

THE CORRELATION BETWEEN GRAMMATICAL KNOWLEDGE AND WRITING ABILITY OF THE SECOND YEAR STUDENTS OF MAN 1 KUANTAN SINGINGI

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Abstract: *This research aimed to find out whether there was a correlation between grammatical knowledge and writing ability of the second year students of MAN 1 Kuantan Singingi. The population was the second year students of MAN 1 Kuantan Singingi. The sample was decided by using cluster random sampling and there were XI MIA 2 and XI MIA 3 as the samples. Grammar test was applied to know the students' grammatical knowledge and writing test was applied to know the students' writing ability in analytical exposition text. The obtained data were analyzed by using Pearson Product Moment Formula which was assisted by IBM SPSS Statistics 23 program. From the analysis, it was found that the coefficient correlation was categorized as mediocre correlation. Therefore, the null hypothesis (H_0) is rejected and alternative hypothesis (H_1) is accepted. In conclusion, there was a correlation between grammatical knowledge and writing ability of the second year students of MAN 1 Kuantan Singingi. The obtained determination coefficient (R^2) was twenty percent. This means that grammatical knowledge clarifies twenty percent towards writing ability. The rest eighty percents is probably due to other factors which are not involved in this research.*

Key Words: *Correlation, Grammatical Knowledge, Writing Ability.*

HUBUNGAN ANTARA PENGETAHUAN TATA BAHASA DAN KEMAMPUAN MENULIS SISWA KELAS XI MAN 1 KUANTAN SINGINGI

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Abstrak: Penelitian ini bertujuan untuk mengetahui apakah ada hubungan antara pengetahuan tata bahasa dan kemampuan menulis siswa kelas dua MAN 1 Kuantan Singingi. Populasi penelitian adalah siswa kelas dua MAN 1 Kuantan Singingi. Sampel dipilih menggunakan cluster random sampling kelas XI MIA 2 dan XI MIA 3 ditetapkan sebagai sampel. Tes tata bahasa digunakan untuk mengetahui pengetahuan kosa kata siswa dan tes menulis digunakan untuk mengetahui kemampuan siswa dalam menulis teks ekposisi analitik. Data yang didapatkan di analisis menggunakan rumus Pearson Product Moment menggunakan program IBM SPSS statistics 23. Dari analisis hasil menunjukan bahwa koefisien korelasi dikategorikan sebagai koreasi sedang. Oleh karena itu, hipotesis nol (H_0) ditolak dan hipotesis alternatif (H_1) diterima. Kesimpulan, terdapat hubungan antara pengetahuan tata bahasa dan kemampuan menulis siswa kelas dua MAN 1 Kuantan Singingi. Koefisien determinasi yang diperoleh (R kuadrat) adalah dua puluh persen. Ini berarti bahwa pengetahuan kosa kata menyumbang dua puluh persen terhadap kemampuan menulis. Sedangkan sisanya delapan puluh persen mungkin disebabkan faktor lain yang tidak terlibat dalam penelitian ini.

Kata Kunci: Korelasi, Pengetahuan Tata Bahasa. Kemampuan Menulis.

INTRODUCTION

English as International language is spoken almost all over the world. In the global era, English takes an important role as a communication language used in many sectors of life, such as trading, bilateral relationship, politics, science, education, technology and many others. In fact, people use language to express their feelings, ideas, and desires. English has become the language used by many people over the world to connect and share with another. Therefore, people should understand and master English in order to gain broader knowledge, information and technology. However, in Indonesia, English is functioned as a foreign language. It is considered as one of foreign language subjects to teach. The government has considered English as one of the most important foreign languages and the compulsory foreign language subject that must be learnt by students in every school level. English is a foreign language subject from elementary school up to university level. The objective of teaching and learning English is to bring up students to have better understanding in using the language itself.

In learning English, there are basic skills which are very important to be mastered by the students. They are listening, speaking, reading and writing. The students should master four language skills to enable them to use English actively. Writing is one of the important skills that should be mastered by the students. Writing is a way to express ideas, thinking, feelings that are arranged from the words into sentences in written form. But one important thing that has to be concerned in writing is the grammar. So, the result of writing will be better if we can use the correct grammar, because the misuse of grammar can cause misunderstanding. Grammar is one of the important things in mastering a language. By using grammar correctly in communicating, we can minimize the misunderstanding to each other. So that grammar has an important role in arranging sentences. If we want make a composition in writing, we have to make sure that grammar of sentence is correct, in order to make people understand what we have written, it is also supported by (Harmer, 2004) “the grammar of a language is the description of the ways in which words can change their forms and can be combined into sentences in that language”. (Thornbury, 2002, p. 1) States that “grammar is a description of the rules that govern how a language sentences are formed, or partly the study of what forms (or structures) are possible in a language.” It means that grammar is dealing with how a language formed by using good structure and put the word in the right place, so the students have to master grammar to increase their competence in English and to make them to be able to communicate.

According to English syllabus of 2013 curriculum for senior high score level, writing is one the English skills which has to be learned by the students and they are expected to be able to write kinds of texts they have learned such as recount text, report text, narrative text, descriptive text, hortatory exposition text and analytical exposition text. This research I will focus on writing analytical exposition text. (Dardjis, et al., 2013) states that an analytical exposition is a text which “persuades” the reader that the idea (about phenomenon surrounding) is an important matter. This text is chosen because this text presents arguments, trains students’ critical thinking and develops students’ opinion. The purpose of analytical exposition text is to make readers believe that the idea that we present is worth presenting.

Based on informal interview with one of the teacher of MAN 1 Kuantan Singingi about writing the teacher stated “If I give them a writing task they will write

based on the example or explanation I gave them before or looked up on their hand book for the guidance, they can finish it quite good I guess and after I checked their works and I found some students write grammatically correct sentences some do not, but most of them do not write grammatically correct sentences”. There is an assumption which sound like “a good writing has to contain a good grammar” it is in line with (Hashemi & Amerian, 2011) one aspect of good writing is good knowledge of grammar. Based on the problem mentions above the researcher is interested in finding out how strong is the correlation between these two variables, it is important to conduct a research on “the correlation between grammatical knowledge and writing ability of the second year students of MAN 1 Kuantan Singingi”.

Component of grammar

According to (Eastwood, 2002) and (Bough, 1993) there are four grammatical units; they are words, phrases, clauses, and sentences.

1. Word
A single unit of language which means something and can be spoken or written.
2. Phrases
Phrases are groups of related words that do not contain a subject-verb combination or express a complete thought.
3. Clauses
Clauses are groups of related words that contain a subject-verb combination.
4. Sentences
A sentence is a set of words, expressing a statement a question or an order, usually containing a subject and a verb. A sentence can be a single clause. A written sentence begins with a capital letter and ends with a mark such as a full stop.

Component of Writing

In writing, there are five general components in making a good writing according to Hughes (2003)

1. Grammar
Grammatically correct writing is one of the aspects that result a qualified writing in English. It needs to use appropriate tenses and words.
2. Vocabulary
Vocabulary is about arranging several words into sentences. A standardized or qualified writing has rich, appropriate and effective vocabulary.
3. Mechanics
Mechanic is related to spelling, punctuation, capitalization, and paraphrasing.
4. Organization
Good organization is well- linked, fluent expression, ideas clearly stated, and well-organized.
5. Fluency
Fluency in writing is the same as coherence. It means that a sentence is logically connected to another.

METHODOLOGY

This research is a correlational research that determines the correlation between grammar mastery as variable X and their writing ability as variable Y. This research was conducted at MAN 1 Kuantan Singingi. The population of this research was second year students of MAN 1 Kuantan Singingi with the total number of the students was 161 students. The sample was obtained by using cluster random sampling. The researcher selected the classes randomly as the sample by using lottery technique. XI MIA 2 and XI MIA 3 were obtained as the samples. The total number of test items was 40 questions for grammar test in the form of multiple choices. There is one question for writing test that is writing analytical exposition text based on given topics. The time allocation for doing the test was 60 minutes, the data were analyzed by calculating the students score individually and the students' score classified into five level students' grammatical knowledge and writing ability, they are excellent, good, sufficient, fairly sufficient, and poor.

RESEARCH FINDING

Findings of Grammatical Knowledge

Table 1. The Classification of Students' Grammatical Knowledge Score

Score	Category	Frequency	Percentage (%)
80-100	Excellent	15	29%
66-79	Good	7	14%
56-65	Sufficient	12	23%
40-55	Fairly Sufficient	10	20%
0-39	Poor	7	14%
	TOTAL	51	100%

Table 1 shows the level of students' grammatical knowledge. The number of sample is 51. There are 15 students (29%) in *Excellent* level, 7 students (14%) in *Good* level, 12 students (23%) in *Sufficient* level, 10 students (20%) in *Fairly Sufficient* level, 7 students (14%) in *Poor* level in grammar. Therefore, it can be concluded that the grammatical knowledge of students is mostly in *Excellent* level because the highest percentage is in *Excellent* level (29%). Based on the mean scores of grammatical knowledge above, it can be concluded that the classification of students' grammatical knowledge of MAN 1 Kuantan Singingi is in *Good* level (63.90).

Findings of Writing Ability

Table 2. The Classification of Data Analysis of Students' Writing Test

Score	Category	Frequency	Percentage (%)
80-100	Excellent	1	2%
66-79	Good	11	22%
56-65	Sufficient	25	49%
40-55	Fairly Sufficient	14	27%
0-39	Poor	0	0%
	TOTAL	51	100%

Table 2 shows the level of writing ability in writing analytical exposition text. The number of the respondent is 51 students, there is 1 student in *Excellent* level (2%), 11 students (22%) in *Good* level, 25 students (49%) in *Sufficient* level, 14 students (27%) in *Fairly Sufficient* level, and none of the students (0%) is in *Poor* level. Therefore, it can be concluded that most of the students' writing ability in writing analytical exposition text is in the *Sufficient* level since the highest percentage is in *Sufficient* level (49%). Based on the mean scores of writing ability above, it can be concluded that the classification of students' writing ability of MAN 1 Kuantan Singingi is in *sufficient* level (60.47).

Correlation Analysis

Table 3. The Correlation between Grammatical knowledge and Writing Ability

Variables	Correlation	
Grammar (X) & Writing (Y)	Pearson correlation Significant Samples (N)	0.457 0.001 51

Based on the table above, it is found that Pearson correlation value is 0.457 with a significance of 0.001. Based on (Priyatno, 2009, p. 118) "since the value of Significant < 0.05 " it means that the correlation is at significant level. It means that Null Hypothesis (H_0) is rejected and Alternative Hypothesis (H_a) is accepted. It can be stated that there is a significant correlation between students' grammatical knowledge and their writing ability in writing analytical exposition text. Based on the interpretation by Sugiyono (2017) if the correlation value is between 0.400-0.599 it can be confirmed that the two variables has a "Mediocre Correlation".

Determination Coefficient

Table 4. Determination Coefficient

Coefficient correlation (R)	R Square
0.457	0.208

Based on the table above, the obtained determination coefficient (R square) is 0.208 or 20%. This means that more or less 20% of the variation in writing score is accounted by grammar score, this indicates that the independent variable (Grammatical knowledge) clarifies 20% toward dependent variable (writing ability), while the rest 80% (100% - 20%) is probably due to other factors such as the students' vocabulary mastery, their reading habit, critical thinking, motivation, and so on, which are not involved in this research's variable.

FINDINGS AND DISCUSSIONS

Dealing with the correlation value between grammatical knowledge and writing ability, this research found that there was a correlation. The result of computation was 0.457 this value is categorized into mediocre correlation based on Sugiyono (2017). Hence, the alternative hypothesis (H_a) is accepted and null hypothesis (H_o) is rejected. From those data, it can be concluded that grammatical knowledge and writing ability of the second year students of MAN 1 Kuantan Singingi is correlated and the level of correlation is mediocre correlation. It is in line with the previous related study conducted by Muhsin (2015). In his research "the correlation between students' grammar knowledge and writing ability" found that r was 0, 43. Coefficient correlation between both variables showed that there was a correlation between grammar ability and writing skill of the students, it lies between 0, 40 – 0, 60 which is categorized as moderate correlation.

CONCLUTIONS AND RECOMMENDATIONS

Conclusions

In brief, this research is proposed to answer whether there is a correlation between students' grammatical knowledge and their writing ability in writing analytical exposition text. From the result of the give test, it shows that the highest score of students' grammatical knowledge was 98 and the lowest score was 18. Meanwhile for writing ability, the highest score was 81 and the lowest score was 44. The average score of grammatical knowledge was 63.90 and writing ability was 60.47. the obtained value from coefficient correlation was 0.457; it shows that there is a correlation between grammatical knowledge and students' writing ability. It can be interpreted that grammatical knowledge and writing ability have mediocre correlation. Therefore, it answered the research question that there is a correlation between both variables.

Recommendations

Considering that students' ability in writing analytical exposition text is categorized into sufficient level, it is recommended that students should learn more about analytical exposition text, and practice more to produce better writing. Considering the result of correlation between grammatical knowledge and writing ability is positive, the teachers are recommended to provide the students with interesting teaching learning process and motivate the student to learn grammar and practice writing more and give them insight about the advantages of grammar and writing to accelerate their motivation to learn grammar and writing deeper. Considering the next researchers, the writer expects the findings, conclusions, and recommendation of this research will be useful for the next researcher to be a reference for their future researches.

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