# The Students' Competence in English Grammar and Writing: A Corelative Study at the Second grade Students of MTs. Al-Muini, Sesela Gunungsari

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**Abstract:** *This study is intended to know how proficiency in grammar affects students' writing abilities. This is crucial because understanding the correlation between these two aspects allows for adjustments in teaching methods to effectively enhance students' writing skills. discover the correlation between students' grammar competence and their writing skill. The samples chose was the second grade students of MTs. Al-Muini Sesela consists 35 students. The students were given 25 questions in the form of multiple choice types on grammar competence test and they were asked to write at least 100 words about their experience in the form of paragraph on writing skill test. The procedure of collecting data was testing technique by using formula: $rxy=X/(Xy^2)x(Xy^2)$. The result findings were: 1) the students' average gets fairly good score in grammar competence test. It can be seen from the result of mean of the students' score that was 6.76. 2) the students' average get fairly good score in their writing skill test. It can be seen from the mean of the students' score that was 6.74. 3) There is a correlation between the students' grammar competence and their writing skill which can be observed from the value of "r" with N = 35 (r= 0.823) that was greater than the value of "r" at the table (r= 0.334) at the level of significance 5% and (r= 0.430) at the level of significance 1%. Therefore, the result shows that grammar competence has a high role in writing skill. It is clear that the Alternative hypothesis (Ha) which says "there is a correlation between students' grammar competence and their writing skill was accepted.*

**Katakunci**: siswa, kompetensi, tata bahasa inggris, keterampilan menulis

**Abstrak:** Penelitian ini dimaksudkan untuk menemukan hubungan antara kompetensi tata bahasa siswa dan keterampilan menulis mereka. Sampel yang dipilih adalah siswa kelas II MTs. Al-Muini Sesela terdiri dari 35 siswa. Siswa diberikan 25 soal berbentuk pilihan ganda pada tes kompetensi tata bahasa dan diminta menulis minimal 100 kata tentang pengalamannya dalam bentuk paragraf pada tes keterampilan menulis. Prosedur pengumpulan data menggunakan teknik tes dengan menggunakan rumus: rxy=X/(Xy2)x(Xy2). Temuan yang diperoleh adalah: 1) rata-rata siswa memperoleh nilai yang cukup baik dalam tes kompetensi tata bahasa. Hal ini terlihat dari hasil rata-rata nilai siswa sebesar 6,76. 2) rata-rata siswa memperoleh nilai cukup baik dalam tes keterampilan menulis. Hal ini terlihat dari rata-rata nilai siswa sebesar 6,74. 3) Terdapat korelasi antara kompetensi tata bahasa siswa dengan keterampilan menulisnya yang dapat dilihat dari nilai "r" dengan N = 35 (r= 0,823) lebih besar dari nilai "r" pada tabel ( r= 0,334) pada taraf signifikansi 5% dan (r= 0,430) pada taraf signifikansi 1%. Oleh karena itu, hasil penelitian menunjukkan bahwa kompetensi tata bahasa mempunyai peran yang tinggi dalam keterampilan menulis. Jelas bahwa hipotesis alternatif (Ha) yang menyatakan "ada korelasi antara kompetensi tata bahasa siswa dan keterampilan menulis mereka diterima.

## A. INTRODUCTION

English plays an important role in our daily life by means is all of the people in the world use English to communicate with each anothers (Deng, F., & Lin, Y. 2016), it is used as an international language such as conference, workshop and so on. Al-Ahdal, A. et. all (2014). In English there are four coure skills and we agrred that writing is one of the essential among the other language competence such as reading, listening,

speaking skill. In the other words, writing English is not always the same as spoken English, many people are not careful about the way the word sentence; writing is most difficult activities among the four basic language skills. Terzioğlu, Y. et. all (2020). This one of the reason why? Writing is one of the language skills that has very important role and needs to be improved. In fact, people, nowadays need to write their perceptions, their knowledge and even their daily experiences in writing form. Nunan (2003), writing is the activity of finding the ideas, thinking about the way to express, arranging into a statement and paragraph, and conveying them to the readers.in addition, Solihin, A., et.all. (2023), writing is the activity of organizing ideas, opinions, and feelings into a written form. In other words, on writing involves encourage the message or communication. In Villanueva, A., (2008), says that the message is transmitted in a written form when the people communicate to another on the letters and sentences or paragraphs, they are composing. In writing English we have to concern to the word and how the grammatical of sentence that we use in our writing and we have to be able to develop our thought as well. Since it is difficult skill, it is not astonishing if the students get much obstacle or difficulties in the developing writing skill.

On the other side, it is easier for readers to find out the printed or non prented materials such as books, e-books, magazines, online magazine, newspaper, brochures, pamphlets and they like. They are applicable media for people to influence the others in order to believe what themselves believes. However, in language classroom, the teaching of writing is less emphasized that the other skills, such as listening, speaking and reading comprehension. Writing is one of the language skills that has very important role for students and needs to be mastered. These particular problems appear to be the point Fatmawati, L. (2010). of the four skills, writing is the skill most frequently neglected. A lot of modern English Language Teaching (ELT) methods stress the importance of speech, writing becoming a very poor, second. It is no wonder that, frequently writing is taught very sketchily, if at al. All too often, when written work is set, it is assumed that is the students can say something they should be able to write it thus little preparation is done for written work in class and assignment that are far too difficult are set. (Bungsu, O. P., Daud, A., & Masyhur, M. 2021).

As we know that learning English writing as same as communicate by using correct grammar because grammar is the name given to the system of rules underlying the use of language. It is concerned with accidence (i.e. changes in the form of single words) and syntax (i.e. the linking of words together to form sense groups). Allerton, D. J. (2002) agues that, to use a word in its wrong form or to link words in a way contrary to accepted practice, is to be guilty of bad grammar). Even so, we must not allow ourselves to be slaves to the niceties of grammar. In Saaristo, P. (2015) described that grammar and syntax have important rules in all written communication, but they must not be slavishly adhered to at the expense of the naturalness of expression which is important in all communication by language. Based on Yule, G. (1998), pointed out that language is not after all a static thing, and what is fashionable among the writers of one generation may come to be condemned by those of another, while what was once frowned upon may later carry favor. Nowhere is this more evident that in the field of letter writing. The hackneyed and meaningless form of expression characteristic of the old fashioned business letter, with its beg to inform and have to acknowledge, are rapid place to a style of writing more akin to that of good conversation (Quirk, R., & Crystal, D. 2010). The modern trend is towards forms of expression that are natural and unaffected, even if it sometimes means infringing the strict rules of the grammatical

purist. Grammatical rules are not the most important things in language. They follow rather that dictate the fashions of language. We often learn to speak and write perfectly grammatical English, yet with little knowledge of grammatical precept. A person may claim that he knows nothing about grammar and yet be able to speak and write perfectly good English. What they really means is that he is ignorant of the technical terms used in discussing language structure, and that they writes and speaks without being aware of the rules he is unconsciously observing. Through environment and by reading and writing he has acquired an adequate ability to express themself correctly. There is truth in the claim that impression developed in favorable circumstances of home and school and social connections are the best guide to the correct use of language; it may also be true that grammar by itself cannot teach the art of effective communication. But not everyone is fortunate enough to be exposed to favorable external influences, and there are many who would benefit from the technical help afforded by grammar. If you are one of them you need not be unduly worried. Effective communication does not call for an intimate knowledge of grammar; a simple knowledge of the main rules, combined with a little common sense, is often all that is needed to rid us of many of the mistakes we sometimes make.

By considering statements described some experts above, the reseacher wold like investigate the students' competence betwwen English grammar and writing: A Comparative Study at the Second grade Students of MTs. Al-Muini, Sesela Gunungsari.


**B. METODE**

The method used in this investigation was descriptive method. It was the general method, but the specific method which relates to data collection procedure was a testing method and this was a quantitative research which used the statistical analysis.

**Sample of the Study**

The population of this study was all of the second year students of MTs A-Muini. The total numbers of all classes were 2 classes consist of 35 students chosen as sample. Arikunto, (1992), said that if the subject more than one hundred, the sample can be taken between 10-15% or 20-25%. But if the sample of less than hundred it batter take all as the sample.

**The Instrument**

**a. Grammar Test**

The grammar test examines the student's ability in sentence pattern of English. The grammar test in form objective test, which the 26 tested, would have select one best answer to complete each item. The test covers in structural items possibly that be element by the second grade students of MTs. Al-Muni Sesela in academic year 2023/2024 and included 25 numbers of objective of four options. For a clear understanding the test considers the following table below.

**Table 1. The outline of Grammar test**

| No | Component | The number of item |
|----|-----------|--------------------|
| 1 | Tenses | 5 |
| 2 | Degree of Comparison | 2 |
| 3 | Question Tag | 4 |
| 4 | Modal | 5 |

| No | | Score |
|---|---|---|
| 5 | Conditional Sentence | 5 |
| 6 | adverb | 4 |
| **The total number of item** | | **25** |

**b. Writing Test**

The writing test examines the student's ability in writing. The sample class write paragraph about "The student's experience holiday to Senggigi Beach"

**Table 2. The scores are given based on the following aspects:**

| No | Aspects | Score |
|---|---|---|
| 1 | Mechanism | 20% |
| 2 | Vocabulary | 20% |
| 3 | Grammar and usage | 30% |
| 4 | Organization | 30% |
| **Total** | | **100%** |

**Data Collection Procedure**

Data collection is very important step in this study. The data in this study were observed directly to the second grade students of MTs. Al-Muini. For data collection procedure, the reseacher used testing technique where reseacher distribute two kinds of test, they were grammar test and writing test. The vault of the test is the data for the research.

**Data Analysis Procedure**

Data analysis the research aims at finding out a correlation between student grammar competence and their writing skill. A correlation study was used to know the relationship between one variable or more (Subagio, 1983). So, it is obvious that the data should be analyzed by using correlation formula, in this case, the formulation used in the product moment coefficient correlation. It is also used to describe strength of relations between variable (Arikunto,1987) and that is the most commonly used in estimating index of correlation. Based on the objective of the study was to find out whether the students mastery on grammar competence have correlation with their writing skill.

**C. FINDING AND DISCUSSION**

In discussion, the researcher presented the statistical analysis of data obtained. This analysis has function to find out the result of investigation.The presentation of the result is purposing to answer the problem of the study which appeared of prist chapter by mens of the statement of the problem that is stated " is there any correlation between students' grammar competence and their writing skill?" To find out the solution of the problem, the reseacher analyzed the data obtained from the students' test result from grammar competence test and writing skill. The analysis of data is emphasized to determine whether there is correlation between students' grammar competence and their writing skill.

Based on the students'result in doing grammar test and writing test, the reseacher analyzed from the students' data which using two ways namely

**1. Descriptive Analysis**

In the next page the data result of students can be seen, in order to obtain further information of how to tabulate the score into the rate of percentage. First of all, the students score was categorized into seven levels (Kartini 1994) as follows:

| No. | Level | categorized |
|-----|-------|-------------|
| 1 | 9.6 -10 | excellent |
| 2 | 8.6-9.5 | very good |
| 3 | 7.6-8.6 | Good |
| 4 | 6.6-7.5 | fairly good |
| 5 | 5.6-6.5 | Fairly |
| 6 | 3.6-5.5 | fairly poor |
| 7 | 0- 3.5 | very poor |

### 2. Data collected through grammar competence test

The following are the result of the students' score of grammar competence test. You can see at the table 1. The grammar competence test consisted of 25 questions with multiple choice types. The score of correct answer of each item is "4" and each wrong is "0". So the reseacher took the score "100" as the highest standard row score, in order to get the standard score in scale (1-10) the score "10" as the highest standard score. The percentage of the students' grammar competence score is available in the table as shown below:

Table 2. The rate of percentage of the students' score in grammar competence

| No. | Classification | Score | F | % |
|-----|----------------|-------|---|---|
| 1 | Excellent | 9.6 -10 | 0 | 0% |
| 2 | very good | 8.6-9.5 | 3 | 22.86% |
| 3 | Good | 7.6-8.6 | 8 | 28.57% |
| 4 | fairly good | 6.6-7.5 | 10 | 28.57% |
| 5 | Fairly | 5.6-6.5 | 10 | 11.43% |
| 6 | fairly poor | 3.6-5.5 | 4 | 11.43% |
| 7 | very poor | 0- 3.5 | 0 | 0% |
| Total | | | 35 | 100% |

Table 2 above that 8.57% of students got very good, 22.86% of students got good, 28.57% of students got fairly good, 28.57 % of students got fair and 11.43% of students got poor. There is not any student in excellent and very poor cassification. To obtain the students' mean score of grammar competence, the reseacher applies the formula below:

Based on the calculation on the mean score of English grammar competence above, it can be concluded that the students' competence in English grammar was fairly good, because the result of computing the mean score of grammar competence is 6.67. Therefore, it can be said they are on the average level and they have fairly good score in mastery of English grammar competence.

### 3. Data collected through writing skill test

The following are the result of the students' score of writing skill test.You can see at the table 3. In the writing skill test, the reseacher asked the students to write their experience in the New Year event which consisted at least 100 words. In collecting the data through the writing test, the reseacher took "100" as the highest row score. To get the highest standard in scale 1-10 the reseacher needed to device the row score with "10", because the writing skill has four criteria that must be analyzed such as: Mechanism score of 20, vocabulary of 20, grammar and usage of 30 and organization of 30. The students' writing skill score in the table 3 above can be classified into the rate of percentage as shown below:

Table 4. The rate of percentage of the students' writing skill score

| No. | Classification | Score | F | % |
|---|---|---|---|---|
| 1 | Excellent | 9.6 -10 | 0 | 0% |
| 2 | very good | 8.6-9.5 | 4 | 11.43% |
| 3 | Good | 7.6-8.6 | 5 | 14.29% |
| 4 | fairly good | 6.6-7.5 | 11 | 31.43% |
| 5 | Fairly | 5.6-6.5 | 6 | 17.14% |
| 6 | fairly poor | 3.6-5.5 | 9 | 25.71% |
| 7 | very poor | 0- 3.5 | 0 | 0% |
| Total | | | 35 | 100% |

Based on the table 4 above, it can be seen that 11.43% of students got very good, 14.29% of students got good, 31.43% of students got fairly good, 17.14% of students got fair , and 25.71% of students got poor. No students got excellent and very poor. To obtain the students' mean score of writing skill test, the reseacher applies the formula below:

Based on the calculation of the mean score of writing skill test above, it can be concluded that the students' average score is fairly good, because the result of computing the mean score is 6.74. Therefore, it can be said that the students' score are on the average level and they have fairly good score in writing skill.

**4. Correlation Analysis**

Look at the Table 5. the calculation of the correlation between the students' grammar competencce and writing skill test.

Clarification:

$X$ = English grammar competence score

$Y$ = Writing skill score

$x$ = Deviation of students English grammar competence score from mean score

$y$ = Deviation of students writing skill score from Mean score.

$x^2$ = x squared

$y^2$ = y squared

According to the computation above, the calculated pearson "r" was 0.823 if we check the table, we found that the value of Pearson "r" with N= 35 at the table was 0.334 at the level of significant 5% and 0.430 at the level significance 1%. It was clear that the correlation coefficient which had been calculated (r = 0.823) was greater than value of "r' at the table (r = 0.334) at the level of significant 5% and (r = 0.430) at the level of significant 1%. It can be concluded that there is a correlation between students' grammar competence and their writing skill. So, the null hypothesis of this study is rejected. On the other hand the Alternative Hypothesis is accepted.

**D. Conclusion**

As the conclusion, reseacher conclude that: 1) The second grade students of MTs. Al-Muini chategoraized by "fairly good" in English grammar competence. It can be seen from the result of computing the mean of the students' score that was 6.76. 2) The second garde students of MTs. Al-Munini chategorized by farly good in writing skill. It can be seen from the result of computing the mean of the students' score that was 6.74. 3) Its clearly that, there was a correlation between the students' grammar competence and their writing skill at the second grade students of MTs. Al-Muin. The last, based on the result of this research by with mastering grammar it means that will be

affected to the quality of writing skill. Therefore, for the future researchers should use better methodology and should maximal in getting the data. In order to fill the gap of this study, it is suggested for future researchers to discover the students' perceptions as well. Therefore, perceptions from different individuals can thoroughly be learned. Furthermore, it is also suggested to those who want to conduct the same study as the researchers to select more participants for their studies. It is expected that by selecting more participants, various perceptions of individuals concerning the issue can be obtained.

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