be categorized into good to excellent in their writing ability, with percentage 10%. Then 13 students can be categorized into average to good, with percentage 50%. Then 4 students can be

categorized into poor to average, with percentage 18.18%. Next, 5 students can be categorized into poor with percentage 22.72%. Based on the mean scores, it can be concluded that the third year students' writing ability score is in *Average* category (73.33).

Figure 3.The Result of Correlation Test

		Grammar Mastery	Writing Ability
Grammar Mastery	Pearson Correlation	1	.081
	Sig. (2-tailed)		.720
	N	22	22
Writing Ability	Pearson Correlation	.081	1
	Sig. (2-tailed)	.720	
	N	22	22

Based on 22 students that passed the test, the result of correlation test by using *correlation product moment* was 0.720. It means, if it interpret with Sugiyono's table it stated that there is a high correlation between grammar mastery and writing ability of English Study Program of FKIP Universitas Riau. (0.60 - 0.720 - 0.799).

Discussion

As it has been discussed in the previous chapter, the writer tried to find out the answer of the question related to the correlation between grammar mastery and writing ability of the third year students of English Study Program of FKIP Universitas Riau. After analyzing the data, the writer found out that there is a correlation between grammar mastery and writing ability of the students at the high level. It can be seen from the coefficient correlation obtained (**1.725**).

The research's result can be interpreted that students' grammar mastery has high effect in writing. It means that if they do not master grammar well, they will have difficulty in writing too.

Therefore, it answer the research question in the formulation of the problem; Is there any significant correlation between grammar mastery and writing ability of the third year students of English Study Program of FKIP Universitas Riau?".

CONCLUSION AND RECOMMENDATION

Conclusions

In brief, this study is proposed to answer whether there is or not a correlation between students' grammar mastery and writing ability. The obtained value of the correlation coefficient is 1,725 which means that there is a positive correlation between grammar mastery and writing ability. In addition, because the value of rxy is 1,725 it can be interpreted that grammar mastery and writing ability have high correlation.

Therefore, it answered the research question that there is a significant correlation between reading motivation and reading comprehension.

Recommendations

Since the result of the grammar mastery test was categorized as average level, the researcher would like to suggest the students to keep improving their knowledge about grammar so it will give a positive contribution on their writing ability. Not only for the students, but also the teacher to motivate their students more to know about the importance of grammar to contribute their role as motivator for the students. The students should increase their grammar that may influence their writing by informing the benefits of grammar and by having willingness and awareness to achieve the goal in learning process because grammar is one of important components to make writing better. The researcher would like to propose some recommendations to the English teacher, the students and the other researcher. The teacher should motivate their students more about the importance of grammar. The teacher should be taken some efforts to develop students' knowledge about grammar and encourage them to practice in writing. The teacher also needs to apply some writing strategies that are suitable for the students.

BIBLIOGRAPHY

Harmer, Jeremy. 2007. *How to Teach English*. England: Pearson Longman.

Hughes, A. 1989. *Testing for Language Teacher*. New York: Cambridge University Press.

Jongbok, Kim. 2007. *Grammar and Composition.* Seoul: Kyung Hee University.

Sugiyono. 2011. *Metode Penelitian Kuantitatif Kualitatif dan R&D.* Bandung: Alfabeta.

Suwardi, Fitriyani. 2015. *A Study on the Writing Skills of the Tenth Grade Students at SMAN 2 Rambah Hilir in Writing Recount Text*. Unpublished thesis. Faculty of Teacher Training and Education University of Pasir Pengaraian. Pasir Pengaraian.

Swan, Michael. 1998. *Practical English Usage*. London: Oxford University Press.

Weaver, Constance. 1998. Lessons to Share on Teaching Grammar in Context. Boynton-Cook, A division of Reed Elsevier Inc., Portsmouth, NH.