

CHAPTER I

INTRODUCTION

In this chapter, the researcher will discuss about the background of the research, research problems, objectives of the research, research hypothesis, significance of the research, scope and limitation of the research and definition of key terms.

A. Background of the Research

Language is one of the most important things in communication and it is used as a tool of communication among the nations in all the world. In oxford learner's pocket dictionary (2008: 247) defined as language is system of communication in speech and writing used by people of a particular country. We use it to communicate with each other, to solve problems, to express emotions, idea and everything in their mind. In other words, language is one of the most important to help about our activities of life. Language is also a communication of thoughts and feelings through a system of arbitrary signals such as sounds, gestures, or written symbols.

In Indonesia, English is a foreign language. It is not confused that TEFL (Teaching English as Foreign Language) is presented as a practice using them as the basis for written and spoken communication (Richard, 2002: 10). We also know that English is an international language that is used almost all of the

countries in the world, as an international language it is used in international activities, such as in the airport. These dimensions are assumed to be significant contributors that determine the success or failure in acquiring English language learning. In learning English there are three components, include pronunciation, vocabulary and grammar.

Grammar is the structure and meaning system of language, because the features of a language, such as sounds, words, formation and arrangement of words, etc. Harmer (2001) grammar is as a way of people to transform words formation. All languages have grammar, and each languages have 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 speaker of English have already know about English grammar and how to use it properly. Contrast with the students in Indonesian, the most students not yet already known English grammar and how to use it. English grammar sometimes makes the students of Indonesia confuse because it is different from the grammar of their mother tongue. So, the students need to learn about English grammar and also to learn how to transfer their knowledge about grammatical concept from spoken to written language.

Based on the learning of English language, there are four skills that should be taught to students. They are listening, speaking, reading and writing. In practice, usually learning writing is after speaking, listening and reading, but this

does not state that learning writing is not important. According to Pradiyono (2006) writing is also part of linguistics competence. Writing is one of the important skills of a language.

Now days, the students are very difficult to write because of many factors. One of them is limited time and they have difficulty to develop their idea. For both nativespeaker and new learners of English, it is important to note that writing is a “process” not a product. Actually, writing is an opportunity, it allows students to express something about themselves, explore and explain ideas. Student can convey their ideas in their mind by organizing them into a good text so that the others know them and they can think critically. In writing the students not only write something but they must also pay attention to the things that make the message be clear and understandable. So, the message can be understood well by the reader. Writing is a very important capability for being owned by students, writing is also an excellent communication tool.

Therefore, learning is very important for improving writing inparticular learning of English in Indonesia because the writing is a process of transformation of thoughts and ideas into clearly forms of writing. In addition, many people choose writing as a means of effective and efficient communication of information to be conveyed in some ways like posting letters, business letters and important information in a company's product. There are some kinds of genre in writing. They are narrative, recount, descriptive, report, explanation, analytical exposition, hortatory exposition, procedure, discussion, reviews, anecdote, spoof, and news items.

Based on the explanation above, the descriptive text is one genre that must be mastered by students in learning English. Descriptive text is text has function to describe about an object, like a place, animal, thing and etc. Pardiyono (2007:34) stated that descriptive text was a type of written text, in which has the specific function to describe about an object and it has the aim that was giving descriptive of the object to the reader clearly. In fact, not all students are able to write descriptive text properly and appropriate with the existing elements in the descriptive text. Many students can't write clearly. This matter is caused by some cases. Most of the students lacked vocabularies and also got difficulties in applying English grammar. When I was on teaching practice in SMKN 1 Bandung, the students need a long time to do writing, so with the limited time they can't write and organize well. They have difficulty to write descriptive text with the grammar that appropriate with its. They also have difficulty to applying grammar.

Therefore, grammar has very close relationship with writing and writing itself takes an important part in a process of learning a language. Grammar is one of fundamental aspects that effects one's writing, without good grammar mastery, ones may have difficulties in conveying their ideas in writing. The importance of the use of grammar in writing is also noted by Frodesen and Eyring in Fatemi (2008) believe that a focus on form (grammar) in composition can help writers develop and enrich linguistic resources needed to express ideas effectively. Viet (1989) says that knowledge of structure can also give us a tool for analyzing our writing.

Besides the experts' statement about the correlation between grammar and writing, the researcher also found and related her research findings with the previous research which appropriate entitled "The correlation between grammar mastery and writing ability" written by Zaiyana, Tengku Maya and Diana (2016). This research had purpose to find whether significant correlation between the students' ability in mastering grammar and their competence in writing. In the research, the subjects were the second grade students of SMA Negeri 1 Bandar Baru. The result showed that there was a correlation between grammar mastery and writing ability. Another research entitled "Correlation between grammar mastery and descriptive writing ability" written by Siti, Patuan and Budi (2011) who conducted a research at second grade of SMAN 1 Terusan Nunyai, revealed that the correlation between two variables were significant.

Based on the description above, the writer assumed that grammar is one of language components which took a role in writing ability especially in descriptive text. Having strong grammar mastery, it allowed writers to deliver their message to the readers in a clear and understandable way. On the contrary, writing in grammatical incorrect manner is only confusing the readers to read. It is important to use words properly in order to get the point directly, and to practice good basic grammar to add credibility in writing descriptive text.

In Vocatioanl High School One Bandung (SMKN 1 Bandung) the students got the material about writing descriptive text in first semester. It was class X AK especially in Ak 4 that concided to be subject in this research. When the researcher was doing PPL in there, at that time the students got the material about

writing descriptive text. Here, many students had problem when they wanted to write descriptive text, one of the factors was difficulty in applying grammar especially in tenses. Whereas on descriptive text they must use simple presents tense, but they didn't know the subject that should be followed by verb that added s or es and the contrary. By connecting the mastery of grammatical concept to writing on descriptive text strategy, the students could know that grammatical concept give effect in their ability to write effectively especially on descriptive text.

Students had 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 descriptive text 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 happened because they have lack of confidence that make them feel hard when the write. Besides, the students got stuck to develop the topic in their writing. On the contrary, the students who had good competence in grammar, they could be more confident than those who are not, because they know how to make good and proper sentences.

The researcher was motivated to conduct this research, because the researcher wanted to know if there is any correlation about the grammar mastery and writing achievement especially in descriptive text. The researcher was interested in conducting a study entitled **“The correlation between Students’ Grammar Mastery and Their Achievement in Writing Descriptive Text”**

B. Research Problem

Based on the background of the research, the problem is formulated:

1. Is there any correlation between students' grammar mastery and their achievement in writing descriptive text at SMKN 1 Bandung Tulungagung?

C. Objective of the Research

1. To find out whether there is correlation between students' grammar mastery and their achievement in writing descriptive text at SMKN 1 Bandung Tulungagung.

D. Research Hypothesis

Hypothesis is statement about relationship between two or more variables that are being studied. Based on the research problem and the research objective, there are two hypothesis in this research as follows:

1. H_0 (null hypothesis)

$$H_0: \rho = 0$$

There is no correlation between students' grammar mastery and their achievement in writing descriptive text at SMKN 1 Bandung Tulungagung academic year 2015/2016.

2. H_1 (alternative hypothesis)

$$H_1: \rho \neq 0$$

There is a significant correlation between students' grammar mastery and their achievement in writing descriptive text at SMKN 1 Bandung Tulungagung academic year 2015/2016.

E. Significance of the Research

Theoretically, it is used to practice the researcher knowledge in field of the research. Practically, the finding of the present research is expected to give some scientific contribution for the institution, English teachers, English students and the future researcher.

1. The Institution

The result of this research can help the institution to determine what the students' need in grammar in order to improve their achievement in writing descriptive paragraph.

2. English Teachers

The result of this research can inform them about the relations between grammar mastery and writing descriptive text. The researcher also hopes that the result of this study will become input to English teachers in teaching learning processes, especially in writing.

3. English Students

The students will be motivated to improve their understanding in grammar to write descriptive text by understanding this research. The students also will

know whether the grammar mastery will help them in making a good writing especially in descriptive text.

4. Future Researchers

The researcher hopes that the research will be useful for the future researcher as the reference to make a further research. It is expected to future researcher to conduct the same research on wider area. So, it will be more advantages and beneficial to the development of English education.

E. Scope and Limitations of the Research

This research is only conducted for class AK 4 of first grade students at SMKN 1 Bandung Tulungagung who registered in academic year 2016/2017 and it consist of 38 students.

In this research, what is involved in the discussion is related to students' grammar mastery and its relation with students' achievement in writing descriptive text. This research area focuses on using grammar to write descriptive text which is suitable with the instructional syllabus design for the first semester of first grade students.

G. Definition of Key Terms

1. Correlation

Correlation is a connection between two or more things. In this study, things or the objects being correlated are students' grammar mastery and their achievement in writing descriptive text. Whether or not their mastery in grammar

will give a significant correlation to their writing descriptive text is finding out after the data as well as the result are obtained. The correlation itself will be known using the SPSS program.

2. Grammar Mastery

The students' mastery toward English grammar, covering simple present tense, adjective, action verb, thinking and feeling verb.

3. Descriptive Text

Descriptive text is the text described about an object, like a place, animal, thing and etc.

4. Writing Descriptive Text

An activity to describe about a particular person, place, thing and events through the use of suitable details.