

THE CORRELATION BETWEEN GRAMMAR MASTERY AND WRITING ABILITY (A CORRELATION STUDY) AT THE TENTH GRADE OF SMK NEGERI 1 SIBORONGBORONG

Vera Nadeak, Bonari H Tambunan,
Rotua Hutasoit , Juandi Nababan

email: veranadeak@gmail.com
email: bonaritambunan@gmail.com
email: rotuahutasoit@gmail.com
email: juandinababan@gmail.com

English Department, Universitas Sisingamangaraja XII Tapanuli

ABSTRACT

The purpose of this study is to know whether there is a significant correlation between grammar mastery and writing ability at the Tenth Grade of SMK Negeri 1 Siborongborong. The sample of this study is 30 students taken from B class of six. The method used in this study was a quantitative method and the technique used in this study was a correlational technique. In collecting the data, the documentation of students' writing scores and the test of grammar are used. The scores of writing were collected from the learning Process of writing subject at Tenth Grade of SMK Negeri 1 Siborongborong. Besides, in assessing students' mastery of grammar, this study conducted multiple choice and error identification test to the students. The result of this study shows that there is a very low correlation between students' grammar mastery and writing ability. It is proved by the r_{xy} (0.165) is lower than r_{table} in the degree of significance 5% (0.374) and 1% (0.478). It is considered that the null hypothesis (H_0) is accepted and the alternative hypothesis (H_a) is rejected.

Key words: Grammar Mastery, Writing Ability (A Correlation Study)

1. INTRODUCTION

1.1 The Background of the Study

Grammar is the structure and meaning system of language. All languages have grammar, and each language has its own grammar. People who speak the same language are able to communicate because they intuitively know the grammar system of that language - that is, the rules of making meaning. Students who are the native speakers of English have already knew about English grammar and how to use it properly. They recognize the sounds of English words, the meanings of those words, and the different ways of putting words together to make meaningful sentences. However, no matter how good the students in English, they still need to learn how to transfer their knowledge of grammatical concept from spoken to written language.

Written language means the representation of a language by writing system. Writing itself is a method of representing language in visual form through the signs and symbols. Writing is also one of language skill that is always taught in school. Writing skill is more complex and difficult than the other skills which not only require the mastery of linguistic competence such as grammar, vocabulary, pronunciation, punctuation, intonation, etc. but also it requires the conceptual judgment. This is indicated by Heaton's statement that "The writing skills are complex and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgmental elements".

In English Education Department (EED), the college students as pre- service teachers are taught many subjects and two of them are grammar and writing. Grammar subject

is taught from grammar 1 up to grammar 5. In learning grammar 1 up to grammar 4, students learn more about basic grammar rules. But in learning grammar 5, the lecturer more focuses on TOEFL (Test of English as Foreign Language) preparation because TOEFL is one of graduation requirements of English Education Department. In TOEFL, students get all the aspects of grammatical rules in structure test. That is why, before taking grammar 5, they have to pass the grammar 1 up to grammar 4. The other skill that is taught is writing. In writing subject, it starts from writing 1 up to Academic writing. Students are taught about the first steps to write; such as learn about sentences, punctuations, write a paragraph, make an essay outline, until make an essay and research paper.

Besides, the difficulties arise from the nature of the system itself and from the differences between English and students' native language. Nevertheless, students have to be concerned about grammar rules because they will always find it in order to be able to communicate effectively in English, either spoken or written. On the other side, in writing process, students often find it hard even to write in their native language. The students cannot write well if they do not have a good grammar competence. It happens because they have lack of confidence that make them feel hard to write. Besides, the students sometimes get stuck to develop the topic in their writing. On the contrary, the students who have good competence in grammar, they could be more confident than those who are not, because they know how to make good and proper sentences.

Based on the description above, the writer conducted an investigation on the correlation between grammar mastery and writing ability. Based on the background above, the writer is intended to research about: *"The Correlation between Grammar Mastery and Writing Ability (A Correlation Study at the Tenth Grade of SMK Negeri 1 Siborongborong In Academic Year 2018/2019)*

1.2 The Problem of the Study

In order to make systematic approach to solve the problem, the writer conducted the research on the correlation between grammar mastery and writing ability. The research question can be formulated as *"Is there any significant correlation between students' grammar mastery and their ability in writing?"*

1.3 The objective of the Study

The purpose of this study is to know whether there is a significant correlation between grammar mastery and writing ability. Moreover, the study conducted to get the empirical data from the both scores.

1.4 The Scope of the Study

As the topic suggests, this study is conducted to prove whether or not there is a significant systematic relations between grammar mastery and the ability in writing. Therefore, this study is limited to analyze the correlation between grammar mastery and writing ability.

1.5 The Significances of the Study

The study is expected to give some contributions to English language teaching and learning.

1. For writer, this research can find whether there is a significant correlation between grammar mastery and writing ability. Some people assume that without a working knowledge of good grammar, good writing is impossible. So, the extent to which grammar mastery affects the students' ability in writing.
2. For the English teachers and learners, the finding of the research can inform them about the relations between grammar and writing. The researcher also hopes that the result of this study will become input to English teachers and also English learners for their teaching and learning.

2. REVIEW OF RELATED LITERATURE

2.1 Grammar

a. Defenition of Grammar

In the context of education especially in the learning and teaching of a foreign language, grammar is usually considered one of the language components beside the vocabulary and sound system which students should acquire. Knowing grammar means understanding what the text means correctly. The experts Stewart and Vailette point out that "The word grammar means the sort of thing they learned in English class or in other language classes, when they were taught about subjects and predicates and part of speech". The statement indicates that the students were taught about the rules of target language in their school. They learn about it because the teacher aware that as foreign language learners, students should know about the language rules that native speaker use as a communication tool. Students commonly do not realize that when they express themselves through writing or speaking, what they write or speak have its patterns and they keep subconsciously applying the patterns in their communication.

In addition Kolln and Funk point out three definitions of grammar. First, *grammar is the system of rules in our heads*. Second, *Grammar is the formal description of the rules*. And the third, *grammar is the social implications of usage, sometimes called "linguistic etiquette"*.

Grammar is the system of rules in our heads. It means that the study of grammar a lifetime of "knowing" how to produce sentences. This subconscious system of rules is your "language competence". It is important to recognize that these internalized rules vary from one language community to another. *Grammar is the formal description of the rules*. This definition refers to the branch of linguistic science concerned with the formal description of language, the subject matter of books like this one, which identify in an objective way the form and structure, the syntax of sentences. *Grammar is the social implications of usage, sometimes called "linguistic etiquette"*. This definition could be called do's and don't's of usage, rather than grammar.

Considering those definitions and explanation, the writer shows that grammar is a set of rules derived from a language that enable people to understand what they read or what they construct in sentences or expressions when they communicate. Grammar is the way of the spoken and written language to be organized. It is concerned with the order of word groups, clauses and sentences and morphemes in words. It is closely related to generic structure and cohesion.

b. Importance of Grammar

When teaching a language, teachers actually have two purposes; insure fluency and accuracy in all language skills. Fluency is the ability to speak fluently whereas accuracy is ability to speak with correct grammar structures, such as the using of verb forms correctly, phrasal verbs, prepositions, etc. To communicate intelligibly, to make sense with each sentence, a learner should know the grammar of the target language. According to Penny Ur "Grammar does not only affect how units of language are combined in order to 'look right'; it also affects their meaning". Supporting his opinion, Knapp and Watkins state that "Grammar is a name for the resources available to users of a language system for producing texts. A knowledge of grammar by a speaker or writer shifts language use from the implicit and unconscious to a conscious manipulation of language and choice of appropriate text

c. Types of Grammar

Some linguists have their own perspective about different varieties of grammar - that is, different ways of describing and analyzing the structures and functions of language.

According to George Yule, there are three types of grammar. Those are:

1. Mental Grammar

Mental grammar is a form of internal linguistic knowledge which operates in the production and recognition of appropriately structured expressions. And this is not the result of any teaching (purely skill).

1) Linguistic Etiquette

Linguistic etiquette is the identification

of the proper or best structures to be used in a language.

2) Traditional grammar

Traditional grammar involves the analysis study of the structures found in a language. On the other hand, Kolln and Funk divided the types of grammar into two, namely; Structural and Transformational Grammar.

2. Structural Grammar

The structuralists recognize the importance of describing language on its own terms. Instead of assuming that English words could fit into the traditional eight word groups of Latin, the structuralists examined sentences objectively, paying particular attention to how words change in sound and spelling (their form) and how they are used in sentences (their function). Another important feature of structuralism, which came to be called "new grammar", is its emphasis on the systematic nature of English.

3. Transformational Grammar

Unlike the structuralists, whose goal was to examine the sentences we actually speak and to describe their systematic nature, the transformationalists wanted to unlock the secrets of language; to build a model of our internal rules, a model that would produce all of the grammatical - and no ungrammatical - sentences. It might be useful to think of our built-in language system as a computer program. The transformationalists are trying to describe that program. The several important concepts of transformational grammar are: first, the recognition that a basic sentence can be transformed into variety of forms, depending on intent or emphasis, while retaining its essential meaning; for example, questions and exclamations and passive sentences.

4. Grammar Test

The testing of grammar is one of the mainstays of language testing. A basic knowledge of grammar underlies the ability to use language to express meaning, and so grammar tests have an important part in language program. This is in line with Madsen's opinion that "Grammar tests are designed to measure student proficiency in matters ranging from inflections in syntax.

Syntax involves the relationship of words in a sentence, including matters such a word order, use of the negative, question forms and connectives".

Madsen presents two basic ways to measure the grammar skills of the beginning-level students:

a. Individual Testing

Individual testing is a test that designed for testing students individually by using oral test. These requests can ask for easy spoken replies or simply for nonverbal actions. This tests should use the familiar vocabulary in the test question as well as structures those students have been taught.

b. Group Testing

In group testing, the teacher gives the students test by using directed physical responses. First, the teacher explains and illustrates any new vocabulary words. Then, he or she asks the students to make a drawing according to teacher's spoken instruction.

Moreover, in testing grammar, there are also some types that could be used by the teacher to measure students' achievement in grammar subject. And according to Heaton, there are some of the most common types that used to test of the grammatical features of the language. The types of the test such as:

- a. Multiple-choice
- b. Error correction
- c. Completion items
- d. Transformation items
- e. Items involving the changing of words
- f. Broken sentence item
- g. Pairing and matching items
- h. Combination items and Addition items

2.2 Writing

a. General Meaning of Writing

It can be said that writing is a crucial part in our global society. Through writing, we can learn a lot of things, from the simplest one

such as how to make a glass of milkshake until how this earth is formed, for example. In short, writing plays a significance role in our life.

Writing is an expression of ideas, thoughts, and stories on a piece of paper. For some people, writing might be hard even in their first language. It could be more difficult for them to write in foreign language. As Oshima and Hogue state that writing is the action that needs the some process such as thinking, writing, reading, correcting and revising. Those are not the simple steps in writing because people have to realize that what they write is what they want to say or express. Writing is not only a symbol on a piece of paper but it should be arranged into good sentences or paragraph by using some grammatical rules.

"Writing as a skill: by far the most important reason for teaching writing, of course, is that it is a basic language skill, just as important as speaking, listening, and reading". And according to Ramsey, "Writing is a process of synthesis". As you write, you used words and information to express your viewpoint in a coherent whole, an essay. But writing draws on intuition as well as reasoning, on sensation and emotion as well as fast and memory.

- a. According to Heaton, there are five skills necessary for writing. They are:
Language use: the ability to write correct and appropriate sentences;
- b. Mechanical skills: the ability to use correctly those conventions peculiar to the written language;
- c. Treatment of content: the ability to think creatively and develop thoughts, excluding all irrelevant information;
- d. Stylistic skills: the ability to manipulate sentences and paragraphs, and use language effectively;
- e. Judgment skills: the ability to write in appropriate manner for a particular purpose with a particular audience in mind, together with an ability to select, organize and order relevant information.

Based on the description above, the writer

assumes that writing is the most difficult skill of language because there are many rules and aspects that should be considered by learners in order to the readers comprehend about the text.

b. Importance of Writing Skill

Undoubtedly, writing has become a prominent part in people's everyday life. In almost all aspects of life, writing in whatever form it be, is proved to be an effective way of communication. For example, people should understand about written works in their life such as simple notices at shopping centers, printed media such as newspaper and magazine; educational and scientific sources like books, journals, and encyclopedia, and literary works such as poem and novel. They show us that writing serves in any different forms and gives essential function in day-to-day activities. We can imagine how hard people carry out their duties without writing. Surely, there will be too much information untold and lots of knowledge will be left.

Moreover, as the societies grew larger and more industrialized, people need to be able to write and read well because it is very important for bureaucratic organizations to be successful. In other words, writing skill can be a ticket to better college grades and greater academic achievement since good writing skill is so much needed in the academic context. Besides, most jobs nowadays as well as future jobs will require writing skill; even to apply for a job, good writing skill is demanded.

Meanwhile in the smaller scope of educational setting, i.e. at schools, most of examinations require students to use their writing skill. Students' success at school is partly determined by their writing skills. Furthermore, it is commonly known that good writing will foster good thinking. When students are trying to write, they should automatically think because they develop their ideas and sometimes revise what they have written. On the other hand, good thinking, if being properly applied, gives rise to what so-called good writing.

The fact that writing skill clearly gives many advantages to people, it suggests that having good writing skill will give many benefits to them. In addition, being able to take part in today's information culture, writers can express themselves well through writing; they can communicate their ideas, thoughts, feelings, and experiences and at the same time, let it known by others.

As a closing remark of this section, the writer quotes Chris Tribble's statement (in Harmer, 2004:3):

"To be deprived of the opportunity to learn to write is..... to be excluded from a wide range social roles including those which the majority of people in industrialized societies associate with power and prestige".

This shows that writing is closely related to the society. To be successful in whatever field we are in, having writing skill is very much helpful. Thus, writing, especially in a foreign language is one skill which all teachers or educational practitioners should pay attention to.

c. Process of Writing

Teaching writing focuses not only on a product of writing itself but also on the process of writing. Writing process is a process which writer begins to write down their ideas on the paper which is valuable aid to the whole learning process. Oshima and Hogue state that the process of writing consists of four steps, those are: prewriting, organizing, writing a draft, and the last step are polishing the draft by editing and revising. The various processes of writing need various skills to meet the aims in a writing activity. The prewriting stage encourages the writers to generate ideas, which can happen in various ways, such as, reading a passage, conducting some research, brainstorming, listing, clustering, discussing a topic and free writing. Meanwhile, organizing and drafting stages are the core process of writing in which the actual writing activity happens. And the last step is polishing. Polishing is most successful if the writer do it in two steps are by editing and revising. Revision is needed to improve writing work, especially for

improving books.

On the other side, editing is needed to check on the smaller issues of grammar, punctuation, and mechanics. Frodesen wrote some techniques for editing.

1. Read-Aloud Technique
2. Pointing to Words
3. "Slow-Down" Techniques
4. Word Processing Grammar Checkers

In addition, Kane states that writing which is an activity that put something on a paper has three steps. First is "thinking" that involves choosing a subject, second is "doing" as known as drafting and the last is "doing again" that means revising.

From the explanation above, the writer concludes that writing is a process that involves at least four distinct steps: prewriting, drafting, revising and editing. Prewriting is anything the writers do before write a draft of their document. Drafting occurs when the writers put their ideas into sentences and paragraph. Revising is the key to effective writing because here the writers think more deeply about their readers' need and expectation. And the last is editing which means the process of checking for such things as grammar, mechanics and spelling. The last thing the writers should do before printing their work.

d. Writing Assessment

Evaluating students' performance is a crucial aspect of teaching. A formative process related to the planning, design, and teaching strategies. Assessment is not simply a matter of setting exams and giving grades. Scores and evaluative feedback contribute enormously to the learning of individual students and to the development of an effective and responsive writing course. As a result, an understanding of assessment procedure is necessary to ensure that teaching is having the desired impact and that students are being judged fairly. According to Hyland there are some methods that used in scoring writing test and each of them has its own advantages and disadvantages. Scoring guides, called "rubrics", are used to aid raters by

providing bands of descriptions corresponding to particular proficiency or rhetorical criteria. Rubrics are designed to suit different contexts and seek to reflect the goals of the course and what its teachers value as "good writing". Rubrics need to be carefully written to avoid over reliance on ambiguously subjective terms, but tend to fall back on such description as "fairly", "quite", and "reasonably" to describe writing features in intermediate bands. The most familiar rubrics that used by teacher to assess students writing are holistic scoring and analytic scoring methods.

A holistic scale is based on a single, integrated score of writing behavior. This method aims to rate a writer's overall proficiency through an individual impression of the quality of a writing sample.

2.3 Grammar and Writing

In the area of English as a foreign language learning, writing has been the most difficult and complex skill to acquire. It is normal if the process of teaching and learning in the classroom reflects that written cycle should be given after the spoken cycle has been done. The assumption that the students are ready to write is after they have prepared with a certain amount of vocabulary or words so that they can arrange the words into sentences that represent the purpose of communication. Besides, it is in line with the reason that they have had it in mind and they have practiced it when they are doing the spoken cycle. Thus, when they have to write, they can communicate and develop their ideas through their writing.

Meanwhile, concerning the nature of written communication, Harmer (2004:6-7) explains:

"When we are engaged in spoken communication, we often decide what to say as the conversation continues on the basis of what our co-participant are saying.....instead of being able to get our points across unhindered, we may be constantly interrupted and so have to proceed in a less structured way than we had anticipated.....writing, however, is as

we have seen, significantly different".

The statements indicate that in speaking, sometimes, it is fine to use ungrammatical expression since clarifications and repetition are possible. Besides, spoken communication is usually supported by its context such as the speakers' tone, gestures, and facial expression so that saying everything in an exact grammatical way is unnecessary. In written communication, however, the case is different. The readers are totally dependent upon what they read without being able to ask something weird or confusing they come across in a piece of written work.

Hence, grammar and writing, however, are dependent each other. The writing teachers need to be aware in making decision about grammar in the writing classroom. Nevertheless, it seems that, in some form, the role of grammar remains as an essential component of effective written communication.

2.4 Previous Studies

Several studies were conducted by some experts about grammar knowledge and writing skill. Moreover, the researcher made a correlation between the both of it. And the research findings of them can be elaborated briefly to give foundation and support for this research.

2.5 Theoretical Thinking

According to writer, Grammar is one of the Language components, which plays very important roles for people who want to learn English language. Students are taught about grammar in their English class because the teacher knows that grammar still takes an important role in learning English. To learn and to be able to communicate in English, students have to know how people usually use this language; put words into sentences and use them in communication. This related to the Huddleston and Pullum theory that grammar helps speakers to communicate their emotions and purpose more effectively because grammar deals with the form of

sentences and smaller units such as clauses, phrases and words. Therefore, the writer assumes that people who can use grammar properly is considered having good English.

In language learning, writing is a productive skill. When students produce language into written form, they will get feedback from the reader either teachers or their friends whether their writing is good or not. Without practicing of writing, students will have no chance to improve their writing skill because the skill will not be seen by the teacher or their friends to be evaluated. The teacher will assess it by using rubric scale for assessing writing. There are many interrelated factors that must be taken into consideration when designing tasks and scoring procedures for writing assessment. One of the criteria in rubric scale, the teacher should check students' grammar in their product of writing to minimize ungrammatical features that can make the readers confused. Therefore, it indicates that, the relation between grammar and writing does exist.

As the topic of this study, is attempted to reveal whether or not there is a significance correlation between grammar knowledge and writing ability. Therefore, it is conducted to find out the possible relations between the two variables through correlational statistics.

2.6 Hypothesis

A Hypothesis in the research is a basic assumption of how the result of the research will be. It is a prediction of a phenomenon. Moreover, in formulating hypothesis, the researcher has to ensure that the hypothesis is real or based on fact. There are two kinds of hypothesis:

- a. Alternative Hypothesis (H_A):
There is a significant correlation between grammar mastery and writing ability.
- b. Null Hypothesis (H_0): There is no significant correlation between grammar mastery and writing ability.

3. RESEARCH METHODOLOGY

3.1 Research Design

The writer used the quantitative method in conducting this research. It means that the writer collected and analyzed the data statistically from the students' scores of variables to find out the correlation between grammar mastery and writing ability of SMK N 1 Siborongborong. This research categorized into correlative type. As Gay stated that "Correlational research involves collecting data in order to determine whether, and to what degree, a relationship exists between two or more quantifiable variables". So that, the writer correlated two variables of this research; they were grammar mastery as X variable and writing ability as Y variable of SMK N 1 Siborongborong.

3.2 Place of the Research

This research was conducted at SMK N 1 Siborongborong. After getting an agreement of the chairman and then consult to advisors who guided the writer about her research, the researcher was chose this place for her study because she is one of college students at English Education Department. Therefore, it easier for her to get the data that she need. Besides, the writer knew well about the grammar and writing subject which were taught in this major and it was relevant for her research.

3.3 Population and Sample

a. Population

Arikunto states that "Population is all subjects of the research". It means that the population of this research is the whole students of SMK N 1 Siborongborong. Whereas, the total numbers of them are 283 students.

b. Sample

According to Arikunto "Sample is the representative the population to be research. If the total population is less than 100, it is better to take all of them as the sample but if the total population is more than 100 students, the sample can be taken between 10-15% or 20-25% or more". Besides, Gay states that "The sample for a correlational study is selected using an acceptable sampling method, and 30 subjects are

generally considered to be a minimally acceptable sample size".

Based on the quotation above, in this research, the sample of the population is 30 students. In a study, instrument as a tool for collecting data plays a very significant role. Thus, constructing research instrument carefully and in an appropriate manner is greatly fundamental. With regard to the different desired data, research instrument may be different from one study to another. Research instrument may be in the forms of test, questionnaire, observation sheet, document analysis, records of interview and interview sheet, etc.

Because there were two variables that the writer observed namely grammar mastery and writing ability, the instrument that used in this research was test and documentation score of sixth semester students in the subject of Writing. The score of this subject was taken from available document from the subject lecturer. Technique of Data Collection:

Grammar Test

The researcher conducted the grammar test to students. The writer choose the material of Grammar for the test because she knew that the subject of Grammar. Therefore, the researcher chose this subject because the students had already learned about this material at previous semester. The writer give the students the multiple choice and error identification test. It consisted of 15 items for multiple choice .

3.4 Technique of Data Analysis

In analyzing the data, the researcher used correlation product moment which developed by Carl Pearson. "Correlation product moment is used to show whether there is a correlation between X variable and Y variable."The symbol of the correlation product moment is "r". Data operation technique is done though the steps below:

3.4 Finding the number of correlation using formula:

$$\frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{[N \sum X^2 - (\sum X)^2][N \sum Y^2 - (\sum Y)^2]}}$$

This formula is used in finding index correlation "r" product moment between X variable and Y variable (r_{xy})

To know the significance between two variables, the formula of the significance test is:

$$\frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

tcount =

To interpret the index scores of "r" correlation, product moment (r_{xy}) usually used the interpretation such as bellow:

Table 3.1 The Interpretation of Correlation "r" Product Moment

The Score of product moment (r_{xy})	Interpretation
0.00 - 0.199	There is a correlation between X and Y, but the correlation is very weak or little. So it is considered no significant correlation in this rating.
0.20 - 0.399	There is a correlation between X and Y, but it is weak or little.
0.40 - 0.599	There is a correlation between X and Y. The value is medium.
0.60 - 0.799	There is high correlation between X and Y.
0.80 - 1.000	There is a very high correlation between X and Y.

3.5 Statistical Hypothesis

- If r_o as same as or higher than r_t , the H_a is accepted. It means that there is a significant correlation between grammar mastery and writing ability.
- If r_o is lower than r_t , the H_a is rejected. It means that there is no significant correlation between grammar mastery and writing ability

4. DATA ANALYSIS

The researcher conducted the research at Tenth Grade of SMK Negeri 1 Siborongborong were chosen to be the participants of this research. There was one test that was given to the participants. It was grammar test. The test of grammar was conducted by the researcher using multiple choice and error identification tests. However, the researcher did not conduct the test of writing itself. She collected the writing scores from writing Tenth Grade of SMK Negeri 1 Siborongborong . From the scores that were collected above, the researcher needed to know the statistical score of the data including the mean, median, mode, maximum score, minimum score, and standards deviation of the scores. To find out those mean, etc... the researcher used SPSS.

Table 4.2 Statistical Scores of Grammar Statistics

Valid N	30
Missing	0
Mean	62.3000
Median	60.0000
Mode	60.00
Std. Deviation	8.33418
Variance	69.459
Minimum	47.00
Maximum	80.00

From the calculation of SPSS, the average score of grammar is 62.3. The median score of grammar is 60. The mode or the score that appear the most is 60. The highest score of grammar test is 80.00 while the lowest score is 47.00. The standard deviation is 8.33 with variance 64.459 the researcher counted the statistical scores using SPSS, such as bellow

Table 4.4 Statistical Scores of Writing Statistics

Valid N	30
Missing	0
Mean	75.3000
Median	76.0000
Mode	80.00
Std. Deviation	4.05267
Variance	16.424
Minimum	64.00
Maximum	81.00

From the statistic table, the mean of writing score is 75.3. Median 76, and mode 80. The highest score of writing is 81.00 and the lowest one is 64.00. The standard deviation is 4.05 with variance 16.424.

a. Data Analysis

- N = 30
- $\sum X = 1869$
- $\sum Y = 2259$
- $\sum XY = 140897$
- $\sum X^2 = 118453$
- $\sum Y^2 = 170579$

$$R_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{[N\sum X^2 - (\sum X)^2][N\sum Y^2 - (\sum Y)^2]}}$$

$$= \frac{30 \cdot 140897 - (1869)(2259)}{\sqrt{[30 \cdot 118453 - (1869)^2][30 \cdot 170579 - (2259)^2]}}$$

$$= \frac{30 \cdot 140897 - (1869)(2259)}{\sqrt{[60429][14289]}}$$

$$= \frac{4839}{\sqrt{[60429][14289]}}$$

$$\frac{4839}{\sqrt{863469981}} = \frac{4839}{29384.86}$$

= 0.165

To make sure the result of the calculation above, the researcher used SPSS program. The using of SPSS is to know whether the calculation that the researcher did manually was correct and to make sure that there is no mismatching calculation between scores that the researcher counted. The calculation of SPSS was described such as follow:

Table 4.6 SPSS Correlation Table Correlations

	Grammar Scores	Writing Scores
Pearson Correlation	1	.165
Nilai grammar		.385
N	30	30
Pearson Correlation	.165	1
Nilai writing	.385	
N	30	30

The results of those two calculations (manual calculation and SPSS calculation) are same, in which show the value of r_{xy} 0.165. It means that there is no mismatch in the process of calculating the data. From the calculation above, it is found that r_{xy} is 0.165. The next step is to find the significance of variables by calculating r_{xy} is tested by significance test formula:

$t_{count} =$

In which: $t_{count} = t$ value

R = 0.165

n = 30

b. DATA INTERPRETATION

Based on the calculation above, it shows that the correlation value is r_{xy} 0.165 and the degree of freedom (Df) is 28. In the table of significance shows if Df value is 28, the table of significance 5% and 1% are 0.374 and 0.478. The statistical hypotheses state:

1. If r_o as same as or higher than r_t , the H_a is accepted.
2. If r_o is lower than r_t , the H_a is rejected.

Based on the score of r_{xy} 0.165, it indicates the score of $r_o < r_t$, in which $0.165 < 0.374$ and $0.165 < 0.478$. It means that H_a is rejected; or in other word there is no significant correlation between Grammar mastery and Writing ability.

To interpret the gravity of r_{xy} 0.165, the table of “r” product moment shows that the correlation value is on the very low size, in which between 0.00-0.20. The table of “r” interpretation is such as follow :

Table 4.7 Pearson Correlation

The score of “r” product moment (r_{xy})	Interpretation
0.00 – 0.199	Very low
0.20 – 0.399	Low
0.40 – 0.599	Medium
0.60 – 0.799	High
0.80 – 1.000	Very high

$$\frac{30 \cdot 140897 - (1869)(2259)}{\sqrt{[30 \cdot 118453 - (1869)^2][30 \cdot 170579 - (2259)^2]}}$$

$$\frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

The very low correlation indicates that if students only have minimum level of grammar mastery does not mean they also get poor achievement in writing. There were some students who got low scores in

grammar but they got high scores in writing. It can be inferred that the students' mastery of grammar features did not have a significant role in writing. Grammar might be a source to make effective communication but it does not mean all kinds of grammar are useful for students. However, there were other possible factors resulting in a worse performance in the grammar test but a better performance in writing. For the worst performance on the grammar test, this might be because the students have low comprehension about the grammatical areas and have limited time in doing the test. They might be confused in putting the right words to make the correct sentences. As for the writing, there were some other factors that influence students to make their writing better such as the ability to think creatively and develop thoughts, the ability to choose excellent vocabulary, the ability to write with good spelling and punctuation, etc. It simply illustrated that, students who did not have good grammar in their writing might be good in other aspects that usually used in rating scale of writing assessment.

5. CONCLUSION

According to the statistical calculation which was analyzed in the previous chapter, a conclusion can be sum up that there is no significant correlation between grammar mastery and writing ability. The data showed that most of students got the minimum score of grammar but they got good score in writing. Therefore, the writer summarizes that grammar mastery gives less contribution and has very low correlation to the ability of writing. Students who have minimum level of grammar mastery, does not mean that they also get poor achievement in writing. It was affected by some relevant factors such as students' motivation in learning grammar and writing, their frequency of practice, and the writing assessment that was not only focus on grammatical area but also some other factors such as content, organization, vocabulary and mechanics.

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