

# **CHAPTER I**

## **INTRODUCTION**

### **1.1 Background**

English is a globally recognized international language, serving as a common medium of communication among people from diverse linguistic backgrounds worldwide. It is learned by people all over the world to fill their needs in various aspects. Mastering the English language entails acquiring proficiency in four basic skills: listening, speaking, reading, and writing. To achieve these skills, learners must also acquire proficiency in language components such as phonology, grammar, vocabulary, and pronunciation. These components are essential for effective communication and comprehension in English. Language skills and language components are interrelated because language components can be found in language skills (Andini et al., 2018). Therefore, a comprehensive approach to learning English should emphasize not only the acquisition of language skills but also a thorough understanding of its underlying components.

Writing is one of the four skills that are considered difficult to master, particularly for English Learners. Zemach and Islam (2006:4) stated that “writing is one of the most difficult language skills for English learners to master”. Writing expresses a learner's thoughts and knowledge, meaning that he or she can express them in written form (Purnamasari et al., 2021). Unlike speaking, where ideas can be conveyed spontaneously, writing demands a more structured approach. It requires learners to articulate their thoughts and ideas coherently and organized. This process involves formulating ideas and arranging them into well-structured

sentences and paragraphs. Meanwhile, to arrange words into sentences, one must better understand grammar (Etfiti, 2019). Understanding grammar can help students organize their thoughts in sentences that readers can easily understand.

Grammar provides rules that regulate how sentences in a language can be formed. Denham & Lobeck (2010, p. 8) claim that grammar is a complex system of rules that govern how speakers organize sounds into words and words into sentences. Students have a high level of understanding and proficiency in using the rules and structures of a language correctly when mastering the grammar of its language. Mastering grammar means that the student understands how to use correct English rules, such as changing words and joining them into sentences (Wersi et al: 2013). It involves not only knowing the rules but also being able to apply them naturally in speaking and writing. Mubashiroh (2015) stated, “Grammar mastery is very important to write a text”. Many English students struggle with using proper grammar to express their thoughts (Akbari, 2016). Additionally, they may find written English confusing, particularly in sentence structure, as they may not understand or be familiar with the forms used in English (Phoocharoensil, 2012). Therefore, to produce good writing, students need a strong grasp of grammar to support their writing.

Previous studies investigating the relationship between grammar and writing discovered a correlation between grammar and students' writing skills. As was done by Widya and Wahyuni (2018) in their research with the title “The Correlation Between Grammar Mastery and Writing Thesis Proposal at STKIP YDB Lubuk Alung,” the results of their research state that there is a significant relationship between mastery students' grammar and their thesis writing. Other

research conducted by Etfita (2019) under the title "The Correlation between Students' Grammar Mastery and News Writing Ability," also shows a relationship between students' grammar mastery and writing ability. Thus, it can be concluded that grammar and writing ability are related.

Regarding all the problems explained above, the writer is interested in researching the correlation between students' mastery of grammar and students' writing ability. According to Pallant (2010), correlation analysis is used to describe the strength and direction of the linear relationship between two variables. The researcher will conduct this research on the second-semester students of the English education study program at Artha Wacana Christian University of Kupang.

English students at Artha Wacana Christian University Kupang study grammar from basic to advanced level and writing from first level to academic writing level. Intermediate grammar and second-level writing, such as writing for personal communication, will be taught by students in the second semester. In intermediate grammar classes, students are taught to study sentence patterns and practice the production and use of various clauses and tenses, both orally and in sentences. Meanwhile, in writing classes for personal communication, students are trained on how to express themselves, expressing ideas in written form. Students learn grammar and writing separately, even though they study both subjects simultaneously. In grammar class, they focus solely on studying tenses by creating sentences using the tenses they are learning, with little emphasis on writing. Similarly, in writing classes, students practice writing skills, concentrating not only on grammar, but also on content, vocabulary, organization,

and mechanics. Grammar as one of it, is a crucial component of writing, significantly contributing to the clarity of ideas expressed in written form. It plays a vital role in helping readers understand the content smoothly. As an English student at Artha Wacana Christian University in Kupang, the researcher sometimes struggles to express her thoughts effectively due to a limited understanding of grammar rules. This difficulty often results in challenges when forming correct and precise sentences, which can hinder the researcher's ability to generate ideas on various topics. Thus, this research seeks to do the research by analyzing the relationship between students' writing abilities and students' grammar mastery to find out the extent to which these two variables are interconnected. Therefore, the researcher will conduct this research titled: *A Correlation Study between Students' Grammar Mastery and Writing Ability in the Second-semester Students of the English Education Study Program.*

## **1.2 Research Problem**

Based on the background above the researcher formulated the research question as follows:

1. Is there any correlation between students' grammar mastery and their writing ability of the Second Semester Students of the English Education Study Program at Artha Wacana Christian University Kupang in the Academic Year 2024/2025?
2. To what extent is the correlation between students' grammar mastery and their writing ability of the Second Semester Students of the English Education Study Program at Artha Wacana Christian University Kupang in the Academic Year 2024/2025?

### **1.3 Aim of Study**

The aim of the study is formulated as follows:

1. To find out whether there is any correlation between students' grammar mastery and writing ability of the Second Semester Students of the English Education Study Program at Artha Wacana Christian University Kupang in the Academic Year 2024/2025.
2. To find out the extent of the correlation between students' grammar mastery and their writing ability of the Second Semester Students of the English Education Study Program at Artha Wacana Christian University Kupang in the Academic Year 2024/2025.

### **1.4 Significance of Study**

Understanding the importance of mastering grammar in writing is essential for both students and educators. This study examines the relationship between grammar proficiency and effective writing, supporting theoretical frameworks while providing practical applications for students, teachers, and researchers to improve learning outcomes. The significance of this study includes the following points:

#### **1.4.1 Implication**

The result of the study is expected to support the theory about the correlation between writing and grammar proposed by Miller (2003), cited in Putri, et al., (2016) stated that grammar and writing have a strong correlation.

### **1.4.2 Application**

Researchers hope that the results of this study can be useful for the following:

#### **1. For Teachers**

Serves as a reference for English teachers in designing effective learning strategies to assess their students' writing quality.

#### **2. For Students**

The results of the research are expected to provide students with new insights into the relationship between grammar mastery and writing ability.

#### **3. For other researchers**

The study could serve as a basis for further research into the relationship between grammar mastery and writing ability, potentially leading to new insights in the field of language education.