

CHAPTER I

INTRODUCTION

This chapter represents background of the study, identification of the problem, delimitation of the problem, research questions, research objectives, significant of the research, and organization of the chapter. There are also previous studies that included in this chapter to get clear vision why this study needed to conduct by the researcher.

Background of the Study

Learning a language is a must for people in this world because it is a way to communicate to people. A language not only a language that people acquire when they were child, but also as a tool for their communication for every single day. By using a language, people could communicate with others easily. Also, they could share each other's opinions, feelings, and ideas in oral and/or written. According to Badudu, language is a communication tool that use by humans to convey mind, feelings, and the desire (As cited in Dhieni & Fridani, 2017). A language has patterns and regularities which are used to convey meaning. Acquiring a language could be from childhood, and also from learning it from formal education such as at schools or university. Nowadays, schools provide learning a language (compulsory and elective subject) which are traditional languages and foreign languages, and student as a language learner could enroll whatever language they want to learn. Meanwhile, in Indonesia, English is the first foreign language that taught in schools from elementary to college level.

English is one of compulsory subjects that existed in curriculum system of Indonesia, and has introduced it from the very beginning of elementary school. According to Maduwu (2016), Indonesian government has introduced English language since the students are at elementary schools through the basic education curriculum in 1994. In addition to the compulsory subject in Indonesia, Zein, Sukyadi, Hamied, and Lengkanawati (2020) mention “the New Order regime (1967–1998) cemented the official role of English through Presidential Decree No. 28/1990. With this policy, English was made compulsory in secondary schools under the administration of the Ministry of Education and Culture” (p. 4). It means that English is absolutely a subject that must be learnt in Indonesia schools. Therefore, the fact that the purpose of learning English at schools is exist to help the students to be able to communicate with people in their outside-school-life spoken or written in English. This is in line with the findings of Gunantar (2016)’s study. He found that English has affected the development of Indonesian curriculum to generate the English syllabus that including communicative method or communicative learning, and has also brought the students to be able to communicate with people throughout the world.

English has four skills (speaking, listening, reading and writing) and has three components (grammar, vocabulary, and punctuation). Then, the researcher believes that both the four English skills and the components are taught in schools. In English Language Education Department where the research is about to conduct, the students are taught all of the English language skills in various assignments and activities to monitor the students.

However, the researcher only discusses grammar and writing skills. Grammar is important, and is one of the main factors that influences writing ability. According to Qizi (2020), grammar plays an important role to create well-organized writing performances. Grammar not only is a language structure but also as a foundation of every language. Without having good grammar, students can face the difficulties when conveying their mind among the language skills. In fact, grammar is learnt at schools. Students are obligated to learn it since they were at elementary because an English subject is compulsory at schools. However, this obligation is not ensuring whether the students can mastery the grammar or not. On the other hand, Handayani and Johan (2018) found that students faced and struggled to master a grammar because they hardly remember the rules and patterns of tenses. In addition, Kamlasi and Nokas (2017) state the fact that English is considered as Foreign Language and is totally different from Indonesia language, also most of the EFL learners in Indonesia face the difficulty in learning English in terms of pronunciation, vocabulary and grammar.

Besides, other language skills that also important is writing skill. Writing is crucial skill among the other language skills because it contains knowledge of structures, ideas, other skills (e.g., critical thinking and creative thinking), and the ability to put all of them in to written form. Aydođan and Akbarov's study (2014) mention that writing is one of the productive skills in written form. By that means, writing plays an important role in a language. This also strengthens for EFL learners to be good at writing. EFL learners might find it difficult writing in English since English is not their daily language. Not to mention

good at writing does not only about organizing the idea in to a structured way, but also the usage of proper language which is Grammar. In addition to writing ability, here this study refers to merely discuss how well the students can write.

Regarding those two skills, grammar and writing are both important in English skills. Also both of them play major in mastering a language and correlate one another. According to Jaelani (2011), Grammar is a foundation for writing activities. This can be sure that grammar mastery also holds huge role in improving the writing ability. Regarding that statement, there is one previous study that strengthen it. Another newest research by Pamuji and Husada (2020). Their study aims at knowing the correlation between grammar mastery and writing ability in the fourth semester midwifery students of STIKES Pembina Palembang. The population of the study is 22, and Pamuji and Husada used Total Sampling Technique to collect the sample. In obtaining the data, they used two instruments the TOEFL test and the English writing test. Further, he found that the midwifery students can analyze the used of tenses or proper grammar in writing an essay paragraph, so that he concluded that he found there was a significant correlation between grammar mastery and writing ability on midwifery students of STIKES Pembina Palembang.

According to all the explanation above mentions that the importance of grammar mastery in writing ability and how the two variables are related one another. However, the fact that the researcher found in Ariyanti and Fitriana's (2017) study is students face the highest difficulty in writing essay is grammar. It can be seen from the findings that the

students did not use the proper tenses, the pronouns, the articles and auxiliary, and sentence fragment in their essays. Another fact that shows the obstacle students face is grammar coming from Anh's study. In his study, Anh (2019) states that students still face difficulties in writing. For about 10 years of studying English as Foreign Language, grammar still can be the great problem for Anh's participants to fulfill the needs of writing. Last but not least, the findings of Handayani and Johan's (2018) showed that even though students had studied about grammar, they still had struggled with grammatical errors. In fact, several previous studies mention that some problems in writing are from the grammar. According to Ibnian (2017) students faced many difficulties in writing such as grammar difficulties and vocabulary limitation. Ahmad (2016) mentions that writing is a complicated activity because it requires students' extensive abilities such as mastering grammar, selecting vocabulary and punctuation. Last but not least, Huy (2015) found that lack of vocabulary, grammar difficulties and lack of ideas are the most problems that students have in producing writing. To sum up the previous studies that mentioned problems in writing, the researcher concludes that those problems are equally faced by English Foreign Language students in the English Language Education Department since English is not their daily language. They might find it difficult, and tend to confuse which proper grammar to use when communicate with people both in oral and written.

Regarding all the problems above that have happened among learners, the researcher is intended to conduct this study in order to find out the mastery of students'

grammar, and the ability of students' writing, and last thing that will be investigated is how the two variables are correlated based on the data from grammar score and writing score by analyzing and describing using SPSS statistic.

Identification of the Problem

Writing is a skill where the students need to have. Moreover, Writing is taken into consideration to be studied especially for students because writing allows them to be creative in organizing words into correct sentences or even paragraph. Also, by performing writing, the students are able to communicate with, to share their points of view with people in written communication. In writing, the students are expected to write appropriate according to the components of writing which several of them are the grammar, punctuation, and the preference of vocabulary. By those components, the students will be habituated to produce good writing because they will really pay attention on the use of proper grammar, punctuation and the preference of vocabulary.

However, in order producing a good writing is not an easy task to do. Based on the researcher's observations in English Language Education Department, several students faced some problems while learning writing and it has an associate to the mastery of grammar at a private university in Yogyakarta. Writing skills in that department is considered low. This is strengthened with a study from Apriliani (2019) found that one of her participants mentioned that "I feel so confuse to use grammar correctly in writing context". That statement makes as if performing writing is correlated with grammar. Apriliani's findings also mentioned that ELED students' problems were grammar mistake

and structured sentences where can be seen from the mistake when the students producing writing the paragraph. The first year of learning at ELED, the students are obligated to enroll writing courses from Academic Reading and Writing and Basic Reading and Writing. However, this research will only focus on Academic Reading and Writing course.

As well as writing, grammar is important to be studied, yet some students still have the problem to master. Grammar, the researcher considered, is a foundation in English. If the students do not have master them yet, it will be difficult. When talking about the foundation, it is a basic rule of a language especially in English language. Indeed, grammar is going to play an important role for the students to produce either oral or written communication well. On the contrary, mastering grammar can be tough for some students because it contains of amount of knowledge and theories. It will take some time to master grammar, but it does not make mastering grammar is impossible to do.

As stated above, grammar is one of the most problems that students have faced when performing a good writing. A research by Khairunnisa (2019) found that the inadequacy of grammar, vocabulary, ideas and references made the students struggle with their writing performances. Furthermore, grammar is also taught and compulsory course that is needed to be enrolled by the students in their first year in university. The course is Capita Selecta on Grammar. Based on previous studies that other researchers had conducted to investigate the students writing in ELE Department, it all mentioned that as if

there is a correlation between grammar mastery and writing ability. Thus, the researcher is interested in finding out the answer.

Delimitation of the Problem

As explained the problems in grammar and writing above, grammar has a lot of components and theories that are considered for someone if they want to master it. However, the limitation of this study is that the course only focuses on several of them. They are part of speech, conjunctions, adjective clause, and complex sentences. Therefore, whenever this research mentions the master of grammar it means when a student is able and has the ability in using part of speech, adjectives conjunctions, adjective clauses, and complex sentences.

For the writing ability, there are also a lot of components in order to classify students have the writing ability. However this research only focuses on the types of text that are adjusted by the students' experience when following the course. A student can be called they have the ability in performing a good writing when they have learned the types of text such as Sentence, Paragraph, Descriptive and Narrative text.

Research Questions

The problems of the study are framed in the following questions below:

1. How is the students' grammar mastery of English Language Education Department?
2. How is the students' writing ability of English Language Education Department?

3. Is there the correlation between students' grammar mastery and students' writing ability at ELE Department at a private university in Yogyakarta?

Objectives of the Study

Based on the research questions above, the objectives of the study are:

1. To discover the students' grammar mastery of English Language Education Department.
2. To discover the students' writing ability of English Language Education Department.
3. To find out the correlation between students' grammar mastery and students' writing ability of ELE Department at a private university in Yogyakarta.

Significance of the Study

This study hopefully will eventually give some advantages for teachers, students and other researchers whomever read this study and to consider the findings as a phenomenon to conduct the further study.

For teachers. This study will give positive impact to the teaching and learning process. The impacts are (1) teachers know that mastering grammar can be helped by practicing in writing, (2) teachers could select and provide teaching method that is suitable to teach grammar and writing in order to help students improve their language skills, (3)

teachers can deepen their knowledge in the use of grammar in every language skills especially writing in their teaching so that the students can get positive exposure and able to use proper language structure into their target language skills.

For students. This study will also eventually give advantages for students. Firstly, they could willing learn grammar in order to improve their writing ability. Secondly, by mastering a language structure or grammar, it could not only help them to not easily rely on an application to check their grammatical error, but also help them to master the other language skills such as listening, speaking and reading. Last but not least, students can get better understanding on the correlation between writing skills and grammar mastery. Not to mention that this study will give them knowledge about the ways to improve their grammatical and writing skills.

For other researchers. Not only teachers and students that get the advantages from this study, other researchers who read this study will also be expected to get benefits as follows: (1) enhancing writing skills probably can get influenced by many factors, one of them is by having a good language structure so that they can enlarge more research about this correlation, (2) the other researchers can hopefully have more information about the correlation between students' writing skills and students' grammar mastery, (3) the researcher of this study is hoped that this study will provide further information about grammar mastery and writing ability for the other researchers, (4) the other researchers

hopefully can conduct this research area and deepen the correlation between grammar mastery and writing ability in different instruments.

Organization of the Chapter

This study reported divided into five chapters. The chapters present the introduction of the study, the literature review and the related study, the research methodology used in this study, the discussion and findings, and the last chapter presents the conclusion and recommendation for further researchers.

First chapter is about introduction of the research. In this introduction, the researcher will represent the background of the study. Background of the study is explaining the circumstances of the topic of this research and why the researcher was interested in conducting this study. The identification and delimitation of the problem will be represented in this chapter. Research questions that the researcher would like to answer also represent in this chapter one. The objectives of the study which relate to the answer towards the research question is clearly stated in this chapter. Next one, the significances of the study which tells the reader about some advantages for teachers, students and/or the other researchers. Last but not least, the organization of the chapter which is this sub chapter also represent in this chapter one.

The second chapter is literature review. In literature review, the researcher will represent some theories related to the problems that the research want to conduct a research. Additionally, the review of related studies will also be provided in this chapter in

order to strength the researcher's arguments. Another theory that the researcher will represent is Hypothesis. Hypothesis is used as a foundation for conducting this study.

The third chapter is research methodology. In this third chapter of the study, the researcher will indicate the approach which be used to conduct this study. Not to mention that the research setting will also be reported in this chapter in order to tell the reader that this study is going to conduct at a private university in Yogyakarta. The population and sampling data that a researcher will use to explain some participants in this study will also be reported in this study. Last but not least, the data collection and how the data will be analyzed which later be explained in this chapter.

The following chapter is about findings and discussion of the study. In this chapter, the researcher will analyze the data so that each and every of research questions will be expectedly answered by using an SPSS 26 software. After that the researcher will discuss each findings. In this chapter, another data that needs to analyze is hypothesis. Accordingly, the researcher will also analyze the hypothesis as well. Further, review of related studies are also provided in this chapter to support the findings.

The last chapter is the fifth chapter. In this last chapter, the researcher will sum up all the findings of this study. Thereafter, the researcher will give insight and recommendation for further researchers whomever want to conduct this research area.