**THE CORRELATION BETWEEN STUDENTS’ GRAMMAR MASTERY AND WRITING SKILL**

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**Abstract**

This research attempts to investigate the correlation between the students’ grammar mastery and writing skill of the tenth grade of SMA Labschool Untad Palu. The researcher used correlational research design. The researcher employed random sampling technique to choose the sample. The data were collected by using questionnaire and tests. In analyzing the data, the researcher used Pearson’s-Product Moment Correlation Coefficient and Significance of Coefficient Correlation formula, using 0.05 significant level with 18 (20-2) degree of freedom (df). The researcher found that the correlation coefficient between students’ grammar mastery and writing skill is 0.606.The result of this research is categorized “substantial” (0.60 to 0.799). It means that there is a significant correlation between the students’ grammar mastery and writing skill.

**Keywords:** Correlation; Grammar Mastery; Writing Skill.

*Penelitian ini berusaha untuk mengintevistegasi hubungan antar penguasaan grammar siswa dan kemampuan menulis dari siswa kelas sepuluh SMA Labschool Untad Palu. Peneliti menggunakan desain penelitian korelasi. Peneliti menggunakan teknik random sampling untuk memilih sampel. Data dikumpulkan dengan menggunakan kuisioner dan tes. Dalam menganilisa data, peneliti menggunakan Pearson’s Product Moment Correlation Coefficient dan signifikan dari rumus hubungan koefisien, menggunakan tingkat signifikan 0.05 dengan derajat kebebasan 18 (20-2). Peneliti menemukan bahwa hubungan koefisien antar penguasaan grammar dan kemampuan menulis dari swswa adalah 0.60 . Hasil dari penelitian ini dapat dikategorikan “substansiil” (0.60 sampai 0.799). Itu berarti bahwa terdapat hubungan yang signifikan antara penguasaan grammar siswa dengan kemampuan menulis.*

***Kata Kunci:*** *Hubungan; Penguasaan Grammar; Kemampuan Menulis.*

**INTRODUCTION**

There are three language components in English and grammar is one of them. Grammar is how to construct sentence which has clear meaning. Thornbury (1999:13) defines, “Grammar is a description of the rules for forming sentences, including an account of the meanings that these forms convey.” It means grammar is how to make sentences which have clear meaning, and to do ease readers understand. By using good grammar, we are able to make grammatically correct and meaningful sentences.

Grammar tends to make the students confused. This could happen because they should know the sentence patterns and how to use words into a grammatical sentence. Walpole (1984:15) states, “If you understand the grammar of a sentence and can consciously manipulate that grammar, your writing will gain in style, precision, and effectiveness.” Thus, understanding grammar will help students to write a text because it will make the sentences have a style, precision and effectiveness. In this case, the students should understand what the function of subject, verb, object, adverb, and complement and where their position should be in a sentence.

Sentence is a group of words consisting of at least subject and verb which has clear meaning. Hewings and Hewings (2005) state that sentence is a group of words consisting of one or more clauses and phrases. It means that sentence is a group of words, phrases, and clauses that has clear meaning. For instance, when we start to write, we should start with a capital letter and have at least one subject and verb. Then, the end of our writing sentence should be ended with a full stop, question mark, or exclamation mark.

There are three sentence types in English consisting of simple sentence, compound sentence, and complex sentence. Delahunty and Garvey (2010) state that sentences come in a variety of shapes and sizes. Simple sentence is a sentence which has at least one subject and verb. Kennedy (2003:108) notes, “A simple sentence consists of a single clause containing one verb phrase.” Compound sentence is a sentence consisting of two independent clauses connected by co-ordinating conjunction. Delahunty and Garvey (2010:70) declare, “Sentence is called compound sentence because they combine two or more clauses or smaller sentences within them by connecting them with and, but, or or.” Complex sentence is a sentence which has dependent and independent clauses. Kennedy (2003) asserts that sentence is called complex sentence because it consists of more than one clause. It means that complex sentence is a sentence consisting of two clauses which are independent clause and dependent clause.

There are four forms of sentence namely declarative sentence, interrogative sentence, imperative sentence, and exclamative sentence. Greenbaum and Nelson (2002) note that the sentence forms are consisting of declaratives, interrogatives, imperatives, and exclamatives. In this case, declarative sentence is divided into two forms, affirmative sentence and negative sentence. Quirk, Greenbaum, Leech, and Starvik (1985:803) assert, “Declaratives are sentences in which the subject, is present and generally precedes the verb.” It means that declarative sentence is a sentence which has verb put on after subject. Interrogative sentence is a sentence which has a question mark. Quirk et al. (1985) describe that interrogative sentence is a sentence which is formally marked in one of two forms. There are yes-no interrogative and wh-interrogative. Thus, interrogative sentence is a sentence that has a question mark consisting of yes-no question and wh-question. Imperative sentence is a sentence which is initially by verb. Quirk et al. (1985:803) state, “Imperatives are sentences which normally have no overt grammatical subject, and whose verb has the base form.” It means that imperative sentence has no subject, and the sentence is initially by verb. Exclamative sentence is a sentence to express feeling through invocation. Generally, exclamative sentenceuses exclamation mark in the end of sentence. Quirk et al. (1985) declare, “Exclamatives are sentences which have an initial phrase introduced by what or how, usually with subject-verb order.” Thus, exclamative sentence is a sentence which is initially with what or how, and it has a function to express feeling.

There are seven sentence patterns in English which are studied by students. Kennedy (2003:119) suggests,

A traditional way of describing verb patterns is in terms of the grammatical functions of the words that follow the verb in a clause. Seven major patterns can be identified which occur with single word lexical verbs.

1. Subject + Verb (SV)

2. Subject + Verb + Object (SVO)

3. Subject + Verb + Complement (SVC)

4. Subject + Verb + Adverbial (SVA)

5. Subject + Verb + Object + Object (SVOO)

6. Subject + Verb + Object + Complement (SVOC)

7. Subject + Verb + Object + Adverbial (SVOA)

These clause patterns can also have an optional adverbial, added in most cases. Pattern 1-4 are by far the most frequent in English. We will consider each of patterns in turn.

Shortly, sentence patterns can be formed by SV, SVO, SVC, SVA, SVOO, SVOC, and SVOA.

Understanding grammar is not enough when the students want to start writing. In writing, the students should express their ideas or messages in a written form. According to Pincas (1982), writing is a way of people to communicate with each other by expressing their message for a purpose. Thus, we can use our writing to deliver our ideas or messages to the readers.

 Writing is one of the skills that should be learned by students. Linse and Nunan (2005) state that writing is a combination of process and product of discovering ideas, putting them on paper and working them until they are presented in manner that is polished and comprehensible to readers. Thus, writing is a process to communicate or to deliver our idea in written form. Moreover, Fromkin, Rodman, and Hyams (2009:16) state, “Writing is not acquired naturally through simple exposure to others speaking the language, but must be taught.” Hence, writing should be taught integrated with other skills. In writing, students should concern in mechanics especially in academic writing.

 One of the students’ problems when starting to write is to determine the ideas. They think that to write well is not easy because they cannot put their own ideas in a written form. In another case, the students are generally confused to determine what tenses should be used. Liz-Lyons (1987) states it is very difficult to write if you do not master writing skill in language because you should write clearly and accurately to give the message or information to the readers. The statement clearly states that it is very difficult to write sentence, paragraph, essay, and others. This could happen because we do not master the language. By understanding grammar, we can understand and know how to write English clearly and accurately. There are general components of writing that should be recognized by the students. Harris (1969) asserts that there are three general components of writing which are organization, grammar, and vocabulary. Thus, students should pay attention to components of writing when they want to start writing a text.

Writing organization is a process of writing a general statement to specific and arranging them to effective order. Raimes (1983:116) states, “Organizing in writing is a process of moving back and forth from general statements to specific details and arranging them in the most effective order”. Thus, the students should know how to construct paragraphs when they start to write a text.

 Organization of writing concern with the ways the center arranges and organizes the ideas or the message in the writing. The process of organization material in writing involves order of importance, general to specific and specific to general, chronological order and spatial order.

Not only is our writing understood by the readers but also be entertaining or engaging to readers. This can be achieved if a student realizes the importance of improving their writing skill and to practice it based on their school curriculum, such as the use of a procedure text, descriptive text, narrative text, and recount text. In this case, the researcher takes recount text as an example because it is taught at senior high school and it contains grammatical organization such as generic structure and tenses.

 Text is a communicative product in written form. Prayers, posters, road-signs, lectures, sports commentaries, novels, speech, interviews, and recipes are all texts. Crystal (1994) asserts that text is a communicative product which has communicative purpose whether in spoken form or written form. In this case, text is a communicative product that is used by people to deliver their message. Text also has distinctive linguistic features and situation. For example: if we have a formal situation in seminar, the situation becomes formal when the speaker make a speech by reading a text. The distinctive linguistic feature in the speech text has the feature of the variety formal language. Thus, the distinctive linguistic feature used in that situation is the variety of spoken and written language. In teaching learning process, students are learning about kind of texts which are procedure text, descriptive text, and recount text.

Recount text is a text which retells past story or experiences for the purpose of informing and entertaining. Anderson (1997:48) states, “Recount text is a piece of text retells past events which are usually told in order in which they happened.” A recount text has generic structures which are orientation, events, and re-orientations. Generally, orientation provides the setting and introduces participants. Event is describing series of event that happened in the past. Re-orientation tells about personal comment of the writer to the story. Language features of recount text are using a simple past tense, conjunction, and action verb. The tense that used in recount text is past tense form.

One of the materials of English lessons is tense. Greenbaum and Nelson (2002:55) state, “Tense is a grammatical category referring to the time of the situation; the tense is indicated by the form of the verb.” It means that tense will determine grammatical category based on the time of situation. Tense has been taught to the tenth grade students of SMA Labschool Untad Palu and the school has provided many books to improve students’ ability in comprehending a text. In teaching and learning process, teacher teaches about kinds of tense and text form to the students then asks them to understand and to write kind of text form. Mastering English tenses is one of the aspects that influence students’ skill in writing. Thus, they should master the tenses to help them writing good sentence.

Past tense is the action or experiences that happened in the past time, and it uses verb in a past form. Azar (2003) argues past tense is used to tell situations which began and ended in the past time. It means past tense is an action or situation happened in the past time. Simple past is used to describe an activity which happens in the past. Past tense uses irregular verbs and regular verbs. In irregular verbs, simple past verbs have different form. Then in regular verbs, most of simple past verbs are formed by adding suffix –ed. The simple past form also has auxiliary verbs: *was* and *were*.

Having mastered the tenses, they should pay attention writing mechanics. Mechanics is one component that should be concerned when writing a text. It consists of punctuation, capitalization, and spelling. Having known mechanics, students are able to make a good writing because they know how to decide correct punctuation and how to use capitalization or spelling in writing sentences. Celce-Murcia (2001) states that there are three goals of mechanics which are to enhance students or learners letter recognition, to practice sounds–spelling correspondences, and to help students or learners move from letters and words to meaningful sentences and larger unit of discourse. Thus, mechanics will help students or learners to write meaningful writing. Spelling is important to be learned because most of writing error is in spelling. Crystal (1994) asserts that the key how to understand spelling system is learning about the predictable links between spelling and pronunciation. Thus, students who want to understand spelling system should learn pronunciation because spelling and pronunciation have a relation. Bailey (2003) asserts that capitalization should be used for the first word in a sentence, names of organizations, days, months, nationality words, name of people, name of place, and title. It means that capitalization is used when we write the first letter of name, the first word in a sentence, a title, a country, a nationality words, days, months, name of place, and name of organization, Punctuation is important to be concerned when we write a text because it will clarify the messages that will be delivered. Fowler (2006:82) states, “Punctuation is a vital element construction, clarifying the sense, and displaying grammatical structure.” It means punctuation should be placed correctly in order to clarify the sense of writing and display the grammatical structure. With sufficient knowledge in mechanics, students are able to make a good writing because they can decide correct punctuation and how to use capitalization or spelling in sentences. Generally, students still ignore on rules of mechanics when they write a paragraph because they do not pay attention to them. Knowing writing mechanics is important because it will make a good writing.

Teachers have a big role to apply a suitable method to help students to understand ways how to write a text because it can improve students’ ability in understanding grammar and writing a paragraph. However, most students of SMA Labschool Untad Palu still had many difficulties in grammar and writing text. It can be identified by mistakes they made when writing paragraph such as incorrect punctuation, spelling, capitalization and tense that they use, for example *On Sunday I go to tanjung karang bech* instead of *On Sunday, I went to Tanjung Karang Beach*.

**METHOD**

In conducting the research, the researcher applied correlational research design. Best and Khan (2006) state that correlation is one of the descriptive research types which determine the relationship between two or more paired variables. Similar to Best and Khan (2006), Latief (2013:11) declares, “Correlational research is one of descriptive research designs used to measure the correlationship between two or more continuous variables”. Therefore, correlational research is used to determine the relations among two or more variables. In the correlational research, there are two patterns in which correlations can occur positive correlation and negative correlation.

The research analyzed obtained data by using product moment correlation. It is usually used to correlate two paired variables based on its correlation coefficient value. It is useful to describe and find out the significance of the correlation between the two variables, variable X and variable Y. The diagram can be seen below:

Grammar Mastery Writing Skill

 X Y

The researcher conducted his research at SMA Labschool Untad Palu. The population of this research is the tenth grade students of SMA Labschool Untad Palu which consist of four classes. The researcher used random sampling technique in selecting the sample. In applying random sampling technique, the researcher took five students randomly to be a sample of this research in each class. In this research, there are two variables which are students’ mastery of simple past tense as variable (X), and students’ skill in writing recount text as variable (Y). Variables are the object or the focus of research that researcher observes.

In conducting this research, the researcher used two instruments: questionnaire and test. The questionnaire consisting of 10 questions was given to the students in the classroom and the researcher collected it after 15 minutes. The tests were in subjective and objective test consisting of 20 questions. The subjective test was designed based on their own words and their skill in writing text. The students wrote a paragraph in the form of recount text. It given at the second meeting and collected at the end of the meeting. The objective test was in completion and multiple choice tests. In this case, the students changed and chose the form of verb into simple past tense. It was given at the first meeting and the test was collected at the end of the meeting.

After giving the questionnaire, the result of questionnaire was analyzed by using the formula recommended by Hatch and Farhady (1982:92). Then, the researcher computed the scores of the tests and used the formula by Purwanto (1987:102). To find out that the two variables have a correlation, the researcher used Pearson’s Product Moments coefficient of correlation in Bungin (2005:207). To interpret the result of the coefficient value of the correlation of two paired variables, the researcher used criteria for evaluation and interpretation of a correlation coefficient by Best and Khan (2006:388). In testing the significance, the researcher used significance of coefficient correlation formula which is determined by Best and Khan (2006:421).

**FINDINGS**

 The researcher provided questionnaire consisting of 10 (ten) items to the students. It was used by the researcher to get students’ opinions or comments about teaching and learning process done in the class. The results of the questionnaire were used by the researcher as supporting data to support the result of the test.

The researcher gave objective test to find out the students’ competence in using simple past tense. The objective test consisted of 10 completion tests and 10 multiple choice tests. All of the students answered the questions although some students answered them incorrect. The test results were fully presented in the following table:

**Table 1.**The Students’ Score of Objective Test

|  |  |  |  |
| --- | --- | --- | --- |
| **No.** | **Initials** | **Raw Scores** | **Individual Scores** |
|  | MRA | 16 | 80 |
|  | MFIH | 15 | 75 |
|  | PB | 13 | 65 |
|  | MI | 10 | 50 |
|  | RR | 7 | 35 |
|  | KR | 11 | 55 |
|  | FM | 6 | 30 |
|  | JR | 11 | 55 |
|  | AFH | 10 | 50 |
|  | FFP | 14 | 70 |
|  | MPL | 14 | 70 |
|  | MCD | 14 | 70 |
|  | DVE | 13 | 65 |
|  | WZ | 12 | 60 |
|  | NKDPL | 17 | 85 |
|  | AP | 18 | 90 |
|  | MM | 16 | 80 |
|  | KB | 15 | 75 |
|  | VR | 12 | 60 |
|  | JRL | 14 | 70 |
| **Total** | **258** | **1290** |

Based on the result above, there was none of students who got 91-100 scores. Then, there were 2 or 10% students who got 81-90 scores. 4 or 20% students got scores 71-80, while 6 or 30% students got 61-70 scores. Furthermore, there were 4 or 20% students who got 51-60 scores. However, there were 4 or 20% students who got less than 50 scores. Thus, the researcher considered that students’ achievement in simple past tense was fair because only 6 or 30% students who got scores 61-70 in objective test.

Furthermore, the researcher gave subjective test to find out the students’ competence in writing recount text. In subjective test, the students chose one of five topics which were provided or the students used their own topic to be written down. The results of the students test in writing recount text were presented in the following table:

**Table 2.**The Students’ Score of Subjective Test

|  |  |  |  |
| --- | --- | --- | --- |
| **No.** | **Initials** | **Raw Scores** | **Individual Scores** |
|  | MRA | 14 | 70 |
|  | MFIH | 16 | 80 |
|  | PB | 18 | 90 |
|  | MI | 10 | 50 |
|  | RR | 11 | 55 |
|  | KR | 14 | 70 |
|  | FM | 12 | 60 |
|  | JR | 10 | 50 |
|  | AFH | 10 | 50 |
|  | FFP | 12 | 60 |
|  | MPL | 14 | 70 |
|  | MCD | 12 | 60 |
|  | DVE | 17 | 85 |
|  | WZ | 13 | 65 |
|  | NKDPL | 19 | 95 |
|  | AP | 16 | 80 |
|  | MM | 16 | 80 |
|  | KB | 12 | 60 |
|  | VR | 14 | 70 |
|  | JRL | 13 | 65 |
| **Total** | **273** | **1365** |

Based on the table above, the researcher found that there was 1 or 5% students who got 91-100 scores, while there were 2 or 10% students who got 81-90 scores. Then, there were 3 or 15% students who got 71-80% scores. Furthermore, there were 6 or 30% students who got 61-70 scores. However, there were 5 or 25% students who got 51-60 scores while there were 3 or 15% students who got less than 50 scores. Thus, the researcher considered that students’ achievement in writing recount text was fair because 6 or 30% students who got score 61-70 in subjective test.

In order to find out the significant correlation between students’ simple past tense mastery and the students’ skill in writing recount text, the researcher presented both of the results in the following table:

**Table 3.**The Score of Objective Test and Subjective Test

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No.** | **Initials** | **Variables** | **Squares** | **Cross Products** |
| **X** | **Y** | **X2** | **Y2** | **XY** |
|  | MRA | 80 | 70 | 6400 | 4900 | 5600 |
|  | MFIH | 75 | 80 | 5625 | 6400 | 6000 |
|  | PB | 65 | 90 | 4225 | 8100 | 5850 |
|  | MI | 50 | 50 | 2500 | 2500 | 2500 |
|  | RR | 35 | 55 | 1225 | 3025 | 1925 |
|  | KR | 55 | 70 | 3025 | 4900 | 3850 |
|  | FM | 30 | 60 | 900 | 3600 | 1800 |
|  | JR | 55 | 50 | 3025 | 2500 | 2750 |
|  | AFH | 50 | 50 | 2500 | 2500 | 2500 |
|  | FFP | 70 | 60 | 4900 | 3600 | 4200 |
|  | MPL | 70 | 70 | 4900 | 4900 | 4900 |
|  | MCD | 70 | 60 | 4900 | 3600 | 4200 |
|  | DVE | 65 | 85 | 4225 | 7225 | 5525 |
|  | WZ | 60 | 65 | 3600 | 4225 | 3900 |
|  | NKDP | 85 | 95 | 7225 | 9025 | 8075 |
|  | AP | 90 | 80 | 8100 | 6400 | 7200 |
|  | MM | 80 | 80 | 6400 | 6400 | 6400 |
|  | KB | 75 | 60 | 5625 | 3600 | 4500 |
|  | VR | 60 | 70 | 3600 | 4900 | 4200 |
|  | JRL | 70 | 65 | 4900 | 4225 | 4550 |
| **Σ** | **ΣX 1290** | **ΣY 1365** | **ΣX2 87800** | **ΣY2  96525** | **ΣXY 90425** |

After gathering all of the data of objective and subjective tests, the researcher applied Pearson’s–Product Moment Correlation Coefficient formula to find out the significant correlation between students’ mastery of simple past tense as (X) and the ability of the students in writing recount text as (Y). The result of the computation shows that correlation coefficient between students’ grammar mastery of simple past tense as (X) and the ability of the students in writing recount text as (Y) is 0.606. It means that there is a positive correlation between students’ mastery of simple past tense and the ability of the students in writing recount text because Alternative Hypothesis (Ha):r = 0. When this result is consulted with standard critical value of Pearson’s Product–Moment Correlation (r), this result is categorized substantial. The value of the *r* tableat significant level of 5% (0.05) and the degree of freedom (df) = 18 are 2.878 while the value of the *t* countedis 3.233. It means that thet-counted is higher than the t-table.The researcher concludes that there is a significant correlation between students’ grammar mastery of simple past tense and the ability of the students in writing recount text.

**DISCUSSION**

In this section, the researcher is going to explain the result of research finding which has been analyzed by using statistical data analysis to answer the research problem. The researcher uses questionnaire and test in gathering the data of the research.

At the first step, the researcher gave the questionnaire to the students. The questionnaire consists of ten questions relating simple past tense and recount text. Based on the result of the questionnaire, the researcher concludes that the questionnaire is very useful to support the data of the test because most of the students say that learning simple past tense will help them write down a recount text.

After giving the questionnaire, the researcher gave objective test to the students. The objective test consists of ten items of completion test and ten items of multiple choices. Based on the result of the objective and subjective tests, the researcher used the Percentage of Student’s Achievement in the test. In the objective test, the researcher found that there are 30% of the students who get 61-70 scores. Thus, the result of the objective test is classified fair.

Furthermore, the researcher gave subjective test in order to know students’ skill in writing recount text. The test consists of five topics relating essay writing test. Then, the students only chose one topic which they want to write. Based on the result of subjective test, the researcher found that there are 30% of the students get 61-70 scores. Thus, the result of the subjective test is classified fair.

 The researcher found some students’ errors in writing essay especially in grammar and mechanics. In grammar, a lot of students had the problem in writing active sentence. Since, the researcher found the students’ error in determining regular verb, irregular verb, and auxiliary verb. The students’ errors in determining regular verb are 5%, irregular verb are 65%, and auxiliary verb are 60%. In determining regular verb, the student had an error in using verb *live*, for example, *She live on Watunonju* instead of *She lived on Watunonju*. Then, several students had errors in determining irregular verb, for example, *Yesterday, I go to Makassar* instead of *Yesterday, I went to Makassar*. In determining auxiliary veb, the students had errors in using auxiliary was and were, for example, *I am so glad and they are brang me to hill* instead of *I was so glad and they were brought me to hill*. Furthermore, the researcher did not find students’ errors in writing passive sentence because none of the students writes passive sentence. In mechanics, the researcher found students errors in writing punctuation, capitalization, and spelling. The students’ errors in writing punctuation are 50%, capitalization are 25%, and spelling are 15%.

 Based on the result of the test, the researcher concludes that the students have a problem in grammar and in writing recount mechanics. The researcher found that some students were still confused to differentiate between regular verb and irregular verb in the past form. For example in the objective test, most of students answered *teached* as a verb in a past form instead of *taught*. The researcher also found that students’ problem in writing mechanics. Some students had a problem in using punctuation, capitalization, and spelling. In punctuation, the students had a problem in using comma, for example, *In a few months ago I go on vacation with my family*. After *In a few months ago* phrase, it should have comma because that phrase has a function as an introductory element. In capitalization, the students had a problem in writing the name of place and in writing a first letter of opening sentence, for example in a sentence, *Yesterday, I went to banggai laut*. The phrase *banggai laut* is incorrect capitalization because a letter *b* and in a letter *l* are not capital letter. The correct phrase is *Banggai Laut* which letters *b* and *d* should be capital letters because *Banggai Laut* is the name of place. Then, for example in a sentence, *in the tanjung karang beach, we have fun*. The phrase *in the tanjung karang beach* is incorrect capitalization because letters *i*, *t*, and *k* are not written in capital letter. The correct one is *In the Tanjung Karang beach* which letter *i* is a capital letter because the position as the first letter of opening sentence. Then, letters *t* and *k* are capitalized because *Tanjung Karang* is the name of place. The researcher found students’ problem in using spelling, for example in a sentence, *And than, they brought me to a restaurant*. *And than* phrase is incorrect spelling because the correct one is *And then*. Based on the students’ problem, the researcher concludes that 60% students have a lack of grammar mastery in determining irregular verb and auxiliary verb. Then, 40% students have a problem in using mechanics. Thus, the ratio between students’ grammar mastery and writing skill is 3:2.

 After the researcher investigates subjective and objective tests, the researcher found there is a correlation between students’ grammar mastery and writing skill. The result of correlation coefficient is 0.60-0.799 which is categorized substantial. It happens because the researcher used correlation coefficient by Best and Khan (2006:38). Best and Khan (2006:379) state “A perfect positive correlation is +1.00. A perfect negative correlation is -1.00. A complete lack of relationship is zero (0)”.

 The results above are also related to previous studies. The first research was conducted by Bannu (2015) who found that both variables (grammar mastery and writing ability) had a significant correlation at the tenth grade students of SMA Negeri 1 Pasangkayu. The second research was conducted by Fitria (2011). She found that grammar ability variable and translating skill variable had a significant correlation at the seventh semester of English Department State Islamic University “Syarif Hidayatullah” Jakarta.

**CONCLUSION**

Concerning on research problem and hypothesis, the researcher concludes that there is a significant correlation between students’ grammar mastery and writing skill of the tenth grade of SMA Labschool Untad Palu. It is proved by the value of *t*-table at significant level of 5% (0.05) with 18 degree of freedom (df) is 2.878 while the result of *t-*counted is 3.233. It means that *t*-counted is higher than *t*-table. Furthermore, the correlation between students’ grammar mastery and writing skill of the tenth grade of SMA Labschool Untad Palu is positive. It is proved by the result of correlation coefficient between variable (X) and variable (Y) is 0.606 and Alternative Hypothesis (Ha):r = 0. After the researcher consults the result with standard critical value of Pearson’s Product Moment Correlation (r), this result is categorized substantial. . It means that the students who have a good grammar mastery, they also have a good writing skill, and the students who have a lack of grammar mastery, they also have a bad writing skill.

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