

## **CHAPTER I INTRODUCTION**

This chapter shows the reasons why this research is needed to be accomplished. It consists of the research question which is the root of the research, formulation of the research, formulation of hypothesis, significance of the research, scope and limitation, and definition of key terms.

### **A. Background of the Research**

In this era of globalization, English plays an important role because English is an international language that is universal, English is the language most widely used by people in the world. So if people master English then they can communicate with people from various countries easily. Besides that, mastering English is a plus point that will be very useful for our careers. However, in Indonesia, English is still considered a foreign language, so English is made a compulsory subject at school. Therefore, it is important for all students to learn English especially at school during learning activities. Not a few students still think that English is a subject that is difficult to learn and also scary, because in English we also have to pay attention to grammar. And many students find it difficult to learn grammar in English so that it affects their writing skills. Students' writing skills are influenced by several factors, one of which is grammar mastery.

Humans who are born into the world must have differences between one human being and another. These differences can be from behavior, nature, physical form, habits and many other things. No human

being is born with the overall similarity with other humans even though they are born from the same womb. Not only that, every human being has different abilities both academically and non-academically. Therefore, each student has different abilities in learning English, namely in mastering grammar.

Grammar is the rules for how words change to indicate different meanings, and words combine to form sentences. This means that grammar is the arrangement of the formation of the meaning of the different words used to compose written sentences. There are two factors that influence students' mastery of grammar, namely internal factors and external factors. Internal factors are factors that arise from the man himself, namely intelligence, talent, interest, motivation to learn, physical condition. While external factors are factors that come from outside, namely the family environment, community environment, economic conditions, learning facilities, and so on.

If someone wants to learn English well, then they must know the four basic skills of the language. The four skills are divided into two, namely receptive skills and productive skills. The receptive skills are listening (understanding spoken language) and reading (understanding written language). Productive skills are speaking and writing. Writing is a process of pouring ideas or ideas into written language which in practice is manifested in several stages of a more complete system (Rinawati et al., 2020). Or in short, it is a language communication activity that uses writing

as its medium. Writing skills have several benefits, namely writing can develop various ideas, by writing can identify abilities and potentials and be able to assess yourself objectively, writing can solve problems by analyzing explicitly in a concrete context, writing also encourages us to learn more actively , other than that, by writing will get used to critical thinking.

SMPN 3 Kalidawir is an educational institution located in the Kalidawir sub-district, Tulungagung district, which is committed to advancing and improving the quality of education so that it can produce a generation that excels both academically and non-academically. SMPN 3 Kalidawir has targeted goals and to achieve these goals, all schools, both teachers and students, need these students. And for this research, I chose SMPN 3 Kalidawir as the research location because this school is a suburban school located at the foot of a mountain. So that students' interest in learning is different from students who attend schools in cities, especially learning English. Students have different writing abilities, some are able to write well and some are not able to write well. This can be influenced by the level of grammar mastery that differs from one student to another. So far, no research has examined the context of students' grammar mastery and its effect on students' paragraph writing achievement at SMPN 3 Kalidawir. Therefore, the researcher is interested in examining students' grammar mastery in paragraph writing achievement.

The context of this research has actually been studied by several previous researchers. The first previous research was a thesis conducted by Rismasari. She comes from the Department of English Language Education, Faculty of Teacher Training and Education, University of Muhammadiyah Makassar. 2018. The title is "The Correlation between Students' Grammar Mastery and Students' Writing Ability". Researchers used achievement tests. In this study, the authors used the test method as the instrument. The researcher conducted two kinds of tests, namely the grammar test and the writer's test. The research population was class VIII students of SMP UNISMUH Makassar in the 2018/2019 academic year. She took one class, namely class VIII.A1 which consisted of 23 students, and she used a purposive sampling technique.

The second research was previously carried out by Reni Septiani's thesis. She comes from the Department of English Language Education, Faculty of Tarbiyah and Teacher Training, State Islamic University (UIN) Syarif Hidayatullah Jakarta. 2014. The title is "The Relationship between Grammar Mastery and Writing Ability". Researchers used tests and documentation as research instruments. The research population is the sixth semester at EDD. While the total number is 120 students divided into three classes 6A, 6B, and 6C. the researcher chose 6B as the research sample. She took 30 students as a sample from the population.

The third research was previously carried out by Rizky Renaldo Patmara's thesis. He is from the English Department of the Faculty of

Languages and Arts, Semarang State University. 2019. The title is "The Relationship between Students' Mastery of Grammar and Their Writing Ability". Researchers used tests and documentation as research instruments. The research population was sixth semester students at UNNES.

However, previous researchers used more tests, observations, and documentation as research instruments. However, researchers here will use grammar tests and paragraph writing tests as research instruments. As far as the researcher knows, there has been no research using a test in the form of writing paragraphs as an instrument to determine students' grammar mastery.

Based on the statement above, the researcher conducted research with the title "The Correlation between Students' Grammar Mastery and Paragraph Writing Achievement in Class VIII SMPN 3 Kalidawir Tulungagung"

## **B. Formulation of Research Question**

The formulation of the research question would be explained directly by the researcher into the following question: "Is there any correlation between students' grammar mastery and their paragraphs writing achievement in grade eighth of SMPN 3 Kalidawir?".

### **C. The Purpose of the Research**

The purpose of this study in general is to find answers to the formulation of the problems that have been raised. So, based on the formulation of the problem above, the purpose of this research is "To find out the correlation between students' grammar mastery and their paragraph writing achievement in grade eighth of SMPN 3 Kalidawir".

### **D. Research Hypothesis**

The hypothesis is a temporary answer to the formulation of the research problem because the answer given is only based on relevant theory, not yet based on facts obtained through data collection. The hypothesis is tested if all the symptoms that appear do not contradict the hypothesis. In the process of proving the hypothesis, the researcher may deliberately cause a symptom. This intention can be called an experiment. While the hypothesis that has been tested for truth is called a theory.

A hypothesis is a temporary answer to a question obtained from a previous study or theory. To get answers to these questions, researchers put forward two hypotheses, namely as follows:

#### **1. Null Hypothesis ( $H_0$ )**

The null hypothesis is often referred to as a statistical hypothesis because it can be tested statistically. In this hypothesis,

the null hypothesis is tested because it states that there is no relationship between variable X and variable Y.

In this study, the null hypothesis can be said that there is no correlation between students' grammar mastery and their paragraph writing achievement in the eighth grade of SMPN 3 Kalidawir.

## 2. Alternative Hypothesis (Ha)

An alternative hypothesis can be directly formulated if it turns out that in a research the null hypothesis is rejected. The alternative hypothesis is a hypothesis which states that there is a relationship between variable X and variable Y.

In this study, the alternative hypothesis can be said that there is a correlation between students' grammar mastery and their paragraph writing achievement in the eighth grade of SMPN 3 Kalidawir.

## **E. Scope and Limitation for the Research**

The scope of research is limited to the subject and object to be studied. This is done to avoid misunderstandings that will occur. The subjects of this study were class VIII students of SMPN 3 Kalidawir. The object of this research is the correlation of students' grammar mastery with their greeting card writing achievements. Furthermore, in order to make the research more focused and detailed, the researcher limits the research to class VIII SMPN 3 Kalidawir. Because researchers conduct research with this type of correlation which is only limited to knowing the relationship between variables.

## **F. Significance of the research**

Within the significance of this study, the results can contribute to the following sections:

### 1. Theoretically

- a. The research from this research is expected to help broaden their insights and knowledge in the field of research and to develop their skills in writing to improve their mastery of grammar.
- b. As a reference for future research related to the correlation between students' grammar mastery and their paragraph writing achievement.

### 2. Practically

- a. For researchers, this research is expected to provide insight, information, and further understanding regarding grammar mastery and its influence on paragraph writing skills. And this research is expected to be the best experience for researchers to improve writing skills and compile better scientific papers in the future.
- b. For teachers, this research is expected to be a reference to determine the effect of students' mastery of grammar on paragraph writing skills. In addition, this research is expected to encourage teachers to be more creative and innovative in implementing learning media that can make students more enthusiastic about learning in class.



- c. For students, it is hoped that after this research is carried out it can motivate students to improve grammar mastery and improve paragraph writing skills.

## **G. Definition of Key Terms**

To avoid misunderstanding, confusion, and ambiguity regarding the concepts in this research topic, researchers need to provide explanations and definitions of the key terms used in this research.

### **1. Correlation**

(Budiwanto, 2017) correlation is an analytical technique used to determine whether there is a trend between two or more variables. The relationship between correlated variables does not imply the presence or absence of a causal relationship. The results of the correlation analysis will obtain a correlation coefficient which shows the magnitude of the relationship between variables.

### **2. Grammar**

(Schmitt & Rodgers, n.d.) started that grammar is different for different people. Or it could be interpreted as a list of do's and don'ts, rules that tell us that we should say what should be said, not say no, or even that we should avoid ending sentences with prepositions.

### 3.Paragraphs

(Kirszner & Mandell) states that a paragraph is a collection of sentences united by one main idea. The elements of a paragraph are the topic sentence, supporting sentences/bodies, and closing sentences. The topic sentence states the main idea, and the rest of the sentences in the paragraph support the main idea. Often, the final closing statement summarizes the main idea of the paragraph. The use of paragraph in this study contains their self-introduction or past experiences. Students could arrange words appropriately so that they could become a paragraph.

### 4.Writing Achievements

(Septiani, 2014) states that writing is an expression of ideas, thoughts, and stories that are poured on paper. Teaching writing is the most important reason for a skill, because writing is one of the basic language skills, as important as speaking, listening, and reading skills. In this study the writing achievement used is to measure writing achievement using a paragraph writing test. In the paragraph writing test, students are asked to write paragraph about their self-introduction or past experience, using appropriate and interesting vocabulary and appropriate word choices.