



Article

The Correlation Between Grammar Mastery and Writing Thesis Proposal at STKIP YDB Lubuk Alung

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A B S T R A C T

This research was conducted to: (1) identify proficiency level of Grammar Mastery English department Students, (2) Identify proficiency level of writing thesis proposal English department Students, (3) Investigate the correlation between Grammar mastery and Writing Thesis Proposal of English Language Education Program at the sixth semester at STKIP YDB Lubuk Alung. The research applied correlational research; the population of this research was the sixth-semester students in academic year 2017/2018. The samples of this research were 32 students chosen by using total sampling technique. The data were analyzed by using descriptive and inferential statistic through SPSS 22.0 version. The research result showed that (1) the students' grammar mastery was proven by mean score 73.84, it was classified as a moderate category, (2) the students writing proposal thesis was proven by mean score 74.75, which is categorized as moderate. (3) There was a correlation between Grammar mastery and Writing Thesis Proposal of English Language Education Program. It showed that the value of $F_{count} = 0.837$ was greater than $F_{table} = 0.349$ ($F_{count} > F_{table}$), or $p = 0.000$ was lower than $\alpha = 0.05$ ($p < \alpha$). In other words, the alternative hypothesis that saying there is a significant relationship between grammar mastery and writing thesis proposal is accepted. It can be concluded that grammatical mastery gives a significant contribution to the paper thesis writing.

I. INTRODUCTION

Grammar and writing are a language component and skill that should be learned by language learners. Grammar is the rule or a system that regulates the structure and the meaning of the sentence, while writing is communication in the written form. Radford (1989:3) said that grammar is a model of native language ability that allows them to speak and speak their language fluently. Grammatical competence of native speakers is reflected in the type of institution the speaker has about their native speakers. Grammar is defined as the way language

manipulates and combines words or pieces of words to form a longer unit of meaning (Ur, 1996: 11). For example, in English, the present verb form in the third person has two different forms, and if the plural form is combined with a single subject, the result is usually unacceptable or unimportant. There is a set of rules that govern how the unit of meaning can be built in any language: we can say that a student who knows the grammar is one who has mastered and can apply this rule to express it in the form of acceptable language.

According to Harmer (1987:4) grammatical rules are very important for mastering the language. People cannot use words unless they know how they should be put together. In addition, the grammatical aspect of a language determines the way the sentence in the language is built. For English students, many students are still confused about grammar and sometimes they find it difficult to express things they want to say (Akbari, 2016). On the other hand, they are confused when they find English in written form, especially related to sentence structure because they do not understand or do not even know the form used in English (Phoocharoensil, 2012). Therefore, they must pay more attention to the rules in preparing the correct sentence. According to Leech and Svartvik (1973: 21) "To use language correctly, of course, we have to know the grammatical structure of language and its meaning". Grammar studies by themselves will not make a person a better writer. But by getting a clearer understanding of how a language works, it should also gain greater control.

Writing is a complex process that reflects the communicative skills of the author. This is the most difficult skill of four skills. It requires a lot of work and concentration. Richard and Rhenandya (2002: 303) state that writing is the most difficult skill for second language students to master. The difficulty is not only in generating and managing ideas, but also changing this idea into readable text (Alameddine and Mirza, 2016). This means that the writer not only needs ideas for writing but also the skills to write ideas into written form. Thus, the reader can understand what is meant by the author. In other words, the skills involved in writing are very complex.

According to Hyland (2003: 9) defines that writing is learned, not, so writing instructions are also not personal and the personal experience of the author. On the other hand, writing is a skilful activity that combines knowledge, ideas and experience. Agreed by Nunan (2003: 88) states that writing is a combination of processes and products.

Writing as a process of generating ideas, managing information and communicating meaning, the product is the author must be able to make the reader understand what he means through his sentences. Therefore, in writing, they must be able to express their thoughts in sentences.

In addition, writing is an action and interaction that in writing activities itself there is a response to both writers and readers. This is supported by Straub in Hyland (2003: 9), stating that writing is an action to find meaning, a willingness to engage with student statements is very important, and the response is the main means to start and guide ideas. This means that writing is an activity and process to express to express ideas and finds the meaning of the idea (Wu dan Zhang, 2017). The response is one of the important things to start and guide ideas. There is no interaction between the author and the reader does not give a response about what the author has written.

Furthermore, Brown (2004: 218) states that writing is a convention for recording speech and to strengthen the language and lexical features of the language. Now people understand the uniqueness of writing skills with their own features and conventions. People must know about grammar and text features and that will help them write well. From the above definition, it can be said that writing can be distinguished from other skills as the most difficult. There are many factors that influence writing to be good such as grammatical, vocabulary, and spelling knowledge that must be integrated into a paragraph.

For the English Language Education Program students at STKIP YDB Lubuk Alung, writing is not only complicated but also challenging. These complications are related to the thinking process which involves the process of organizing and creating ideas and the process of translating these ideas into meaningful messages in the form of written language. In translating the idea into a

message that means in the form of written language, it takes a larger vocabulary and a better understanding of grammar. They will not be able to express what is in their minds without knowing the words that will represent their ideas and without knowing what rules are used in constructing sentences. In order to arrange words into sentences, one must better understand grammar. This is important because if someone does not use the right grammar, there is a possibility that the meaning of the transferred idea will fail to understand.

The English students of the sixth semester have been taught the Structure and Writing courses. Grammar (Structure) is taught from (Structure 1) to (Structure 4). In writing, ranging from Writing 1 to Paper Thesis Writing. Students are taught about the first step to writing; like learning about sentences, punctuation, writing paragraphs, outlining essays, to making essays and research papers. The most common problem arises when students write a research proposal (*Paper Thesis Writing*), there are still many grammatical errors, students cannot write well if they do not have good grammar competence. This happened because they lacked confidence so they made it difficult to write. In addition, students sometimes get stuck in developing topics in their writing. Conversely, students who have competence in grammar, they can be more confident than those who don't, because they know how to make good and right sentences

II. METHODS

The research applied correlational research; Sudjana (2005) stated that correlation research is the study of the relationship between two or more variables. The population of this research was the sixth-semester students at STKIP YDB Lubuk Alung in academic year 2017/2018. The samples of this research were 32 students chosen by using total sampling technique, The reason for taking total sampling is because according to (Sugiono, 2007) the population of less than 100, all the population is sampled.

The researcher utilized two instruments. They were grammar test and documentation. Grammar test was used to get data about student's grammar mastery and documentation was used to get data about student's writing thesis proposal, especially in the final task of Paper thesis writing course.

III. RESULT

The students' Grammar Mastery

The first independent variable (X) is Grammar Mastery. The grammar test were 30 multiple choice questions. The highest score was 93 and the lowest score was 57, the mean score was 73.84, (Md) was 75 and (Mo) was 77 and the standard deviation was 9.07. The students' results were tabulated in table 1.

Table 1. Frequency Distribution of Grammar Mastery

Interval	Frequency	Percentage
57 - 63	7	21,875
64 - 70	5	15,625
71 - 77	10	31,25
78 - 84	8	25
85 - 91	0	0
92 - 98	2	6,25
	32	100

Based on the table above shows that the group that has the most frequency in the interval 71-77 with the absolute frequency of 10 or 31.25 %. The 67-71 intervals were the lowest at 0% because there is not student's score at this interval. After being identified, the averages of the students' score were interpreted into three categories; they were low category use, moderate category use, and high category use.

Table 2 Category of Students Grammar Mastery

Interval	Category	F	F%
>82.91	High	5	15.61
63.77-82.91	Moderate	20	62.51
<63.77	low	7	21.88

Based on table 2, it is known that students who have grammar mastery level with high categories are 5 students (15.61%). Students

who have grammar mastery in the moderate category are 20 students (62.51%), and students who have low grammar mastery are 7 students (21.88%). Thus, it can be concluded that the student's grammar mastery was a moderate category in the intervals of 63.77-82.91. According to Harmer (1987: 4) grammatical mastery is very important in a language. Grammatical aspects determine the rules of sentences in the language built. Therefore, the English department program has attempted to improve students' knowledge and skills in using language not only smoothly and acceptable but accurately, including accuracy in the use of grammar.

The student's Writing Thesis Proposal

The data collected from the result of paper thesis writing the final task in this course. The writing thesis proposal score by English department students is presented in figure 1.

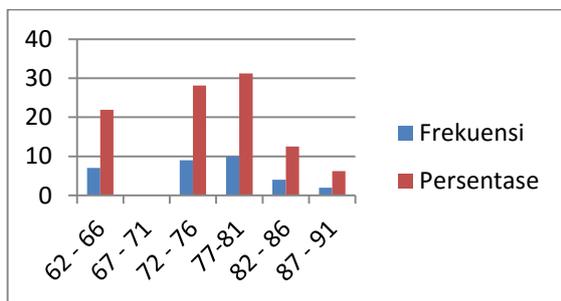


Fig. 1 Frequency Distribution of Writing Proposal

Figure 1 shows that the group that has the most frequency in the interval 77-81 with the absolute frequency of 10 or 31.25 %. The 67-71 intervals are the lowest at 0% because there is a student's score at this interval. After being identified, the averages of the students' score were interpreted into three categories; they were low category use, moderate category use, and high category use. In pie 2.

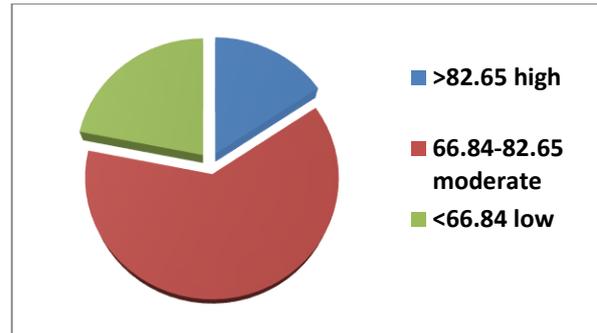


Fig. 2 Category of Writing Thesis Proposal

Based on Pie Chart above, it is known that students who have the Writing Thesis Proposal of a high category were 5 students (15,625%), students who have the Writing Thesis Proposal of moderate categories were 20 students (62.5%), and students who have the Writing Thesis Proposal of low categories were 7 students (21.87%). Thus, it can be concluded that the student's Writing Thesis Proposal was the medium category at the interval of 66.84-82.65. Brown (2004: 218) states that writing is a convention of recording speech and to strengthen the language and lexical features of the language. Someone must know about grammar and text features that will help them write well. It can be concluded that the student's ability to write a thesis proposal with grammar understanding has a very strong relationship.

The correlation between Grammar mastery and Writing Thesis Proposal

The researcher used inferential statistic to investigate the correlation between students' Grammar mastery and students Writing Thesis Proposal. Its result proved the hypothesis of the research. The result of the correlation between two variables can be seen in the tables: The correlation analysis using IBM SPSS version 22.0 of English Department students showed in table 3

Table 3 : Correlations

		Student's Grammar Mastery	Student's Writing thesis proposal
Student's Grammar Mastery	Pearson Correlation	1	.837 **
	Sig. (2-tailed)		.000
	N	32	32
Student's Writing thesis proposal	Pearson Correlation	.837 **	1
	Sig. (2-tailed)	.000	
	N	32	32

** . Correlation is significant at the 0.01 level (2-tailed).

Based on the table 3, It showed that the value of $F_{\text{count}} = 0.837$ was greater than $F_{\text{table}} = 0.349$ ($F_{\text{count}} > F_{\text{table}}$), or $p = 0.000$ was lower than $\alpha = 0.05$ ($p < \alpha$). In other words, the alternative hypothesis that saying there is a significant relationship between grammar mastery and writing thesis proposal is accepted. It can be concluded that grammatical mastery gives a significant contribution to the writing thesis proposal at the English department students of STKIP YDB Lubuk Alung.

IV. CONCLUSION

The students' grammar mastery was proven by mean score 73.84, it was classified as a

moderate category, (2) The students writing proposal thesis was proven by mean score 74.75, which is categorized as moderate and (3) There was a correlation between Grammar mastery and Writing Thesis Proposal of English Language Education Program. It showed that the value of $F_{\text{count}} = 0.837$ was greater than $F_{\text{table}} = 0.349$ ($F_{\text{count}} > F_{\text{table}}$), or $p = 0.000$ was lower than $\alpha = 0.05$ ($p < \alpha$). In other words, the alternative hypothesis that saying there is a significant relationship between grammar mastery and writing thesis proposal is accepted. It can be concluded that grammatical mastery gives a significant contribution to the paper thesis writing.

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