



FINAL PROJECT

**“The Correlation Between Students’ Grammar Mastery and
their Writing Ability”**

Submitted in partial fulfillment of the requirement for the degree of
Sarjana Pendidikan in English

Rizky Renaldo Patmara

2201412138

**ENGLISH DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
SEMARANG STATE UNIVERSITY
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APPROVAL

This final project has been approved by a board of examiners of the English Department of Languages and Arts Faculty of Universitas Negeri Semarang on August , 2019.

Board of Examiners

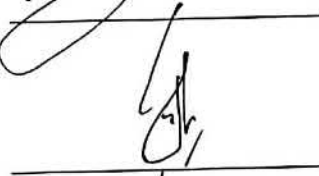
1. Chairperson,

Dr. Hendi Pratama, S.Pd, M.A.
NIP. 198505282010121006



2. Secretary,

Galuh Kirana D.A, S.S., M.Pd.
NIP. 197411042006042001



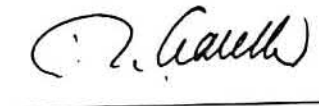
3. Examiner,

Alief Noor Farida, S.Pd., M.Pd.
NIP.198208142014042001



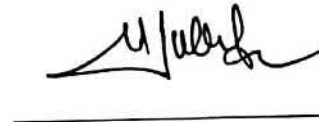
4. Examiner/Advisor I,

Dr.Rudi Hartono, S.S., M.Pd.
NIP.196909072002121001



5. Examiner/Advisor II,

Dr. Issy Yuliasri, M.Pd.
NIP. 196207131990032001



Approved by
English Department of Languages and Arts Faculty

Dr. Sri Rejeki Urip, M.Hum.
NIP. 196202211989012001

DECLARATION OF ORIGINALITY

The undersign below:

Name : Rizky Renaldo Patmara
Place, Date of Birth : Bora, April 25th 1994
NIM : 2210412138
Faculty : Faculty of Language and Art
Department : English Education

State that the final project entitled “The Correlation Between Students’ Grammar Mastery and Their Writing Ability” is truly my original work. It is written and published as the requirement for the degree of *Sarjana Pendidikan* in English Education Department, Faculty of Language and Art, Semarang State University (UNNES). Due to the fact, I am responsible for this, if there is any objection or claim from other.

Semarang, August 2019



Rizky Renaldo Patmara

NIM 2201412138

MOTTO AND DEDICATION

“All our dreams can come true
if we have the courage to pursue them”

-Walt Disney-

This final project is dedicated to
my beloved family and friends that always support me.

ACKNOWLEDGEMENTS

First and foremost, I would like to praise the Almighty Allah for the blessing and mercy; the kindness and divine intervention; and the strength and health that have been given during my study and in the completion of my final project.

Furthermore, I owe a great debt of gratitude to many people who have contributed their ideas and time in behalf of my final task. In particular, I would like to express my deep sense of gratitude and sincerest appreciation to Dr. Rudi Hartono, S.S., M.Pd. and Dr. Issy Yuliasri, M.Pd. as my advisors for their great patience, guidance, and the most invaluable suggestion and motivation to finish this final project.

In addition, I would like to extend my sincere appreciation to the chairperson, secretary and the board of my examination. My biggest salutation is also to all my lecturers who have shared their experience and knowledge during my academic study.

Finally, this final project is dedicated to my parents to whom I am deeply in debted for everything, material and spiritual welfare that have been given for my success. Also for my brother, thanks you that you've helped me with my research. Last but not least, my thanks go to all my best friends for their support and assistance, and all people who might not be mentioned individually here.

Writer

ABSTRACT

Patmara, Rizky R. 2018. *The Correlation between Students' Grammar Mastery and Their Writing Ability* Final Project. English Department. Faculty of Languages and Arts. Semarang State University. First Advisor: Dr Rudi Hartono, S.S, M.Pd. Second Advisor: Dr. Issy Yuliasry, M.Pd.

Keywords: correlation; grammar mastery, writing ability.

This research is purposed to find out if there is a correlation between students' grammar mastery and their writing ability, Find out the S1-students' mastery of English grammar and to find out the S1-students' mastery of writing.

In this research, the writer used quantitative method by *Pearson correlation product moment*. There are two variables in this research. Students' Grammar mastery as *independent variable* (variable X) and Writing ability as *dependent variable* (variable Y), the technique of collecting the data was by using two tests. Grammar test is using TOEFL test that consists of 40 items of multiple choice, as for Writing test, the writer is using simple essay question for the students. The object of the study is 30 students from sixth semester students of English Education of UNNES. But actually the subject is only 25 students, because of absence of some students.

From the calculation by using the product moment formula, it was found out the mean of the scores of the grammar test is 64,64. The mean of writing ability score of the students' is 66.08. The result of applying the r_{xy} (r_o) distribution 0.241. the degree of significance 5% is 1.71 and the degree of significance 1% is 2.5. it means r_o is lower than r_t ($0.241 < 1.71$). So, null hypothesis (Ho) is accepted and alternative hypothesis (Ha) is rejected. The conclusion of this research is that there is no significant correlation between student's grammar mastery and their writing ability.

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CHAPTER 1

INTRODUCTION

1.1 Background of the Study

The development of a dynamic era requires people to be able to speak English because it has become popular today. Most countries in all over the world use English as their second language. No wonder, people are now learning this language. In Indonesia itself, English is required as a lesson at every level of school. Moreover, not only adults, but children also learn it.

Swan (1998) P.19) states, Grammar is the rule that says how words changed to show different meaning, and the y combine into sentences. It means that grammar is the regulation of forming a different meaning of words which use to construct a sentence in writing. Concerning to the previous statement Haussamen (2003) P.xiii) states:

The term grammar refers to two kinds of knowledge about language. One is subconscious knowledge, the language ability that children develop at an early age without being taught. The other kind of knowledge is the conscious understanding of sentences and texts that can help students improve their reading and writing abilities by building on that subconscious knowledge.

The statement above clearly explains that the native learners can speak or write automatically by using correct grammar without learning and the non native learners, they have to learn how to construct correct grammar firstly before they speak or write.

Langan (1984) P.96) states “writing is a skill like driving, typing, or even preparing a good meal”. Like any skill can be learned. The statement shows that everybody

can write a good writing, but she or he has to learn how to write correctly before starting to write. In English writing, most students think that to write well is not easy because it is more complex skill.

When students want to write, sometimes they think what first should be written and what kind of tenses should be used. Lyons and Heasley (1987) P.2) states: It is very difficult to write like Shakespeare or D. H. Laurence in a language which is not your own. But you are not aiming at getting literature: you simply need to able to write clear, accurate English which has central idea and other related information and gets the meaning across to your reading.

Writing is defined as an activity to write something idea in your mind to give idea or opinion in by using pencil, pen, felt-tip marker in the media paper, stone or the others. Since was a young, the human learned how to write the idea or opinion in their mind. in school, the student's learn how to make a good writing and learn to convey their idea and opinion.

They were trained to make confident of their write. According to an expert "writing is frequently useful as preparation for some other activity, in particular when students write sentences as a preamble to discussion activities (Harmer, 2004) P.33)" from the research explanation above, we can be conclude that learning can help the students to involves thinking, composing and teaching students in making the use of standard written forms.

There are some arrange to learn of writing :

- First, students learn the basic writing such as learn introduce the alphabet as a start before the student learn the next lesson.

- Second, students learn how to write the word.
- Third, students learn how to write a sentences.
- Fourth, students learn how to write a paragraph.
- Fifth, students learn how to write a simple writing. in this section, the students learn make a paragraph and every paragraph combine into simple writing.

Beside the students learn how to learn of writing, students learn how to give punctuation. because writing is can be read without a good punctuation. therefore, the students have to learn how to give a punctuation beside learn writing.

The purpose of writing :

According to Tarigan (1994) P.23), the writer's intention is response or answer of the writer wish of readers". according of the expert statement, the purpose of writing is like :

- To give information or knowledge in the other word is informative discourse
- To persuade the reader in the other word is persuasive discourse
- To entertain the reader in other word is literary discourse
- To make expression feel or to make a strong emotion of the reader in other word is expressive discourse

From the analysis above, we have know that the purpose of writing to give information, persuade, entertain and the feeling expression of the writer in the writing.

Writing is one of activity that have a benefit for your life, such as :

- Writing trains curiosity and aware about your around life.

- With the writing activity, we can arrange our mind and argument as systematically
- We can be famous with writing
- Writing make to search the new reference such as book, journal, newspaper, magazine or the other.

In learning English, students can't be separated from writing activity. Writing is needed to understand what people express and say in their languages, write in their letters, or communicate with their friends. However, students cannot understand what they read completely if they do not understand the language used there.

Therefore, the writer is interested in doing this research to find empirical data onto the correlation between grammatical ability and text writing skill. This research will be conducted at English Department of UNNES by giving TOEFL test to the students about grammar and writing. This research is relevant to find the quality of the student's writing ability.

1.2 Reasons for Choosing the Topic

The reason why the writer chose the topic "The Correlation Between Students' Grammar Mastery and their Writing Mastery" is because learning language is learning about communication and culture. In Indonesia, English is a foreign language. English has been learned in every level of education from elementary school up to university level. The aim at learning English is to improve students' skill in both oral and written communication. Learning English means learning four skills: listening, speaking, reading and writing. Student should master

these skills if they want their ideas, feelings and opinions can be understood by the people.

In this study, the researcher wants to focus on one of those ability, Writing. According to Nunan (2003), writing are physical and mental act. Its about discovering ideas, thinking about how to communicate, develop them into statements and paragraphs that will be comprehensible to a reader. Writing has dual purpose- to express & impress. Writers must select the most advantageous medium for their writing. Each types has a different level of difficulty which determined by its objectives. Writing is a process and also a product. The writer creates, plans, writes various drafts, revises, edits and publishes. The audience reads is a product.

Langan (1984:96) states, Writing is a skill like driving, typing, or even preparing a good meal. Like any skill can be learned. The statement shows that everybody can write a good writing, but she or he has to learn how to write correctly before starting to write. In English writing, most students think that to write well is not easy because it is more complex skill. When students want to write, sometimes they think what first should be written and what kind of tenses should be used.

In Indonesia, English is a prerequisite course of school. Even learning English as apart of language skills has been apart of program that can be seen in the curriculum. Learning a foreign language means learning about another language beside native language of a country. Therefore, my reason for choosing the topic “The Correlation Between Students’ Grammar Mastery and their Writing Ability.” are as follows;

1. I want to find out to what extent do grammar mastery and writing ability of the students of English Department of UNNES
2. I want to find out if there would be a significant correlation between Grammar and Writing ability of the students of English Department of UNNES.

1.3 Research Problem

The problems of the research can be stated as follows:

1. To what level do the S1- students of the English Department master English grammar ?
2. To what level do the S1-students of the English Department master their writing ?
3. Is there a significant correlation between students' grammar mastery and their writing ability ?

1.4 Objectives of the Study

1. Find out the S1-students' mastery of English grammar.
2. Find out the S1-students' mastery of writing.
3. Find out if there is a significant correlation between the students' mastery of English grammar and their writing ability.

1.5 Purpose of the Study

1. Find out the level of grammar mastery of the eighth semester students of English Department of UNNES.
2. Find out the writing ability of the eighth semester students of English Department of UNNES.

1.6 Significant of the Study

1. For teacher

The findings of this study will provide additional knowledge about writing as well as to give new insight to the teacher in writing class, particularly when they are interested in writing. This study can be guidance of the teacher to enrich their materials in assessing their students' writing quality.

2. For students

The findings of this study will provide additional knowledge about writing as well as to give new insight to the students so that they would improve their mastery of grammar. So that if they mastery their English grammar their ability in writing would improve as well. Therefore, they will be more critical and more careful.

3. For other researcher

The findings of this study hopefully can be a useful resource to their reference for the future purpose. It is also useful to inform other readers about correlation between students' grammar mastery and their writing ability of the S1-students of English Department UNNES.

1.7 Outline of the Report

Chapter I is Introduction of this study. It explains about general background of the study, reasons for choosing the topic, statement of problem, objective of the study, significance of the study, and outline of the study.

Chapter II is Review of Related Literature. It explains about the review of the previous studies, review of theoretical study and framework of present study.

Chapter III is Procedure of Investigation. It explains about the object of the study, population, sample, variable, hypothesis, instrument for collecting data, procedures of collecting data, and procedures of analyzing data.

Chapter IV is Finding and Discussion. It contains results of the study and discussion.

Chapter V is Conclusion and Suggestion. It explains about the conclusion and suggestion of the study.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter is divided into three parts. First part is review of the previous studies; it describes related studies that had been conducted in the past. Second is review of theoretical studies; it contains quotations and definition about writing and grammar mastery. Third is theoretical framework; it shows summary of the theoretical study.

2.1 Review of the Previous Studies

Grammar and Writing are two important skills which are mostly used in learning english. This section is going to present the previous studies that was conducted by some researchers.

This section is going to present the previous studies that was conducted by some people and the general concept of “The Correlation Between Students’ Grammar Mastery and Their Writing Ability”.

The first case was written by Hajjah, Z. (2013). Based on the vocabulary and grammar concepts, it finds that both vocabulary and grammar have important role in communication whether in spoken or written form. However, people can make communication if they know what words will be used, that is vocabulary. Then, they can communicate effectively if they know how to arrange those words into good sentences and paragraphs, that is grammar. In writing, even people or students know how to make good writing but if it is not supported by good vocabulary and grammar, their writing will be not useful. It is supported by Bagder and White (2006: 6), Vocabulary and grammar is close related with writing. It means that both vocabulary and grammar are important to be mastered to be able

to make a good composition. It is also supported by Brown (2001: 321), that To make a good writing the writer has to master the components of language; they are spelling, vocabulary, punctuation marks.

The next study was written by Yun Hsuan Huang. He says that EFL students' grammatical ability has been often discussed in apposition with writing ability. The role of grammar in writing has been extensively argued, yet not reaching a consensus conclusion. The major reason is due to how grammatical and writing abilities are defined as well as the variables of the design and assessment of the tests. Thus, this study proposed a theoretical model for each ability. Based on the models, this study tried to examine whether grammar instruction could promote the students' grammatical ability, thereby further helping their writing. In this study, the test, divided into a grammar subset and a writing subset, was administered to ten senior high school students in a lower- intermediate English class at a cram school in Southern Taiwan. The results indicated that most students' grammar subtests outperformed their writing subtests. The finding implied that there was no strong relationship between the knowledge of grammar and usage among lower-intermediate learners. In addition, some suggestions were provided for improving instruction and both grammar and writing subtests.

The Third Case, It had written by Mohammad Ali Fatemi from University Sains Malaysia in 2008. This research investigated the relationship between writing competence, language proficiency and grammatical errors in the writing of Iranian TEFL sophomores. This research consisted of two phases. In the first phase, the objectives were to assess the writing competence of the Iranian TEFL sophomores, measure their language proficiency, and examine the relationship between their writing competence and language proficiency and its sub skills including listening,

reading, and grammatical competence. The second phase was mainly descriptive and error analysis of the subjects' writing was done. The objectives of second phase found the most frequently occurring categories of grammatical errors, establish a rank order of these errors, establish if their L1 was the source of their grammatical errors and establish the probable interference of grammatical errors with communicative purposes of their writing. A quantitative approach was used to analyze the data collected from the first phase and qualitative approach was employed for the second phase. The findings of the first phase showed that the significant correlations were found between the subjects' writing competence and their language proficiency, between their writing competence and the sub-skills of language proficiency. In sub-skills, the strongest correlation was found to be between writing and grammatical competence. The result of second phase indicated that their L1 was a source of grammatical errors and in general grammatical errors interfered with communicative purposes among which errors of miss-selection accounted for the major source of communicative failure in their writing and that the majority of grammatical errors which were rooted in their L1 led to communicative failure.

Woro, H. in her research said that “The important components of language are grammar and vocabulary. A text is collections of words and sentences”. In writing, sentences are part of a longer text (stretch of discourse), which needs to be organized as well as with words, phrases, sentences, and questions. Woro believes that the elements in the text must stick together. Grammatical cohesion is achieved in a number of ways, such as the uses of pronoun, articles and tense agreement for the same purpose. Full grammatical sentences are likely too written and writing-specific language is used by the writer. The students according to Woro prefer to

use content words that carry meaning (e.g.: house, car, star) than function words or grammar words (e.g.: was, to or which). The meaning of the language depends on where it occurs inside the stretches of discourse and the relationship between the language elements. A meaning can be expressed in many ways.

The next study is from Beverly Ann Chin. She states the sound, structure, and meaning system of language. All languages have grammar, and each language has 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. Beverly concludes that students who are native speakers of English already know English grammar and they recognize the sounds of English words, the meanings of those words, and the different ways of putting words together to make meaningful sentences. However, while students may be effective speakers of English, they need guidance to become effective writers. They need to learn how to transfer their knowledge of grammatical concepts from oral language to written language. Effective grammar instruction begins with what students already know about grammar, and it helps them use this knowledge as they write. By connecting their knowledge of oral language to written language, teachers can demystify abstract grammatical terminology so that students can write and read with greater competence and confidence.

The study written by Tias E. H. proved that linguistic competence refers to the ability to use structure/grammar, vocabulary, pronunciation, intonation, punctuation, etc. Actional competence encompasses the ability to select the appropriate speech act and rhetorical development in every stage of communication, e.g., opening a conversation, interrupting, making conclusion, etc. Socio-cultural competence is the ability to use language in an acceptable way in

terms of the context of English culture. The last one, according to Tias, strategic competence, constitutes the ability to solve communication problems through repetition, ignorance, or the use of words with similar meaning. Consequently, English language teaching and learning is aimed at the attainment of those competencies. This means that students learning English should acquire those competencies. Specifying to linguistic competence, in addition to having the other three competences, in order to be competent in creating discourse, acquiring linguistic competence is a must.

Another study was conducted by Ulul Azmi. The objectives of the study were to find out the correlation between the students' mastery of past tense and their ability in writing recount text. The method of this research is correlational study and applied a purposive sampling technique, with the total number of the sample is 40 students. The data were gained through tests, namely grammar test and writing test that were analyzed by using product moment pearson. The findings of the research showed that there is a significant correlation between students' mastery of past tense and their ability in writing recount. From the result of his research, the researcher showed that the better the students' mastery in past tense, the better they ability in writing recount. It also means describe that there is a significant correlation between students' grammar knowledge and their ability in writing. Sariatun (2010), defined writing as a hard skill at which to excel for many of our learners. It influences by many aspects or factors. They are punctuation, spelling, structure, or vocabulary. As one aspect of writing, vocabulary or words must be given for student. It is because words or lexicons are basic tool for writing. In SMPIT Rahmatan Lil-“Alamin, the eighth grade students still have difficulty to master all aspect of writing.

The study written by Adhiyatma, according to Hayssamen (2003:xiii) shows that the native learners can speak or write automatically by using correct grammar without learning and the non native learners, they have to learn how to construct correct grammar firstly before they can speak or write in English. It is very difficult to write like Shakespeare or D.H. Laurence in a language which is not your own. But you are not aiming at getting literature: you simply need to be able to write clear, accurate English which has central idea and other related information and gets the meaning across to your reading. The statement above clearly explains that it is very difficult to write sentence, paragraph, essay, and others because we are not the expert of the language. We need to know how to write English clearly and accurately. The idea or message has to be able to be understood by readers.

Study written by Patricia A. Dunn (2014) stated that most students' writing- in fact, most people's writing could use some improvement in content, organization, coherence, style, and editing. However, many people continue to think that if only students received a dose of "grammar" instruction, their writing would be better. People can mean almost anything when talking about grammar; memorizing rules or perceived rules, reciting the parts of speech, punctuating someone else's sentences, correcting spelling or usage errors on a handbook practice page, etc. in many cases the teacher drags out worksheets and instructs students to underline nouns and verbs or perform other tasks isolated from their own actual writing. These out-of-context exercises are not "writing" and, in fact, may even make writing worse.

The next study written by Joseph J.B. (2010). Many people focus on using "proper grammar" because when they have difficult time understanding something, grammar is an easy thing to blame. However, when a writer with poor skills in

sentence structure, spelling, and comma usage takes the time to construct an effective outline, many readers fail to notice the lack of skills in grammar. Likewise, many writers who feel they have poor skills focus only on their own ability with grammar. Instead, writers should make sure they have solid ideas and an effective outline before working on anything as minor as mechanics. Then, after they've gotten everything down on paper, they can work on making what they wrote easier to understand. That's all grammar is for, to help you make other people understand what you want them to. Using the proper 'register' or 'variety' are just buzzwords. When you know what you are saying and understand who you are saying it to, you'll do just fine.

The study from Arief Muhsin, Grammar is important in learning English as foreign language. In this case, grammar guides the students in constructing English sentence to communicate with other people. Grammar is bounded to other language skill like listening, speaking, reading and writing. Good writing requires good working knowledge of grammar, and also the art of using rhetoric of arranging words, phrases, sentence and paragraphs as the way to get readers attention. Briefly the he concludes the grammar mastery is essential to create correct sentences both in written or in spoken form. Thus, the connection between grammar and writing are a very important one. The rules of grammar help to govern the way writing takes place and ensure that it can be easily understood by the people who read it. Every language in the world has different rules for grammar and writing. They all have specific convention regarding syntax or the way words are arranged in a sentence, as well as punctuation usage, verb conjugation, and other important aspects of written and spoken language. It is important to keep in mind that though proper grammar is important for good writing.

Irwan (2010), in his research stated that the purpose of his study was to get information and the empirical data about the impact of students' vocabulary mastery and their reading comprehension which was observed and analyzed from the university students of the second semester of English Department. Based on his findings from that study, the final is that having more vocabulary or master the vocabulary significantly affects the comprehension of the students reading activity. Rita Rafajlovicova (2017), within her research described one of the most important functions of language is communication. When we communicate a message, we want the message to be interpreted as effectively as possible. To reach this goal, the message we send to the hearer/reader contains signal that guide them to a proper interpretation and to avoid any misunderstanding or ambiguity. We send these signals through grammar. Grammar is important which we use it to communicate. Grammar operates even at the simplest level within the sentence but also beyond it. The next from Hossein (2011), his present study is to do detailed evaluation of English Language Grammar for Iranian College. In order to get the data, he used two instruments: 1) The questionnaire developed by Daoud and Cele-Murcia 2) The researcher-made checklist based on Bloom's taxonomy of language learning. In order to analyze the data in both instruments, descriptive as well as inferential statistics such as Kruskal-Wallis and Pearson Rank Order Correlation tests were applied. The result of statistics for the questionnaire revealed that subject matter, vocabulary and grammar structure, and physical make up.

The next study from Siti Istiqomah (2011). As one of the components of writing, grammar takes an important role in writing and clearly it effects one's writing. The better one's grammar mastery, the better his or her writing. Some people may be good in writing descriptive text with lots of good ideas to express

but if they lack of grammar knowledge, they will have a trouble in communicating those ideas to other people. As a result, some students may get bad marks in school, or for some writers they may not get anything published. After that people begin learning grammar, they start speaking and learning tenses, gerund and so on. The rules of grammar help to determine the mechanics of writing descriptive text, which what makes the connection between grammar and writing is important. A good comprehension of grammar makes students write any kind of texts effectively. Giving reading and writing tasks help students with real world applications to understand to use grammar skills. Furthermore, Weaver (1998) states what all students need is guidance in understanding and applying those aspects of grammar that are most relevant to writing.

Study conducted by Rosie (2010), said that whenever we write, we need to take in consideration the set of structural rules that govern the composition of sentences, phrases and words in any given natural language, which is known as GRAMMAR. In other words, grammar is like the motor of writing because it is the one who helps the writer to add sense to his ideas by using the correct punctuation in each an every word, as well as each phrase and sentence. It is important to consider that when we communicate with others by using the oral language, we tend to use our body movements, gestures, and tone to be understood, so it adds meaning to the intentions and emotions we pretend to convey, but when we try to communicate something by using the written language, we need to make use of grammar, as perfect helper that will perform the function that our body movements, gestures and voice thone do in the oral language. Study written by Debra entitled “Creative Grammar for Young Writers”. She stated that to make a link between the grammar being introduced and how it works in the writing/text being taught is to

establish a learning relationship between a grammar structure and how it creates meaning in a particular text or context, to make tacit knowledge explicit, or to create new explicit knowledge which can be internalized and to develop knowledge about how texts work.

The next study written by Pekka Saaristo (2015). The knowledge about thoughts on grammar amongst students would then help teachers to adjust and adept the way grammar is used in language teaching. Majority of the students think of grammar as a valuable asset in language learning, but at the same time have somewhat different understandings of grammar. In this context grammar is understood as a metalinguistic set of (also normative) statements of regularities in a language which is the way most students think of grammar. Three different student perspectives on grammar are distinguished. These include a normative, functional and structural perspective. Since all answers in the questionnaire couldn't be placed these categories, a fourth category, "other" was also included. The study written by Scott, Kyle, Allen and Danielle. That the purpose of their research is to examine the importance of errors in grammar and mechanics and essay quality can be used to help develop instructional modules and feedback algorithms within W-Pal in their classes. Currently, W-Pal focuses on providing students with feedback that centers on using strategies to more effectively compose essays, including strategies to plan essays, write more effective introductions, essay bodies and conclusions, and to revise their essays. These strategies have proven successful; however, some teachers remain concerned that students primarily need feedback on lower level aspects of writing such as grammar, punctuation, and spelling.

The study written by Volker and David (2006) said that English language learners are frequently unable to benefit from prevailing process-writing approaches due to a lack of grammar and vocabulary knowledge relevant to academic writing. The need for explicit grammar instruction as part of preparing students to write can be addressed by using a collection of a learner texts and transforming that collection into an online grammar resource for intermediate speakers (NNS) of English.

The next study written by Issy Yuliarsi (1989), entitled “Correlation Between Mastery of Structure and Listening Comprehension of The 8th Semester S1-Students of the English Department of IKIP Semarang 1987/1988”. The 8th semester expected to have a good command of English, including listening comprehension. Since listening is the basic skill in communication, it’s importance is beyond all questions. Several factors may affects the students’ listening comprehension. According to C. Weisberg, many students of English as a second of foreign language find extended listening comprehension the most difficult to master of all the areas of language skills (Weisberg in Bouchard, 1980 : 137). To master the language skills, including listening, students should have mastered the language components in advance. From the research she has done in IKIP Semarang, it can be concluded that the result was more less than expected by the researcher. Students’s ability in both variable was low.

Adhiyatma, Jamiludin and Nadrin (2015) stated that mastering English helps us to communicate with people from different cultures or countries. English has already been taught in our country as foreign language. English is taught to the students in formal school from kindergarten up to university. By using English, students can develop their competence in many fields. The students have to learn

three components (grammar, vocabulary and pronunciation) and four skills (listening, speaking, reading and writing) of English. The components and skills have correlation to one a good grammar and writing. There is assumption “a good writing has to contain a good grammar”. Based on the assumption for the people who want to write sentences, paragraphs, essays and stories, they have to master grammar as requirement of good writing. Swan (1998:19) states, “Grammar is the rule that says how words changed to show different meaning, and they combine into sentences”.

Atti U. (2012) in her research stated that Grammar is an essential part of the use of language process, both in spoken and written language. The grammar language is a description of the ways in which language uses patterns of structure to convey the meaning, so it would be impossible to learn language effectively without knowing the grammar, because grammar helps learners to identify grammatical forms, which serves to enhance and sharpen the expression of meaning. The importance of grammar is also strengthened by Mr. Kalend O. He states “having a good grammar system of a language, learners will be helpful in delivering their ideas, messages and feelings either to the listeners or readers, language without grammar would be disorganized and causes some communicative problems, for example we can not say something in passive sentence using English if we do not know the grammar concept of passive voice.

The next study was written by Lisa and Jay (2016). Over the past ten plus years, standardized testing has taken center stage and has affected instruction. Written expression is becoming recognized as the most neglected of the basic skills and there is no consensus on the best method for either teaching composition or evaluating it. (Geisler, Hessler, Gardner, & Lovelace, (2009). Unfortunately,

writing is a difficult task for most students. According to the article *Common Problems in Elementary School Writing*, learning to write is uniquely challenging because it requires the mastery and concurrent use of a complex array of language skills from vocabulary and spelling, to the ability to organize and convey ideas (Time4Writing, 2014). Many of the students are encountering the elements of writing for the very first time therefore; this entire process can be overwhelming for them.

The study conducted by Syopiana (2011) stated that the objective of her research is to find students' parallel structure mastery and their writing ability at the second year of SMAN 1 Kuantan Hilir. In collecting the data, she used test for both of the variables in the research. The test for students' parallel structure mastery was given after the try out, and then the writer gave the test of the students' ability in writing narrative paragraph. In analyzing the data, the researcher used graduated standard of English lesson that used by the English Teacher. In order to know the correlation, she used Pearson Product Moment Formula by using SPSS 16.0 version. Agusnita in her research stated that her research was to find out the correlation between students' grammatical mastery and their reading comprehension toward their translation appropriate of English Text into Indonesian at the third year students at English Department of Bung Hatta University. The number of her research population was 56 students. There were distributed into two classes; A and B. the researcher took a class as a sample by using cluster random sampling technique. The selected class as sample was B. The researcher gathered the data by using grammar test to measure students' grammar mastery, reading to measure students' reading comprehension and translation test to measure students' translation appropriate of English text into Indonesian. The result of her analysis

shower that 66.70% students had moderate ability in grammar, 63.89% students had moderate ability in reading and 69.44% students had moderate appropriate in translation.

Study written by Irwan (2010), his research was to find the objective condition from the correlation between students' vocabulary mastery and their reading comprehension which was observed and analyzed from the university students of the second semester of English Department, the faculty of Tarbiyah and Teachers Training Syarif Hidayatullah State Islamic University Jakarta. Moreover, the purpose of this study was also to get the information and the empirical data about the impact of students' vocabulary mastery and their reading comprehension. The population of his research were 135 students and 30 students were being objects of the research. This research was using experiment method in the quantitative form by collecting the data from documentations and observation.

The next study was written by Ika Rachmawati (2015). Her study was to find out the correlation between students' mastery in simple past tense and their ability in translating past narrative text at the eleventh graders of SMA Muhammadiyah 1 Palangkaraya. The problem of her study was if there were any correlation between students' mastery in simple past tense and their ability in translating past narrative text at the eleventh graders of SMA 1 Palangka Raya. In his study, the writer used quantitative research and the design of this study is correlation design. The population of his study was all of the eleventh grades of SMA Muhammadiyah 1 Palangka Raya which consist of 115 students. In the study, the writer chose XI IPA 2 which consists of 24 students as a sample and XI IPA 3 which consists of 24 students as the subject of the research instrument tryout. The

collection of the data uses test and to analyzed the data by using Product Moment Formula.

Study written by Sri Handayani aimed to find out: (1) The correlation between vocabulary mastery with learning achievement of chemistry of the first grade students of RSBI of SMA 2 Ngawi in the main subject material of chemical bonds in academic year 2009/2010. (2) The correlation between grammar mastery with learning achievement of chemistry of the first grade students of RSBI of SMA 2 Ngawi in the main subject material of chemical bonds in academic year 2009/2010. (3) The correlation between achievement motivation with learning achievement of chemistry of the first grade students of RSBI of SMA 2 Ngawi in the main subject material of chemical bonds in academic year 2009/2010 and (4) The correlation between vocabulary mastery, grammar mastery and achievement motivation with the learning achievement of chemistry of the first grade students of RSBI of SMA 2 Ngawi in the main subject material of chemical bonds in academic year 2009/2010.

The next study written by Misbahudin (2011). He stated that one of English components taught to be learners is vocabulary because it has primary role for all language skills as Taylor said “vocabulary may have a special importance for adult’s learners, since it is the one area of the language learning that does not appear to be slowed down by age”. The more learners master the vocabularies, the better their performance in all aspects of English language will be. But it does not mean the other components are ignored such as; sound and grammar. All of these aspects are learned together, they are attached one to another. If more learners can master vocabulary such as noun, adjective, verb, including function and content words, they will understand text of reading such as grasp the main idea, detail not detail,

interference etc. Students cannot understand what they are reading without knowing what most of the word mean. So, without building a large vocabulary, student cannot read successfully.

The following study was written by Pradeep Kumar. He stated that the word *Grammar* means different things to different people. To the ordinary citizen, it connotes to correctness or incorrectness of the language that he or she speaks. To a school students, it means an analytical and terminological study of sentences. Knowledge of grammar helps the students in the correction of mistakes and improvement of written work. A person can't learn a foreign language accurately only through a process of unconscious assimilation. Grammar is a sure ground of reference when linguistic habit fail us. So grammar is indispensable for the students. In this study the writer aim was to bring the attention of the language teacher as well as the learner about the real utility of grammar in teaching English language.

The study written by Hassan Soodmand Afshar entitled “An Evaluation of Grammar and Vocabulary Consciousness-Raising Activities in Current ELT Materials”. It is generally believed that the mastery of grammar and vocabulary as building as building blocks of the English language might ease the burden of the learning process for the students. Regarding the crucial role of vocabulary, (Decarrico, 2001, p.285) maintains that “vocabulary learning is central to language acquisition, whether the language is first, second, or foreign”. Different grammar consciousness raising activities including: Identify/consolidate, Classify (semantic; structural), Hypothesis building/checking, Cross-language exploration, Reconstruction/deconstruction, Recall and Reference training.

The next study was written by Dwi Y. E. (2014). Her research aimed at finding put the correlation. The writer conducted a correlational research which is

in area of quantitative research. The number of sample is 40 students which is taken cluster randomly from regular class. Test is used as the instrument of this research. There are two test forms to gather the data; multiple choice tests to get the data of the students' present tense mastery and written test to get the students' achievement in writing descriptive text. The writer carried out data analysis and tested the hypothesis. The mean for the mastery of present tense is 50.2, and the standard deviation is 7.7. From the data of mean, it can be categorized sufficient. Then, the mean for writing ability of descriptive text is 50, and the standard deviation 9.5. From the data of mean, it is also categorized sufficient. From those data, 0.486 is gotten for the coefficient r_{xy} . Because of the coefficient r_{xy} is not equal with 0, the null hypothesis is rejected and the alternative hypothesis (H_a) is confirmed. Therefore, the mastery of present tense has significant correlation with the ability in writing descriptive text of the eighth grade of SMP N 2 Welahan Jepara in the academic year 2013/2014.

The following study was written by Reni S. (2014), she stated that the purpose of her study was to know whether there is a significant correlation between grammar mastery and writing ability at the 6th of English Education (EED) students of UIN Jakarta. The sample of the study was 30 students taken from B class of sixth semester of EED of UIN. the method used in this study was correlational technique. In collecting the data, the documentation of students' writing scores and the test of grammar are used. The scores of writing were collected from the lecturer of writing subject at EED of UIN Jakarta. In assessing students' grammar mastery, she conducted multiple choice and error identification test to the students. The results of her study showed that there is a very low correlation between students' grammar mastery and writing ability. It is proved by the r_{xy} (0.165) is lower than r_{table} in

the degree of significance 5% (0.374) and 1% (0.478). it is considered that the null hypothesis (H_0) is accepted and the alternative hypothesis (H_a) is rejected. In conclusion there is a negative correlation between students' grammar mastery and writing ability. Students who have minimum level of grammar, it does not mean that the students also get poor achievement in writing.

The next study was written by Masriqon (2011). His research is about to find the correlation between simple past tense mastery and writing ability in recount text at tenth grade of SMA Ibnu Sina Braja Selehah in academic year 2011/2012. His research was done because of students' problems in writing ability, and it was limited in recount text. The objective of his study were to find out simple past tense mastery and writing ability in recount text, whether there was any correlation between simple past tense mastery and writing ability in recount text. The hypothesis of the research was; H_a : There is a correlation between simple past tense mastery and writing ability in recount text. The research was a quantitative research. The population of the study were 30 students of tenth grade of SMA Ibnu Sina Braja Selehah. The instrument used was a test. The researcher decided to give grammar test and writing test. Type of the grammar test was multiple choice and writing test was essay test which asked students to make sentence into a paragraph. After doing his research, the writer analyzed the score. The result of testing hypothesis were 0.745 and the product moment table $N=28$ using 5% confidence limited the score 0.374 and 1% = 0.478, where the score 0.745 is between 0.600 – 0.800. It means that the correlation between simple past tense mastery and writing ability was enough. $r_{ratio} = 0.745 > r_{table} = 0.374$, it means that there was positive correlation between both variables.

The last research was written by Eli Heinkel (2013). He said that in recent years, in ESL pedagogy, the research on identifying simple and complex grammatical structures and vocabulary has been motivated by the goal of helping learners to improve the quality and sophistication of their second language (L2) production and writing. In academic writing, various L2 skills and language features have different degrees of importance the purpose of the research is to highlight research findings for teaching grammar essential for producing L2 formal and academic prose. Specifically, his research focuses on specific grammar constructions and their lexical elements that are critical in teaching L2 academic writing. These requisite components of academic grammar skills are mandatory for students who aspire to success in their university work. In addition, it also briefly outlines the grammatical and lexical features of academic text that are customarily taught in ESL classes that may be relatively unimportant.

Even though there are many differences between this study and those previous study, the similarity between the previous study and the present study is that those studies concern about grammar mastery of the students in case of students' writing ability.

2.2 Theoretical Review

2.2.1 Definition of Grammar

In initiating book entitled English Grammar, Jeffrey Coghill and Stacy Magendanz, (2003: xvi) defines the grammar of a language is the set of rules that govern its structure. Grammar Determines how words are arranged to form meaningful units. Grammar of a language is a set of rules that organize parts of the structures. Grammar determines how words are arranged in units forming meaningful language.

“Grammar is defined as the way a language manipulates and combines words (or bits of words) in order to form longer units of meaning (Ur, 1996: 11)”

Similar to the above definition, Michael Swan (2005: xix) explains the rules that show how words are combined, arranged or changed to show certain kinds of meaning. Grammar is the rules that explain how words are combined, arranged or altered to show some kind of meaning. In addition to such common definitions, there are some linguists who defines Grammar with different styles such as Greenbaum and Leech. Leech et al (1982:3) defines grammar as: Reference to the mechanism According to roommates language works when it is used to communicate with other people. Grammar is a mechanism for putting words together, but we have said little about the sound of meaning.

According to Ur (2001: 4), grammar may be roughly defined as the way a language manipulates and combines words (or bits of words) in order to form longer units of meaning. For example, in English the present form of the verb is in the third person has two distinct forms, and if the plural are is combined with a singular subject, the result is usually unacceptable or “ungrammatical”. There is a set of rules which govern how units of meaning may be constructed in any language: we may say that a learner who knows grammar is one who has mastered and can apply these rules to express him in what would be considered acceptable language forms.

The meaning of Grammar is a reference mechanism when used according to the function of language in communication with others. Grammar is the rules for hyphenation, or the sound of a merger rules meaning. More extreme, renowned expert on the Grammar Greenbaum (1996:25) defines Grammar as below: In the concrete sense of the word grammar, a grammar is a book of one or more

volumes. We of course also use grammar for the contents of the book. When we compare grammars for their coverage and accuracy, we are referring to the contents of the book: a grammar is a book on grammar, just as a history is a book on history. According to the concrete meaning of the word Grammar, grammar is a book that contains one or more volumes.

According to Harmer (1987:4) grammatical rules is essential for the mastery of language. People cannot use words unless they know how the words should be put together. Besides, the grammatical aspect of a language specifies the way in which sentences in that language construct. For English learners, many students still confuse about grammar and they sometimes difficult to express things they want to say. On the other hand, they confuse when they find English in written form, especially dealing with sentence structure, because they do not understand or even do not know the form used in English. Therefore, they have to pay more attention to the rules in constructing correct sentence.

1. The Importance of Studying Grammar

According to Leech and Svartvik (1973: 21) in St Nurhayati: 1993: 34); “To use a language properly we of course have to know the grammatical structure of the language and their meaning”.

The study of grammar by itself will not necessarily make someone a better writer. But by gaining a clearer understanding of how a language works, should also gain greater control over the way shape words into sentences and sentences into paragraph. In short, studying grammar may help us to become a more effective writer.

The following facts are simple examples about how much important the grammar in our daily interaction and the way learn it. Children pick up grammar as they learn to speak. They use grammatically correct sentences because the speakers surrounding them are speaking grammatically correct sentences. It's an absorbed education. The hard parts come with identifying and defining the parts of their sentences. It's easier to speak a language than it is to write and understand it. Speaking comes naturally and is picked up with or without formal teaching. However writing and grammar comes with a formal teacher and a taught education. Whether that education comes from a parent sitting down the-child and showing them; or if a child goes to school to learn it in a classroom; it's a conscious effort to teach it.

In the other case, found that grammar is just as important for students to learn as a history and math. It's a part of our way of life and we should understand our language. In history we use our past to understand why and how our country has developed into what it is today. We need math to do everyday tasks such as counting out money. It's the same with English. If we can understand the basic of grammar, we can better understand what we say and write on a daily basis. For that reason alone, we should learn correct grammar. In our society, sometimes judge people based on the way they speak. The same is true with the way write. If read a paper filled with poorly constructed sentences would automatically judge that person as uneducated and therefore inferior. Understanding our language, knowing how to speak, write, or spell properly is the sources of effective communication.

Harmer (1987: 24) concludes that there are two kinds of teaching grammar approaches; those are covert and overt grammar teaching.

In covert grammar teaching, the grammatical facts are not obvious to the students as they are learning the language. The students do activities in which new grammar is practiced or introduced, but their attention will be drawn to the activity of to the text they are reading and not to grammar structures themselves. It's mean that, with cover grammar teachers help the students to acquire and or practice the language, but they do not draw conscious attention to any of the grammatical facts of the language.

2. Grammatical Units

There are four parts of grammatical units. Those are the utterance, the sentence, the morpheme and the word.

a. The Utterance

Linguistic no longer argue whether the sentence or the word is more "basic" because they realize that neither words nor sentence, nor any other unit of linguistic description for that matter, are always and without fail analyzable in raw language data. In beginning a description of language data, the linguist begins with a more basic notion than either word a sentence, the utterance. The utterance has been defined by Harris as " any stretch of talk, by one person, before or after which there is silence on the part of that person," the utterance is not always identical with the sentence, since in English, for example, a great many utterances consist of single words, phrases, incomplete sentences, etc.

b. The Sentence

According to bloom field sentence is defined as "an independent linguistic form, not included. By virtue of any grammatical construction in any larger

linguistic from". The point of Bloomfield's definition can be stated more concisely as: the sentence is the largest unit of grammatical description.

Other definition about sentence told that a sentence is a group of words that contains a subject and a verb and expresses a complete thought.

Every sentence must have at least one subject and one verb in order to be a sentence. Some sentences must have other parts in order to express a complete thought. There are four basic kinds of sentences in English: simple sentences, compound sentences, complex sentences, and compound-complex sentences.

1. Simple sentence

A simple sentence is a sentence that has one subject-verb combination. The subject in a simple sentence may be compound and the verb may also be compound. But, above all, a simple sentence consists of only one subject-verb combination.

2. Compound sentence

A compound sentence is to simple sentences connected by a comma and a coordinating conjunction. Notice that a compound sentence has a comma before the coordinating conjunction. Compound sentences are sentences consisting of two or more independent clauses. These two independent clauses are commonly joined by connector or conjunction, such as and, but, or, etc. there are also compound sentences which are complex. One or both of the independent clauses contain dependent clauses (Ba'dulu, 2008: 66).

2.2.2 Types of Grammar

Some linguists have their own perspective about different varieties of grammar - that is, different ways of describing and analyzing the structures and functions of language.

According to George Yule, there are three types of grammar.

Those are:

1. **Mental Grammar** Mental grammar is a form of internal linguistic knowledge which operates in the production and recognition of appropriately structured expressions. And this is not the result of any teaching (purely skill).

2. **Linguistic Etiquette**

Linguistic etiquette is the identification of the proper or best structures to be used in a language.

3. **Traditional grammar**

Traditional grammar involves the analysis study of the structures found in a language. On the other hand, Kolln and Funk divided the types of grammar into two, namely;

Structural and Transformational Grammar.

1. **Structural Grammar**

The structuralists recognize the importance of describing language on its own terms. Instead of assuming that English words could fit into the traditional eight word groups of Latin, the structuralists examined sentences objectively, paying particular attention to how words change in sound and

spelling (their form) and how they are used in sentences (their function). Another important feature of structuralism, which came to be called "new grammar", is its emphasis on the systematic nature of English.

2. Transformational Grammar

Unlike the structuralists, whose goal was to examine the sentences we actually speak and to describe their systematic nature, the transformationalists wanted to unlock the secrets of language; to build a model of our internal rules, a model that would produce all of the grammatical - and no ungrammatical - sentences. It might be useful to think of our built-in language system as a computer program. The transformationalists are trying to describe that program. The several important concepts of transformational grammar are: first, the recognition that a basic sentence can be transformed into variety of forms, depending on intent or emphasis, while retaining its essential meaning; for example, questions and exclamations and passive sentences. Another major adoption from transformational grammar is the description of our system for expanding the verb.

Grammar is still an important component in English no matter how many experts classified it into several types. In conclusion, the most important thing in learning language is the learners have to know the language structure as well as possible in order to increase their ability in using the target language itself.

2.2.3 Grammar Test

When learn a language, learn the sounds used in that language, the basic units of meaning such as words and the rules to combine these to form sentences,

study a language means that we study about the sentence structure of the language that cannot be separated from studying the grammar.

Grammar is the structural foundation of our ability to express ourselves. Radford (1989: 3-4) says grammar is a model of those linguistic abilities of native speakers of language which enable them to speak and their language fluently. The native speaker grammatical competence is reflected type of institution which speaker has about their native speaker.

There are some techniques used by the teacher to test grammar of the students according to Heaton:

a. Multiple-choice

Probably the most common way of testing grammatical knowledge is the multiple choice test. These tests have the advantage of being easy to grade and being able to cover a lot of grammatical points quickly.

b. Error correction

Error correction items are also useful for testing grammar. An error correction item is one in which the student is given a sentence with an error. Four words or phrase in the sentence marked by letters, and the students need to decide which of the words or phrases has the error.

c. Completion items

Completion items are items in which the testees are asked to fill in blanks in sentences. The advantage of completion items is that they test production, not just recognition. The disadvantage is that they need to be marked by hand and there

will be some cases where the marker needs to make judgments about whether a response is correct.

d. Transformation items

The transformation type of item is extremely useful for testing ability to produce structures in the target language and helps to provide a balance when included in tests containing multiple-choice items.

e. Items involving the changing of words

Another type of item is one in which testees are given a sentence and a word which they need to fit into the sentence by changing the form of the word. This type of grammar test item tests students' knowledge of different word forms and how they are used in sentences.

f. 'Broken sentence item'

This type of item tests the student's ability to write full sentence from series of words and phrases, and thus does not allow the test writer to concentrate exclusively on testing those particular grammatical features which may have just been practiced in class. When setting this item, make sure that the instructions are very clear indeed and provide one or two examples.

g. Pairing and matching items

This type of item usually consists of a short conversation; a stimulus in the form of a statement or question followed by a response often in the form of statement. The item is more useful for testing students' sensitivity and their awareness of the functions of language rather than their knowledge of grammar. Students are simply required to write the letter of the correct response in the space provided.

h. Combination items and Addition items

These objective-type items have long been used in past tests. They should be used, sparingly, however, as they involve largely mechanical responses on the part of students. Note that although the separate sentences are linked to one another by theme, the items can hardly be described as being contextualized in any real way.

2.2.4 Definition of Writing

According to Harmer (2001:79), writing is a form of communication to deliver thought or to express feeling through written form. Activities are not easy to write because writing should be able to produce something new and can give you an idea or ideas to the reader through writing. Another definition of writing is proposed by Nation (2009:112) who states that writing is an activity that can usefully be prepared for by work in other skills of listening, speaking, and reading. This preparation can make it possible for words that have been used receptively to come into productive use.

From the theories that stated above, we can conclude that Grammar and Writing are highly correlated. Writing ability of people especially students here are influenced by their grammar mastery, the better of their grammar will cause their writing ability better.

Perhaps people would define writing in many ways but would still mean the same thing. Definitions vary due to the different needs and purposes of writing. Even experts in the field of English Language Teaching have various definitions of the said skill. The following are definitions of experts in the field of the said skill. or the process oriented professionals and researchers, writing is a product of a person's search for meaning. Zamel (1982) points out that writers go through the

process where meaning is created because writers seem to start off the process not knowing what they are going to say at all.

"Writing as a skill: by far the most important reason for teaching writing, of course, is that it is a basic language skill, just as important as speaking, listening, and reading". And according to Ramsey, "Writing is a process of synthesis. As you write, you used words and information to express your viewpoint in a coherent whole, an essay. But writing draws on intuition as well as reasoning, on sensation and emotion as well as fast and memory.

According to Heaton, there are five skills necessary for writing. They are:

- Language use: the ability to write correct and appropriate sentences;
- Mechanical skills: the ability to use correctly those conventions peculiar to the written language;
- Treatment of content: the ability to think creatively and develop thoughts, excluding all irrelevant information;
- Stylistic skills: the ability to manipulate sentences and paragraphs, and use language effectively;
- Judgment skills: the ability to write in appropriate manner for a particular purpose with a particular audience in mind, together with an ability to select, organize and order relevant information.

Writing is a way of knowing, of discovering what you know as what you put it down not only in the form of words and phrases but of scribbles and drawings, ideas and images and all other wonderful stuff in your mind that may only become clear as you engage in the process of writing it down. Just as you may not know what you're going to say until you say it, so you may not know what you're going to write until you write it.

As one of communication skills, writing is a way to communicate and produce meaning using graphic symbols; that is, letters or combinations of letters which relate to the sounds we make when we speak.

Byrne (1984: 1) states that writing is the art of forming graphic symbols, that is letter in which relate to the sounds when the writers make in speaking. In this sense, the symbols have to be arranged according to certain convention, to form words, and words have to be arranged to form sentence.

According to Heaton (1975: 135) writing is one way of making meaning from experience for one self and for another. Farther more, he said that writing serves as the most available and the most compelling way because the outcome visible language, it is a satisfactorily per moment record of thoughts and feelings.

Refers to the various definitions of writing explained by the experts above, the writer concludes that writing is the activity arranging graphic symbols in order to produce meaning which comes from thought and ideas.

1. The Importance of the Writing

Hairston in Irma (2012: 7) states that there are some reasons why writing is important. Those reasons are:

- a. Writing is a tool for discovery. We stimulate our thought process by the act writing into information and image we have.
- b. Writing generates new ideas by helping us to make connection and relationship.
- c. Writing helps us to organize our ideas. We can arrange them the coherent form.
- d. Writing down ideas allows us to distance ourselves from them.
- e. Writing helps us to absorb and process information, when we write a topic, we learn is better.
- f. Writing enables we solve the problem, by putting the element of into the written

form; we can examine and manipulated them.

- g. Writing on subject makes us actives learners rather than passive learners of information.

Thus, as you write, writing becomes a way of knowing (Cox 2007). Grabe and Kaplan (1996), in their book *'Theory and Practice of Writing'*, explore the meaning of writing in terms of the rhetorical triangle in writing. And such triangle consists of thereader, the recipient of the final product of the writing process; the writer, the originator of the message; and the subject matter and text itself. Both the writer and the reader have to consider all these aspects when writing and reading, respectively, for each one plays a significant role in the journey towards meaning. According to Klein (1985),writing is the ability to put pen and paper to express ideas through symbols. This way,representations on the paper will have meaning and content that could becommunicated to other people by the writer.

In writing, any idea that you advance must be supported with specific reasons or details. (Langan, 2008). Campbell, in her book "Teaching Second Language Writing" (1998:37) says, "One of life's greatest releases is to express oneself in writing". She goes further by quoting one of her students as saying that writing, as a form of creativerelease in a second or foreign language is freedom So this is the definition moresuited to this study of writing among elementary school children in an international setting their discovery of self, their way of self expression and the teaching of life andabout growing up as children engage in writing activities. As Harris (1993) has pointed out, writing is a complex activity. In the ESLcontext, the teaching of such a skill is confounded by the fact that L2 writers are faced with differences between the conventions of writing in their first language and English,which cause confusion on the L2 learner (Hedge, 1988). But

still, this aspect of language learning writing has been a neglected area according to Hedge (1988).

These ideas, according to Hedge (1988), have implications for teachers who want to help their students become good writers. Without a well-established or highly-recognized model of writing, teachers tend to have different ideas about its role in the classroom, what is involved in the teaching of writing, and the possible roles teachers and students play in developing activities to practice it (Hedge, 1988). Writing is of fundamental importance to learning, to development of the person in each learner, and to success in the educational system. As teachers, we need to work continually to aid our students in their search for fulfillment as writers (Harris, 1993).

2.2.5 Process of Writing

If the teaching of writing was divided into separate stages to reflect the various moments involved in the process of writing then perhaps many of the obstacles experienced by both students and teachers could be addressed. Writing practice in the classroom however, is often taken up for display purposes, to assess if students have learned language structures taught in class and for examination purposes. Here, the teacher is concerned with the final product of writing: an essay, a report, an article or story, based on standard models; that these meet the standard English rhetorical style; and are grammatically correct and organised in a conventional manner (Brown, 2001:335).

These are the description of the activities leading to the writing:

2.2.3.1. Prewriting

Graham and Perin (2007: 18) explain that prewriting engages students in activities designed to help them generate or organize ideas for their composition.

Engaging the students in such activities before they write a first draft improves their quality of their writing. Prewriting activities include gathering possible information for a paper through reading or developing a visual representation of their ideas before sitting down to write. Oshima and Hogue (1998: 15) state prewriting activities are useful for narrowing a topic and generating ideas. Three useful brainstorming techniques are listing, free writing, and clustering.

Listing is a brainstorming technique in which you think about your topic and quickly make a list of whatever words or phrases come into your mind. Your purpose is to produce as many ideas as possible in a short time, and your goal is to find a specific focus for your topic.

Free writing is a brainstorming activity in which you write freely about a topic because you are looking for a specific focus. While you are writing, one idea will spark another idea. Clustering is another brainstorming activity that you can use to generate ideas (Oshima and Hogue: 4 -8).

2.2.3.2. Planning

In the planning stage, you organize the ideas you generated by brainstorming into an outline. An outline is a formal plan for a paragraph. In an outline, you write down the main points and sub points in the order in which you plan to write about them (Oshima and Hogue: 8-9).

2.2.3.3. Writing

Stage three in the writing process, after prewriting and planning, is writing and revising several drafts until you have produced a final copy to hand in. Remember that no piece of writing is ever perfect the first time. Each time you write a new draft, you will refine and improve your writing (Oshima and Hogue: 10).

2.2.6 Writing Test

An effective writing process should lead to a successful product. A writing product fulfills its communicative intent if it is of appropriate length, is logical and coherent, and has a readable format. It is a pleasure to read if it is composed of well-constructed sentences and a rich variety of words that clearly convey the author's meaning. When various conceptual models of writing are compared side by side (Isaacson, 1984) five product variables seem to emerge: fluency, content, conventions, syntax, and vocabulary.

Too often teachers focus their attention primarily on surface features of a student's composition related to the mechanical aspects of writing, or conventions. A balanced assessment should look at all five aspects of a student's writing. The following are simple methods for assessing each product variable. In some instances quantifiable measures are used; in others, qualitative assessments seem more appropriate.

2.2.4.1 Fluency

The first writing skill a teacher might assess with a beginning writer is fluency: being able to translate one's thoughts into written words. As concepts of print and fine motor skills develop, the student should become more proficient at writing down words and sentences into compositions of gradually increasing length. The developmental route of very young writers involves trying to understand what written language is about as they look at books, become aware of environmental print, and put pencil to paper (Clay, 1982). Then children try to relate their experiences in writing using invented spelling. As they begin to construct little stories they explore spelling patterns and develop new language patterns. Clay

(1979, 1993) recommends a simple rating scale for emerging writing skills that focuses on language level (from only letters to sentences and paragraphs) and message quality.

2.2.4.1.1 Language Level

Record the highest level of linguistic organization used by the child:

1. Alphabetical
2. Word (any recognizable word)
3. Word group (any two-word phrase)
4. Sentence (any simple sentence)
5. Punctuated story (of two or more sentences)
6. Paragraphed story (two themes)

2.2.4.1.2 Message Quality

Record the number for the best description on the child's sample:

1. He has a concept of signs (uses letters, invents letters, used punctuations)
2. He has a concept that a message is conveyed
3. A message is copied
4. Repetitive use of sentence patterns such as "Here is a..."
5. Attempts to record own ideas
6. Successful composition

2.2.4.2 Content

Content is the second factor to consider in the writing product. Content features include the composition's organization, cohesion, accuracy (in expository writing), and originality (in creative writing). General questions the classroom teacher can ask regarding a composition's organization include:

- Is there a good beginning sentence?
- Is there a clear ending?
- Is there a logical sequence of subtopics or events?
- Cohesion questions include:
 - Does the writer stick to the topic?
 - Is it clear what words like it, that, and they refer to?
 - Does the writer use key words that cue the reader to the direction of the discourse (First... , Then... , Therefore... , On the other hand...)?
- Originality is assessed through questions like:
- Did the writer present a unique point of view?

Analytical scales are the best way to lend some objectivity to evaluation of content. One can choose from a general rating scale, appropriate to almost any writing assignment, or one tailored to a specific genre or text structure. Spandel and Culham (1993) developed an analytical trait scoring guide for six aspects of writing, three of which address content: Ideas and content, organization, and voice. (Voice refers to the author's own unique personality, style, and honesty reflected in the writing.) Each of these traits is scored on a five-point scale.

For example, organization is scored using the following guidelines:

- 5 The organization enhances and showcases the central idea or storyline. The order, structure or presentation of information is compelling and moves the reader through the text.
- 3 The organizational structure is strong enough to move the reader through the text without undue confusion

- 1 The writing lacks a clear sense of direction. Ideas, details or events seem strung together in a loose or random fashion-or else there is no identifiable internal structure. (Spandel & Culham, 1993)

2.2.7 Type of Tests

2.2.7.1 Based on Purposes

There are many kinds of tests; each test has specific purpose and a particular criterion to be measured. This paper will explain about five kinds of tests based on specific purposes. Those tests are proficiency test, diagnostic test, placement test, achievement test, language aptitude test.

1. Diagnostic Test

The purpose is to diagnose specific aspects of a language. These tests offer a checklist of features for the teacher to use in discovering difficulties. Proficiency tests should elicit information on what students need to work in the future; therefore the test will typically offer more detailed subcategorized information on the learner. For example, a writing diagnostic test would first elicit a writing sample of the students. Then, the teacher would identify the organization, content, spelling, grammar, or vocabulary of their writing. Based on that identifying, teacher would know the needs of students that should have special focus.

2. Placement Test

The purpose of placement test is to place a student into a particular level or section of a language curriculum or school. It usually includes a sampling of the material to be covered in the various courses in a curriculum. A student's

performance on the test should indicate the point at which the student will find material neither too easy nor too difficult. Placement tests come in many varieties: assessing comprehension and production, responding through written and oral performance, multiple choice, and gap filling formats.

3. Achievement Test

The purpose of achievement tests is to determine whether course objectives have been met with skills acquired by the end of a period of instruction. Achievement tests should be limited to particular material addressed in a curriculum within a particular time frame. Achievement tests belong to summative because they are administered at the end on a unit/term of study. It analyzes the extent to which students have acquired language that have already been taught.

4. Language Aptitude Test

The purpose of language aptitude test is to predict a person's success to exposure to the foreign language. According to John Carrol and Stanley Sapon (the authors of MLAT), language aptitude tests does not refer to whether or not an individual can learn a foreign language; but it refers to how well an individual can learn a foreign language in a given amount of time and under given conditions. In other words, this test is done to determine how quickly and easily a learner learn language in language course or language training program. Standardized aptitude tests have been used in the United States:

1. The Modern Language Aptitude Test (MLAT)
2. The Pimsleur Language Aptitude Battery (PLAB)

5. Proficiency Test

The purpose of proficiency test is to test global competence in a language. It tests overall ability regardless of any training they previously had in the language. Proficiency tests have traditionally consisted of standardized multiple-choices item on grammar, vocabulary, reading comprehension, and listening comprehension. One of a standardized proficiency test is TOEFL. The writer is suggested to use TOEFL test as an instrument for his research.

TOEFL Test

Test of English as a Foreign Language (TOEFL) is a standardized test to measure the English language ability of non-native speakers wishing to enroll in English-speaking universities. The test is accepted by many English-speaking academic and professional institutions. TOEFL is one of the two major English-language tests in the world, the other being the IELTS.

TOEFL is a trademark of the Educational Testing Service (ETS), a private non-profit organization, which designs and administers the tests. ETS issues official score reports, sent independently to institutions, for two years following the test.

There are three types of TOEFL Tests,

- **Internet-based tests**

Since its introduction in late 2005, the TOEFL Internet-based Test (iBT) format has progressively replaced the computer-based tests (CBT) and paper-based tests (PBT), although paper-based testing is still used in select areas. The TOEFL iBT test has been introduced in phases, with the United States, Canada, France, Germany, and Italy in 2005 and the rest of

the world in 2006, with test centers added regularly. The CBT was discontinued in September 2006 and these scores are no longer valid.

Initially, the demand for test seats was higher than availability, and candidates had to wait for months. It is now possible to take the test within one to four weeks in most countries. The four-hour test consists of four sections, each measuring one of the basic language skills (while some tasks require integrating multiple skills), and all tasks focus on language used in an academic, higher-education environment. Note-taking is allowed during the TOEFL iBT test. The test cannot be taken more than once every 12 days.

Reading

The Reading section consists of questions on 3-5 passages, each approximately 700 words in length

Listening

The Listening section consists of questions on six passages, each 3–5 minutes in length

Speaking

The Speaking section consists of six tasks: two independent and four integrated. In the two independent tasks, test-takers answer opinion questions on familiar topics.

Writing

The Writing section measures a test taker's ability to write in an academic setting and consists of two tasks: one integrated and one independent. In the integrated task, test-takers read a passage on an academic topic and then listen to a speaker discuss it. The test-taker then

writes a summary about the important points in the listening passage and explains how these relate to the key points of the reading passage. In the independent task, the test-taker must write an essay that states their opinion or choice, and then explain it, rather than simply listing personal preferences or choices. Responses are sent to the ETS OSN and evaluated by at least 3 different raters.

- **Computer based TOEFL**

The computer based TOEFL test was introduced in 1998. The maximum points you can score in the TOEFL CBT is 300.

The TOEFL CBT has four sections – listening, grammar, reading and writing. The listening comprehension and grammar tests are adaptive. That means the kind of questions you get depends upon your level of English. Just keep in mind that questions that are easy to answer carry less points.

You will know your TOEFL CBT score instantly. Official results are available in 14 days. Don't rush through the questions. Remember that after you have given your answers, you can't change them.

- **Paper-based Test**

The TOEFL paper-based Test (PBT) is available in limited areas. Scores are valid for two years after the test date, and test takers can have their scores sent to institutions or face time. There are 4 ability to test in this type of test, they are:

1. **Listening** (30 – 40 minutes)

The Listening section consists of 3 parts. The first one contains 30 questions about short conversations. The second part has 8 questions about longer conversations. The last part asks 12 questions about lectures or talks.

2. **Structure and Written Expression / Grammar** (25 minutes)

This test in TOEFL aims to test your ability in identifying written English used in formal situations (formal written English). Many English expressions are acceptable in oral communication, but are unacceptable or unusual in written communication, let alone formal.

Problem Structure and Written Expression consists of two parts, the structure of sentences (structure) and written expression of written English. Structure and Written Expression consists of 40 questions, consisting of 15 questions of structure (numbers 1 through 15) and 25 questions for written expression (numbers 16 to 40).

3. **Reading Comprehension** (55 minutes)

The Reading Comprehension sections has 50 questions about reading passages.

4. **Writing** (30 minutes)

The TOEFL PBT administrations include a writing test called the Test of Written English (TWE). This is one essay question with 250–300 words in average.

2.3 Research Framework

In this last part, the writer will make a plan to do the research from the two part above and it will be Correlation Research. The research that will be conducted in here is divided into three parts explained below.

The research framework I would like to present here starts from some underlying theories that are relevant to the research objectives. They are grammar mastery, writing ability and language testing. As said before, grammar mastery and writing are two skills that are very important for students in order to make a good and an understandable english sentence.

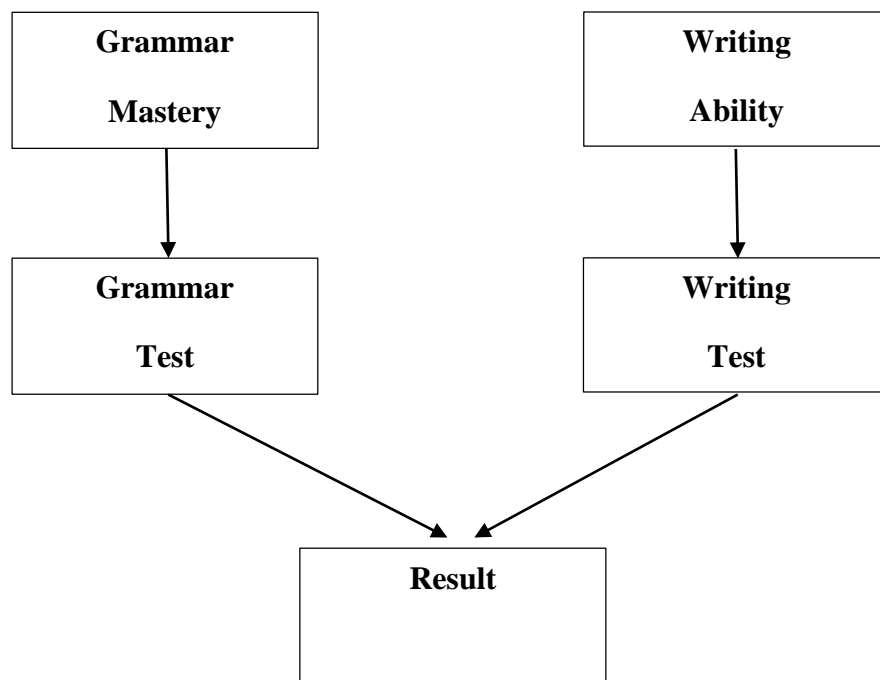


Figure 2.3

Grammar is the way in which words are put together to form proper sentences . Grammar plays an important role in learning English. Like other languages, in learning English, learners should know how to arrange a good sentence. Mastering grammar is very useful in order to do that. Ease or difficulty

in the learning ability of grammar is connected with the notion of frequency, keep practicing to make proper sentences and you will be able to mastering grammar perfectly. To evaluate one's grammar mastery and one's ability in writing, a kind of language test is needed.

There are some ways to test the grammar mastery, such as the multiple-choice test, cloze test, and/or word formation. Whereas to test the writing ability, fluency, content, conventions (readable), syntax and vocabulary are necessary. The result of the test will be analysis to find out whether there is any correlation between students' grammar mastery and their writing ability or not. The analysis will be discussed to determine whether the students with high mark in grammar test also get a high mark in writing test.

From the explanation above we will see if writing ability of the students is affected by grammar or not. The significant correlation between grammatical ability and writing skill by giving them a test to prove that it is true or not and how much does the contribution of grammatical ability to the writing skill.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1 Conslusions

This research is meant to prove whether or not there if is a significant correlation between students' grammar mastery and their writing ability.

In order to obtain his research data, the researcher arranged the grammar test to measure the students' grammar mastery and writing test to measure their writing ability. After conducting the research, the writer comes to some conclusions.

First, the grammar achievement of the sixth semester students of English Education program of UNNES is fair. It can be seen from the computation which the mean score of the students' grammar achievement is 64.6 when it is consulted to the table of category level scores by John W. Best (1981:260); the score is categorized in fair.

Second, the writing ability achievement of the sixth semester students of English Education program of UNNES is good. It can be seen from the computation which the mean score of the students' writing achievement is 66.08 when it is consulted to the table of category level scores by John W. Best (1981:260); the score is categorized in fair.

Third, there is a correlation but not significant between the grammar mastery and writing ability of the sixth semester students of English Education program of UNNES.

Recalling that the r_{xy} value of the correlation between grammar mastery and writing ability taken from the sample is 0.241, and based from the critical values of the r Product Moment with 95% confidence level and the number of subjects 25 was 0.413. It means that the result obtained from the calculation is lower than its critical value. Therefore, the writer concludes that there is a positive correlation but not significant between the grammar mastery (X) and writing ability (Y) of the sixth semester students of English Education program of UNNES.

Related case with previous study written by Mohammad A. F. from University Sains Malaysia in 2008. This research investigated the relationship between writing competence, language proficiency and grammatical errors in the writing of Iranian TEFL sophomores. This research consisted of two phases. In the first phase, the objectives were to assess the writing competence of the Iranian TEFL sophomores, measure their language proficiency, and examine the relationship between their writing competence and language proficiency and its sub skills including listening, reading, and grammatical competence.

Related case with previous study was conducted by Ulul A.. The objectives of the study were to find out the correlation between the students' mastery of past tense and their ability in writing recount text. The method of this research is correlational study and applied a purposive sampling technique, with the total number of the sample is 40 students. The data were gained through tests, namely grammar test and writing test that were analyzed by using product moment pearson. The findings of the research showed that there is a significant correlation between students' mastery of past tense and their ability in writing recount.

Related case with previous study written by Patricia A. Dunn (2014) stated that most students' writing-in fact, most people's writing could use some improvement in content, organization, coherence, style, and editing. However, many people continue to think that if only students received a dose of grammar" instruction, their writing would be better.

Related case with previous study written by Joseph J.B. (2010). Many people focus on using "proper grammar" because when they have difficult time understanding something, grammar is an easy thing to blame. However, when a writer with poor skills in sentence structure, spelling, and comma usage takes the time to construct an effective outline, many readers fail to notice the lack of skills in grammar. Likewise, many writers who feel they have poor skills focus only on their own ability with grammar.

Related case with previous study from Siti Istiqomah (2011). As one of the components of writing, grammar takes an important role in writing and clearly it effects one's writing. The better one's grammar mastery, the better his or her writing. Some people may be good in writing descriptive text with lots of good ideas to express but if they lack of grammar knowledge, they will have a trouble in communicating those ideas to other people.

Related case with previous study conducted by Rosie (2010), said that whenever we write, we need to take in consideration the set of structural rules that govern the composition of sentences, phrases and words in any given natural language, which is known as GRAMMAR. In other words, grammar is like the motor of writing because it is the one who helps the writer to add sense to his ideas by using the correct punctuation in each every word, as well as each phrase and sentence

5.2 Suggestions

From the conclusions stated above, a few suggestions are offered to improve the students' mastery of grammar and their writing ability. They are:

1. For Teachers or Lecturers

From the conclusions stated above, the English lecturer or teacher as a motivator and stimulator may explain that some students are still weak in their mastery of grammar. The lecturer should explain about grammar rules and increase the students' comprehension by using a good method. Besides, the lecturer should explain to the students that there is some criteria to assess writing subject in order to the students are not only focus on grammatical aspects in writing but also learn more how to organize the text well by considering the content, vocabulary, spelling and also punctuation.

2. For Students

For language learners, even though students' grammar mastery has less contribution to their writing ability, the students should pay attention to the language structures. Grammar is one of language components which interacts with other components. Knowing about grammar rules is very helpful for them to communicate effectively either in spoken or written.

3. For the Further Researcher

This research can be a contribution to the research in education which is intended to find out the correlation of two variables, in this case grammar and writing. This research may also be a relevant previous study that can be used by other researchers to conduct a further research relating to the correlation between language skills and language components. Using standard test writing and rubric.

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