

## **Chapter One**

### **Introduction**

This introduction chapter presents the reason why the researcher did the research. The introduction chapter explains the background of the study, statement of the problem, limitation of the study, research questions, and the purpose of the study. The significance of the study is also described in this chapter.

#### **Background of the Study**

Grammar is the whole system and structure in language. Learning grammar is as important as learning vocabulary in learning languages. In the language learning process, learning grammar is important to know how to use language well. Mastering grammar can make someone understand how to convey something that will be conveyed properly. Handayani and Johan (2018) found that grammar became something important to use in writing a text. Without good grammar knowledge, the development of students' language learning will be very limited. When someone is learning a language without learning the structure of grammar, it allows someone to misunderstand the meaning of sentences that are spoken or written because of grammatical errors used.

Mastering grammar is also very influential on writing skills. Grammar is a very important component of writing. Writing is one of the skills used in the use of language. By having good grammar skills, it will be easier to understand what someone wants to convey through writing. Handayani and Johan (2018) stated that grammar is used to analyze problems in someone's writing. Therefore, to

make a good writing, the writer should understand the grammatical structure to minimize the errors in writing.

Creative writing is one of the writing techniques that is often encountered. Creative writing is one of the writing techniques that allows readers to get inspiration from the result of the writing. To produce good creative writing, someone must be able to think and see differently about the experiences they have had. Creative writing allows someone to express their ideas in writing. People will freely write what they think and what they imagine to be read by others. The result of creative writing is producing narratives, stories, poems, and many others (Turtunis & Kucukali, 2014).

A writer must ensure that the writing they write can be easily understood by those who read. Without the use of proper grammar, writing will be difficult to understand. However grammar is not the only component needed in creative writing, it also needs creative thinking to make good creative writing. This is in line with Barbot et al. (2012) who argued that the factor that is essential for creative writing is creative cognition. Other than that, Barbot et al. (2012) also mention motivation and extensive function, such as planning and organizing ideas, as a part of creative writing.

There are many studies that investigate the relationship between grammar and writing, but there are still very few studies that discuss the relationship between grammar and creative writing. A study conducted by Singh et al. (2017) discusses grammar errors made by ESL Tertiary Students in writing. In this study, the writers collected essays for entrance examinations from the students to

analyze the common grammatical error made by the students. The other study conducted by Handayani and Johan in 2018 discusses the correlation between problems faced in grammar and writing ability of EFL university students. Handayani and Johan are asked the students to make an essay in 60 minutes and analyze the grammatical error from the essay, as Singh et al (2017) did. Therefore, the researcher is interested in knowing the relationship between grammar mastery and creative writing skills because there are still few studies on this subject.

### **Identification of the Problem**

In writing, students are asked to express ideas that they have to put in a text that is easy to read, so the message can be well communicated. At an English Language Education Department (ELED) at one of the private universities in Yogyakarta, students start writing activities when they are in their first year. They learn about how to write well in various things, especially creative writing in a Literary Appreciation course.

Literary Appreciation is a course that teaches creative writing. One of the tasks in this course is that students are asked to make their own poetry. In this course, the lecturer asked the students to make literary works that they make with their own ideas. Based on the interview that the researcher did with the lecturer, the students sometimes made a sentence that was difficult to understand by the lecturer in making poetry. According to the lecturer, there are some reasons why this case is happening, such as the use of literary devices, the level of creativity, the choices of words, how the students arrange words, the intent to convey, etc.

Several of the students get difficulties in arranging the words because they want to use figures of speech to make better poetry.

Studying grammar has been done by ELED students in the first year. However, good grammar is not a guarantee for good creative writing. Creative writing allows a person to write anything without limits and freedom of imagination. Creative writing can be in the form of poetry. Writers will be given the freedom to express their ideas in writing. They do not need to feel burdened by binding regulations like grammar to write creative writing, because according to some students, grammar is the biggest obstacle in creative writing. On the other hand, a writer must also ensure that the writing they make must be easily understood by the reader. One way to make readers understand the contents of the reading is to use good grammar.

Poetry is one of the examples of creative writing. When the researcher did a preliminary interview with some students, the researcher found that some students find it hard to make poetry in English. They felt it was hard to arrange the words into a beautiful sentence because they are asked to make a sentence that can touch the heart of the readers while still paying attention to grammar. Some of the students that joined the Literary Appreciation course stated that grammar is an important thing in writing poetry. They assume that the use of grammar is to make the reader understand what the writer's writing in their poetry. While Mustika and Lestari (2017) stated that freedom of expression is needed so that the resulting poetry is truly natural, flexible and what it is, which is a form of free self-expression without following linguistic rules. This statement is supported by

Throbani (2008) in his writing mentioning that in writing poetry the things that should the writer do is expertise in making a metaphor, expression and parable.

Based on the statements above, the researcher is interested in finding out whether there is a relationship between ELED students' grammar mastery and their creative writing performance.

### **Delimitation of the Problem**

This research focuses on the level of students' grammar ability, creative writing ability, correlation between students' grammar ability and students' creative writing ability. The researcher does the research in the English Language Education Department of a private university in Yogyakarta. In this research, the researcher focuses on the correlation between students' grammar mastery and their poetry performance, not the cause and effect relationship.

### **Research Question**

The research questions for this research are:

1. How is the ELED students' grammar mastery?
2. How is the ELED students' creative writing performance?
3. Is there any correlation between ELED students' grammar mastery and their creative writing performance?

### **Objective of the Study**

The purpose of this research is to know the level of ELED students' grammar mastery, their creative writing performance and to know whether there is

a correlation between students' grammar mastery and their creative writing performance.

### **Significance of the Research**

The general benefit of this research is to find out the relationship between students' grammar mastery and students' creative writing performance. In particular, this research is expected to be able to provide benefits to students, teachers, and other writers.

**For teachers.** The teacher knows the level of students' grammatical knowledge and students' creative writing performance. After knowing whether students' grammar skills have a relationship or not with students' creative writing skills, the teacher can help students to make creative writing better.

**For Students.** The results of this research can give an overview to students whether grammar has a very important role or not in creative writing. This can help students to make better creative writing based on the findings in this study.

**For other researchers.** The researcher hopes that this research will provide information regarding students' grammar mastery and students' creative writing performance and can use this research as a reference for anyone who will research grammar or creative writing.

### **Organization of the Chapter**

This research consists of five chapters. The first chapter is the introduction. This chapter is talking about the background of this research. In this

chapter, the researcher explains about the background of the study, identification of the problem, delimitation of the problem, research questions, objective of the study and the significance of the study.

The second chapter of this research is talking about the theories related to this research. The researcher provides the theories related to the grammar mastery, creative writing skills, and theories related to the correlation between grammar mastery and creative writing skills. Other than that, the researcher also mentions information about some research that has been done previously. In this chapter, the researcher provides the hypothesis that the researcher used in this research.

The third chapter talks about the research methodology. In this chapter, the researcher provides some information related to the design of this research, where the researcher does this research and when the researcher does this research. The participants of this research and the variables of this research also explained in this chapter. Moreover, the data collection method and the data analysis will be explained by the researcher in this chapter.

The fourth chapter discusses the result of this research. In this chapter, the researcher provides the result of this research including the level of ELED students' grammar mastery, the level of ELED students' creative writing performance and the correlation between students' grammar mastery and their creative writing performance. The researcher also adds the discussion of each result.

The last chapter is a conclusion and suggestion. This chapter provides the summary of the research, including the background of the research, the research

methodology and the finding of the research. Other than that, the researcher also provides some suggestions for the related person, such as the teacher, the student, and the other researcher.