

THE CORRELATION BETWEEN GRAMMAR MASTERY AND WRITING ABILITY ON MIDWIFERY STUDENTS OF STIKES PEMBINA PALEMBANG IN 2019

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ABSTRACT: The purpose of this study was to determine the relationship between grammar mastery and writing ability on midwifery students at STIKES Pembina Palembang. The population in this study was 22 of fourth semester students of the midwifery study program, STIKES Pembina and study sample were all the population that using total sampling. The data were obtained by using 2 tests, namely the TOEFL (structure and written expression) test and the English writing test. To verify the hypothesis, the data were analyzed by using correlation analysis and using the Statistical Product and Service Solution (SPSS) software version 21.00. Based on data analysis the correlation coefficient on grammar mastery and writing ability was 0.790, this showed that the relationship had a very high relationship and the value of r - is higher than the critical value of r .

Keywords: *Grammar Mastery, writing ability*

HUBUNGAN PENGUASAAN TATA BAHASA TERHADAP KEMAMPUAN MENULIS BAHASA INGGRIS PADA MAHASISWA KEBIDANAN STIKES PEMBINA PALEMBANG 2019

ABSTRAK: Tujuan dari penelitian ini adalah untuk mengetahui hubungan penguasaan tata bahasa terhadap kemampuan menulis bahasa Inggris pada mahasiswa kebidanan STIKES Pembina Palembang. Populasi dalam penelitian ini berjumlah 22 mahasiswa semester IV program studi kebidanan STIKES Pembina dan sample penelitian adalah semua jumlah populasi dengan menggunakan *totaling sampling* Data diperoleh dengan menggunakan 2 tes, yaitu test TOEFL (structure and written expression) dan tes menulis bahasa Inggris. Untuk memverifikasi hipotesis, data dianalisis dengan menggunakan analisis correlational dengan menggunakan program perangkat lunak Statistical Product and Service Solution (SPSS) versi 21.00. Berdasarkan analisis data koefisien korelasinya pada penguasaan tata bahasa dan kemampuan menulis adalah 0,790, hal ini menunjukkan bahwa hubungan tersebut memiliki hubungan yang sangat tinggi dan nilai r - yang diperoleh lebih tinggi dari nilai kritis r tabel. Hal ini menunjukkan adanya hubungan yang signifikan antara penguasaan tata bahasa dan kemampuan menulis bahasa Inggris pada mahasiswa kebidanan STIKES Pembina di kota Palembang tahun 2019.

Kata Kunci: *tata bahasa dan kemampuan menulis*

INTRODUCTION

In the development of the world, English has a very important role for every aspect. Almost all parts of the world have used English both as a natural means of communication and as a tool to achieve the goals economic and trade, social and cultural, and educational. The use of English is almost found in electronic media such as gadgets that are often used in daily activities. In use, mastery of grammar is an important condition to learn.

According to Thornbury (2002) grammar is a partial study of what form (structure) is possible in language so that it can be said so grammar is a description of the rules that govern how the sentence is formed. As Greenbaum (2002) states: Grammar is a major component of language. He mediates between the written sound system or symbols, on the one hand, and the systems of meaning, on the other ”.

To communicate in clearer and more effective ways in English as students they must learn the grammatical. Having an unconscious grammar knowledge might be enough for the use of simple language. That means for students who want to communicate in an artistic way with well-defined structures must go for greater depth understanding and proficiency of what grammar studies offer. As Harmer (1991) states: "Grammar is a description of how to enter where words can change forms and can be combined into sentence in that language ".

Harmer's statement means that if grammatical rules are violated carelessly, communication might be disrupted. Grammar gives users the language of expression and communication control because grammar deals with smaller forms of sentences and units such as clauses, phrases, and words. To communicate intelligently, in order to make sense with each sentence, students must know the grammar of the target language. Considering these definitions, the researcher concludes that grammar is the study of words and the way words work together; invisible forces that guide us as we arrange words in sentences. Everyone who communicates using a certain language, consciously or unconsciously becomes aware of the grammar. Grammar is a means of understanding what they are talking about or what they are building in sentences or expressions when they communicate.

Grammar mastery is obtained from various learning programs in schools such as students learning grammar through puzzles, guessing words, or role playing. This activity will stimulate their competence to observe the grammar that has been learned. Reflections in the past show that learning English is still far behind the required goals. One of the problems of student learning is grammar mastery in writing skills. This can be found from the results of students who are still lacking. The condition, of course, is a reflection of student learning outcomes while still conventional and does not focus on the competencies of the students themselves, how the learning and it means that as generally the teacher is as the main centre to transfer and transmit the knowledge. It means the teacher must be able to make learning contextual involving students directly and actively. No matter how good any learning, if teachers are not able to create in the delivery well, then most will not be first achieved by students. That will affect bored students, lack of responsibility, enthusiasm for learning.

The teacher strives to be able to design learning to be interesting, effective, innovative, and ultimately will increase creativity of student. Student learning success is characterized by student achievement. This is what everyone needs from achievement in the learning process although, however, not all students can achieve successful learning.

The situation of learning in the classroom, especially for vocational high school students, English becomes less effective during the teaching and learning process. That is because students are unable or lack English so they cannot do the language training English provided by the handbook or the teacher.

There are many reasons that can make students not use the English skills, one of which is the lack of confidence they have and fear when doing something wrong. Students must face their fears when the teacher starts directing them one by one whether to answer the questions or write the answers on the board. This is still present during the process of appearing in class. If this situation continues, of course student performance will decline. The process teaching and learning between teachers and students is less effective. learning achievements. Students must pay attention to writing skills as one of their competencies in an English language course. They realize that through education they will have the skills to have for them to achieve what they dream. In addition, the school will create students with high quality and bring knowledge to the public. Parents will decide and send their children to study because of the reputation of the school itself. The difference between abilities or skills regarding writing can be referred to as proof or fence for teachers and students in teaching learning in class. Of course, what is different does not appear at the level of education between one person and another which has differences from one another, including learning English.

In addition to writing skills, reading skills will develop reading skills themselves through reading activities as well as to practice writing activities through practice writing. Through practice, this will help students to improve their writing skills and to find out the best strategy for themselves in creating English writing using good grammar. This step can certainly be found the location or place of error what has been written by students using grammar. Recently people have assumed that grammar and structure have form a similar. It is very difficult for people to write sentences without thinking about the grammar they are writing. The fact is completely different because the grammar is focused on how to write it and the other side's structure is more focused on the sentence form and time of the event. Time in the structure is known as tenses while tenses show the time information that recognizes when an event arises, has appeared, and will appear. Grammar and structure are two inseparable units in making sentences

The importance of grammar when teaching languages, teachers actually have two goals; ensuring fluency and accuracy in all language skills. Fluency is the ability to speak fluently while accuracy is the ability to write and speak with the correct grammatical structure, such as using verb forms correctly, verb phrases, prepositions, and others. To communicate intelligently, in order to make sense with each sentence, students must know the grammar of the target language.

The grammar consists of subject, predicate, object, and adverb of time, place, or method. Some linguists have their own perspectives on different varieties of grammar - that is, different ways to describe and analyze the structure and function of language. According to Hestiningsih (2016), there are three types of grammar. Namely: first, Mental Grammar. Mental grammar is a form of internal linguistic knowledge that operates in the production and recognition of appropriate structured expressions. And this is not the result of any teaching (pure skill). Second, Linguistic Ettiquette. Linguistic ethics is the identification of the right or best structure to use in a language. Third, Traditional grammar. Traditional grammar involves the study of structural analysis found in languages.

Grammar and structure are important points for active communication English both verbally and in writing. Learning to write must think carefully and accurately while making good English sentences. Writing is a complex process that involves a high mentality such as memorization, imagination, arrangement, application, and problem solving. Writing skills are generally acquired with unique skills and have an important role in developing knowledge, communication tools for people. That's because not everyone is able to improve the skills they have as a means to find themselves or more than that it becomes a culture for themselves. It takes several tests to measure how far students mastery of grammar is called a skills test.

Grammar testing is one of the mainstays of language testing. Basic knowledge of grammar underlies the ability to use language to express meaning, and hence grammar tests have an important part in language programs. This is in line with Madsen's opinion that "Grammar tests are designed to measure students' proficiency in various things ranging from inflection in syntax. Syntax involves the relationship of words in sentences, including things like word order, negative usage, question form and connectives". Madsen (1983) presents two basic ways to measure students' initial grammar skills: first, Individual Testing. Individual tests are tests that are designed to test students individually using oral tests. This request can request a reply that is easily said or only for nonverbal actions. This test must use vocabulary that is well known in the test questions and the structure that has been taught by students. Second, Group Testing. In group testing, the teacher provides student tests using directed physical responses. First, the teacher explains and illustrates new vocabulary words. Then, he asks students to draw pictures according to the instructions the teacher says.

In addition, in testing grammar, there are also several types that can be used by teachers to measure student achievement in grammar subjects. And according to Heaton, there are some of the most common types used to test grammar features. Types of tests such as: (a). Multiple choice, Perhaps the most common way to test grammar knowledge is multiple choice tests. These tests have the advantage of being easily assessed and able to cover many grammatical points quickly. (b) Error correction. Error correction items are also useful for testing grammar. Error correction items are items where students are given punishment by mistake. Four words or phrases in sentences marked with letters, and students need to decide which words or phrases have errors. and third, Settlement items. A settlement item is an item that the participant asks to fill in the blanks in a sentence. 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 a number of cases where the marker needs to make a judge.

The grammar test is usually applied in reviewing the material or having English proficiency tests. Student difficulties can be found when they study English grammar. This can happen to the results of students why students do it. Thus it can be said that fluency in English in general - cases, whether in grammar or writing, and the ability to understand what he hears and reads can be measured by learning and tests that evaluate performance in language skills. Students must recognize the mastery of grammar that can be found through the written writings.

According to Brown (2008), "writing is the ability of decoding ideas, interest of feeling in written codes. There should be proposed to communicate with the reader, to express ideas with out the pressure and to explore the experience ". Based on the above statement it can be concluded that writing is expressing ideas or ideas and feelings in

written form. This paper has the purpose of communicating with readers, to express ideas without pressure and to explore experiences.

Peter Elbow in Brown (1994) states that "writing is in fact; a transaction with words whereby you free yourself from what you presently think, feel, and perceive ". So in essence, writing is a word transaction process where the writer is free to express thoughts and feelings. The thing underlined is the word transaction process which means the writer must be able to use the right words so that they can represent the thoughts and feelings that will be expressed

Dunn (1980) "secret languages and codes seem to fascinate young children and maybe for the same reason many seem interested in being able to towrite English". The statement can be said that the hidden language and symbols displayed by students, is amazing and this can be interpreted that students are interested in having the ability to write English.

The teaching objectives of writing include text, sentences, words, morphemes, and syllables. Aaron, Bakar and Ananthia state that the teaching objectives of writing sentences include reading sentences aloud; copy the sentence that has been read; copy sentences that have personal meanings for students; Organize sentences from available random words (2007). The statement illustrates that composing or writing sentences of random words is one of the goals in teaching writing, especially in writing sentences.

Sentences are a series of words. As expressed by Veit in Siahaan (2008) "... a sentence refers to a series of words, which can be analyzed by native speakers into the constituents, they are: anoun phrase and a verb phrase".

Based on the Big Indonesian Dictionary (2002, p. 495) "a sentence is a unitary word that expresses the unit of concept of thought and feeling and language unit which is relatively independent, has a final intonation pattern and actually or potentially consists of clauses". Based on these statements it can be seen that the sentence is a language unit consisting of structure and has its own pattern.

Writing can be concluded to increase knowledge about everything plus the grammar itself, how to arrange paragraphs, selected topics, language styles, and main ideas. With this grammar learning situation, he gained motivation to learn in English to help students more easily deal with difficulties understanding grammar. The habit of writing and understanding grammar is something that is rarely understood by Indonesians. This means it is caused by several things such as the lack of a cultural style in mastering grammar, without the help of the surrounding environment. Writing skills have several goals including involving structure and grammar, improving grammar, adding grammar, having information about something or enjoying literary works. In learning languages many factors must be considered by the teacher so that the goal of mastering grammar will be achieved as well. The teacher conveys the course can use any learning method and also the right approach based on conditions in the classroom and students too. This hopes student learning outcomes, especially grammar, have been significantly achieved. In the Midwifery students STIKES Pembina still can be found errors in grammar mastery when writing English. Students always make mistakes in completing some training tasks, especially in writing. Grammar is always the culmination of deficiencies in making good writing because of incorrect grammar. With the information provided above, it is important to look for ways to improve student learning outcomes towards mastering the grammar in English writing and to find out the influence of grammar on English writing skills. The author concludes that the mastery of grammar or grammar affects the ability to write English. Based on the above, the

writer conducts research with the title: Relationship of grammar mastery to the ability to write English in midwifery students. STIKES Pembina Palembang 2019.

METHODOLOGY

In this study, researchers used the correlational study method. This method was used to explain the data collected. Researchers find out the relationship of each variable, the relationship between grammar mastery and writing ability in English

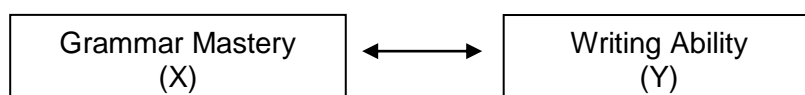


Figure 1. The Variable Design
(Sugiyono, 2006, p. 50)

The location of this research was conducted in the Midwifery Study Program of STIKES Pembina Palembang. The research population was all midwifery students in IV semester Midwifery Study Program at STIKES Pembina Palembang, amounting to 22 students, while the research sample were all the total students from a population of 22 students. The sampling technique used the Totaling Sampling Technique method.

Techniques in Collecting the Data

To obtain this research data, researchers distributed two test. there are grammar test and writing test.

1. According to Greenbaum (2002) states that grammar or grammar is a major component of language. He mediates between the written sound system or symbols, on the one hand, and the systems of meaning, on the other ”. In this study, the researcher gave a question about grammar in the form of multiple choice that was designed like a structure and written problem on the TOEFL problem Grammar questions consisting of 50 multiple choice questions. While for writing, researchers provide 3 topics to be made into paragraphs consisting of writing description, past events and planning.
2. According to Tan (2012), writing can be a great tool to help you find out more about the way you think and it can strengthen ideas and thoughts, and allow you to reflect on them better than if they kept developing in your head. In writing test assessment, the researcher uses the ability assessment rubric from Huges et al (1983) which will be used by 2 rater (Examiners) who have backgrounds as English language lecturers so that the assessment can be objective and unbiased. Writing rubric from Huges et al has the following components:
 1. Vocabulary : Covers the correct or appropriate choice of words and idiom
 2. Structure : Refers to grammar and word order
 3. Organization : Is concerned with ideas and their logical and coherent linkage and development
 4. Content : Refers to information
 5. Mechanics : Is the area of punctuation and situation

Table 1. The Following are The Elements which are Weighed

Four Elements	Poor	Fair	Good	Very good
Vocabulary	1 – 2	3 – 4	5 – 6	7 – 8
Structure	1	2 – 3	4	5
Organization	1 – 2	3 – 4	5 – 6	7 – 8
Content	1	2 – 3	4	5
Mechanics	1	2	3	4

FINDINGS AND DISCUSSION

In this study, the data relating to investigative variables were mainly; grammar mastery and writing ability, all variables are tested with their own type. The data on grammar mastery and students' writing ability in English were distributed in the form of scores and shown in tables and graphs for each variable. In distributing data, the primary data collected is presented and analyzed according to the research objectives.

1. Grammar Mastery

Based on the analysis of the grammar test (structure and written expression), the value obtained with a minimum score was 43 and the highest value was 85. The average value in answering questions about structure and written expression was 65.85. (see table 2).

Table 2. Descriptive Statistics

	N	Range	Min	Max	Sum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
grammar	22	42	43	85	1449	65.86	3.100	14.538	211.361
Valid N (listwise)	22								

2. The Writing Ability in Writing Descriptive Paragraphs, Past Events and Planning

Based on the analysis of the paragraph writing test, there were three assessments in paragraph writing, first; the descriptive paragraph writing test found that, the lowest score was 45, and the highest score was 95 (see table 3).

Table 3. Descriptive Statistics of Descriptive Paragraph

	N	Range	Minimum	Maximum	Sum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
description	22	50	45	95	1515	68.86	2.760	12.944	167.552
Valid N (listwise)	22								

Second, in the past event paragraph writing test it was found that, the lowest score was 40, and the highest score was 92 (see table 4).

Table 4. Descriptive Statistics of Past Event Paragraph

	N	Range	Min	Max	Sum	Mean		SD	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
past	22	52	40	92	1357	61.68	3.093	14.506	210.418
Valid N (listwise)	22								

Third; the writing test of planning paragraph found that, the lowest score was 45, and the highest score was 90 (see table 5).

Table 5. Descriptive Statistics of Planning Paragraph

	N	Range	Min	Max	Sum	Mean		SD	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
planning	22	45	45	90	1407	63.95	2.917	13.682	187.188
Valid N (listwise)	22								

Fourth; the paragraph writing test found the average value, namely in the descriptive paragraph writing test was 68 (35%), the past event paragraph was 61 (32%) and the planning paragraph was 63 (33%) (see chart 1).

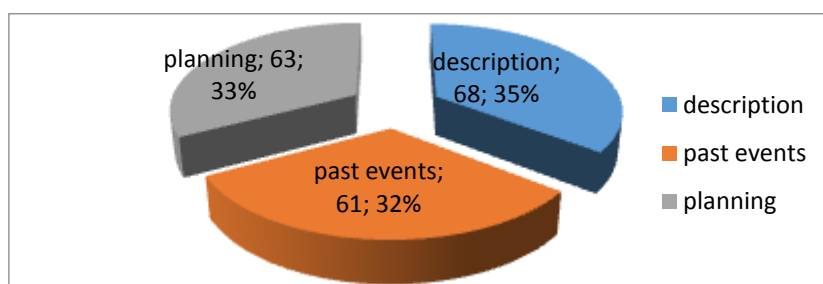


Chart 2. The Average Score of Writing Ability

3. The Correlation Between Grammar Mastery and Writing Ability

Based on the results of the Pearson product moment analysis, researchers found a significant correlation between grammar mastery and writing ability on midwifery students at STIKES Pembina Palembang with a value of $r = 0.790$. At the significance level of $p < 0.05$ in the two tests with $df = 20$, the r -table critical value was 0.4044 and the r -value obtained was higher than the r -table critical value so the null hypothesis (H_0) was rejected and consequently, the research hypothesis (H_1) be accepted. (see table 6).

Table 6. The Correlation between Grammar Mastery and Writing Ability

		grammar	writing
grammar	Pearson Correlation	1	.790**
	Sig. (2-tailed)		.000
	Sum of Squares and Cross-products	4438.591	3403.227
	Covariance	211.361	162.058

	N	22	22
writing	Pearson Correlation	.790**	1
	Sig. (2-tailed)	.000	
	Sum of Squares and Cross-products	3403.227	4181.318
	Covariance	162.058	199.110
	N	22	22

** . Correlation is significant at the 0.01 level (2-tailed).

Based on the results of the study, it was found that there was a correlation between grammar mastery and writing ability on midwifery students of STIKES Pembina Palembang. With the correlation coefficient on understanding the ability to write was 0.790 and based on the r-value interpretation table, these results indicate high or strong correlation or had a high relationship.

From the research results it can be concluded that the greater understanding of English grammar students will have an impact on the ability to write English. Because students can analyze the use of tenses or proper grammar in writing an essay paragraph.

CONCLUSION

In this study, researchers aimed to determine the relationship between understanding English grammar and English writing skills. In this study, understanding student grammar provides a positive relationship with the ability to write in English. Based on the results of Pearson product moment analysis, it was found that understanding grammar has a positive relationship with English writing skills.

From the results obtained it can be concluded that students who have a high grammar mastery tend to have the ability such as speaking, especially in writing ability, students will be more confident when writing English compared to students who have a low grammar understanding.

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