

The Correlation Between Students' Ability in Grammar and Vocabulary With Students' Writing Paragraph Achievements at the Eighth Grade MTs Negeri 4 Mandailing Natal

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Abstract: This research was intended to find out the correlation between students' ability in grammar and vocabulary with students' writing paragraph achievements. There was a correlation between students' ability in grammar and vocabulary with students' writing paragraph achievements. From the calculation above it found that $t_{observed} = 5.754$ whereas the $t_{table} = 2.009$. It shows that correlation between students' ability in grammar and vocabulary with students' writing paragraph achievements was significant at 0.05. From the result, the researcher found that there was correlation of the students' ability in grammar and vocabulary with students' writing paragraph achievements. This means that the correlation of the students' ability in grammar and vocabulary with students' writing paragraph achievements.

Keyword: grammar ability, vocabulary ability. Writing paragraph achievement

I. INTRODUCTION

In learning English, we must learn four skills to achieve integrated language skills. They are listening, speaking, reading and writing. Writing skill is one of the productive skills that should be mastered in using a language. It is because writing skill has significances in improving a communicative competence of learning the language. 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.

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.

Besides the language skills, students also learn about language components. Language components are elements of language consisting of phonology, grammar, vocabulary and pronunciation. 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. 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 writing abilities by building on that subconscious knowledge.

Vocabulary is also very important from other skills. We need vocabulary to make a word, from word to form a sentence, from sentence to form a paragraph. The thing that we need to pay attention in writing ability is the accuracy of vocabulary and the use of correct grammar. In this

case, the researcher intends to rise the title of the research “The Correlation between Students’ Ability in Grammar and Vocabulary with Students’ Writing Paragraph Achievements.”

II. REVIEW AND LITERATURE

2.1. Grammar

Grammar is an important element of a language. Mastering the grammar of a language will affect the mastery of language skills. Therefore, in studying language formally, grammar is a subject that should be studied in depth. The students need to be given adequate provision of grammar so that they have good language skills.

For many students, grammar is considered a difficult and unattractive subject. They do not like learning grammar and therefore they cannot have good achievement in learning it. Even students who have learnt grammar for some years in college still get difficulty to construct good and correct sentences.

There are some aspects of grammar that become problems for the students, such as: the differences in structure between Indonesian and English. This fact gives effect to the difficulty faced by the students in understanding the structure of English; students still have difficulty related to adverb, prepositional phrases, noun clauses: subjunctives, tenses, and complex sentences with adverbial clauses; and the interference of mother tongue.

According to Ellis (2009: 144) the difficulty in learning grammar can be grouped into three, namely: the difficulties associated with environmental factors of language, with linguistic factors, and psychological difficulties. Factors related to language environment are how often the input obtained from the environment. Linguistic factor refers to the nature of the grammar of a language and psychological factors refer to the ability to learn.

There are several definitions of grammar. First, according to Richards and Schmidt (2010: 251-252) grammar is a description of the structure of a language and how language units such as words and phrases are formed into sentences. The next definition, grammar is a set of rules or principles of the working of a language, its system or structure (Brinton, 2000: 8). While Yule stated that grammar is the process of describing the structure of phrases and sentences by considering its order in a Bahasa (2006: 74). In addition to these definitions of grammar, Weaver divides grammar into two definitions. First, grammar is a description of the syntax of a language, and the second is a set of rules or prescription of how to use Bahasa (1996: 1-2).

From the definition described above we know that grammar has always been the elements of a language and the rules of how to arrange these elements into a meaningful unit. For example: how words are arranged into phrases and how phrases are arranged into sentences.

2.2. Vocabulary

Learning a new language cannot be separated from vocabulary. Vocabulary can be defined in various ways. Vocabulary is very important for people who learn English both as foreign language and as second language. Tozcu and Coady (2004: 473) point out learning vocabulary is an important aspect of language two and foreign language acquisition and academic achievement and is vital to reading comprehension and proficiency, to which it is closely linked. Moreover, Heubener (1965: 88) states that learning of vocabulary is based on the formation of spesific habits. Since this involves the association of symbols and their meaning, it is clear that an enrichment of the meaning of the word is as important as its frequent repetition.

Vocabulary is central to second language (L2) acquisition. As McCarthy (1990: 140) states that without words to express a wider range of meanings, communication in an L2 just cannot happen in any meaningful way. Nation in Schmitt (2000: 5) proposes a list of the different kinds of knowledge that a person must master in order to know a words: the meaning of word, the written

form of the word, the spoken form of the word, the grammatical behavior of the word, the collocations of the word, the register of the word, the association of the word, and the frequency of the word.

Ur (1994: 60) defines vocabulary as the words we teach in the foreign language. In addition, Brown (2001: 377) views vocabulary items as a boring list of words that must be defined and memorized by the students, lexical forms are seen in their central role in contextualized, meaningful language. Richard in Schmitt (1997: 241) also states that knowing a word meaning knowing how often it occurs, the company it keeps, its appropriateness in different situations, its syntactic behavior, its underlying form and derivations, its word associations, and its semantic features.

Based on those statements, it can be assumed that vocabulary is a list of words as a basic component of language proficiency which has a form or expression and contains of aspects, they are meaning, use of word, form (pronunciation and spelling).

In addition, according to Grauberg (1997: 15) the process of learning vocabulary involves four stages:

a. Discrimination

This is the basic step. It involves the ability to distinguish sounds, letters from those next to them, and from the sounds and letters of similar words when listening and reading; to keep them distinct when speaking and writing. As will be seen later, failure to discriminate is a frequent source of error.

b. Understanding meaning

This means understanding the concept of the foreign word or phrase. Often this is straightforward because the word can be related to its referent by direct association or because there is equivalent word in English.

c. Remembering

The next step after introducing and explaining new material is to ensure its retention. Once learners have found out the meaning of a word, they have no reason to attend to it any more, and it will be forgotten.

d. Consolidation and extension of meaning

Learning new words is not an instantaneous process if it were, and if presentation were the only critical variable involved, then words would not be forgotten and need to be relearned.

2.3. Writing paragraph

Writing can be widely defined from several perspectives. In the language learners' perspective, writing can be classified as productive skills besides speaking. Writing produces written language, while speaking can produce spoken language; both of them are very different. The differences between speaking and writing comes from the characteristics, (Brown in Weigle 2002: 15) Brown provides the characteristics that differentiate written language from spoken language in terms of the permanency, production time, distance, orthography, complexity, formality and vocabulary.

From the explanation above, it is known that writing which produces written language is more complex and difficult to learn than speaking. It supported by Richards and Renandya (2002: 303). They state that writing is the most difficult skill for second language learners. The difficulty lies not only in generating and organizing ideas but also in translating these ideas into a readable text. The skills that are involved in writing are highly complex. The weaknesses of language proficiency come from the unwillingness of students to learn this skill intensively. It is supported by Harmer (2004: 61). He describes that unwillingness may drive from anxieties they have about their handwriting, their spelling, or their ability to construct sentences and paragraphs. Based on this

statement, most of students think that writing is hard to learn and they always have negative thinking about writing.

There are several elements of writing, including grammar, paragraph organization, and vocabulary. A paragraph is a unit of thought which represents one clear idea. Paragraphs are formed through a series of sentences. In academic texts, most paragraphs will have at least four or five sentences. Thinking about the best way to organise these sentences in your paragraph is necessary if you want to present your ideas in a coherent, unified and logical manner.

A paragraph should have a topic sentence that establishes the subject of the paragraph. Topic sentences most often appear at the beginning of a paragraph, though this is not a requirement. Placing topic sentences near the front of a paragraph can help you as a writer better keep in mind the subject you want to develop in the paragraph. Paragraphs should show a purposeful pattern of development. Effective patterns include:

1. Narration—tell a story from beginning to end
2. Description—provide a detailed description using a variety of sensory details
3. Explanation—identify an idea, event, object, etc. and explain its significance
4. Evaluation—examine the merit of an idea, action, device, etc.
5. Comparison and contrast
6. Cause and effect analysis
7. Process description—present the steps in a process

Paragraphs achieve coherence by remaining focused on their topics, and by using effective sentence-to-sentence transitions to achieve a smooth flow. Good transition strategies include:

1. Carrying over words or ideas between sentences
 2. Using parallel sentences (i.e., sentence with the same grammatical structures and parts of speech) in succession
 3. Using transition words to refer to surrounding sentences and more firmly define relation between sentence
- Of course, your paper needs smooth transitions between paragraphs too, and the strategies above can provide those. Sentences transitioning into a new paragraph often are used to identify its subject.

Since writing is a product of written language, writing requires special abilities. The written products are often the result of thinking, drafting, and revising procedures that require specialized skills, skills that not every speaker develops naturally. It is clear that writing paragraph skills cannot be mastered instantly, but it needs a process to master this ability

III. RESEARCH METHOD

3.1. Research Type

This researcher employed correlation research design. (Best & Khan, 2006) state Correlation is the relationship between two or more paired variables or two or more sets of data. The research was analyzed by using product moment correlation. It is usually used to correlate two variables based on its correlation coefficient value.

It is useful to describe and find out the significance of the correlation between those three variables, variable X1, X2, and variable Y, independent and dependent variable. The independent variable is a variable which causes or influences the other variables. The dependent variable is a variable that influenced by the independent variable.

Grammar Ability X1	Vocabulary Ability X2	Writing Paragraph Achievement Y
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This research applies a Quantitative approach. Quantitative research is based on the measurement of quantity or amount. It is applicable to phenomena that are able to be expressed in terms of quantity (Kothari, 2004). It means that the writer analyzed the data which has been collected statistically to gain the findings

3.2. Research Population and Sampling

Ary (2010) defines population is all members of any well-defined class of people, events, or objects. Other statement, Kothari (2004) claims that the definition of population of the research is all items in any field of a research study. Based on definition, the writer concluded that population is a number of groups interest to the researcher, a number of groups which she would like to make the results of the study to be reported. In this study, the researcher selected the eight grade students of MTs Negeri 4 Mandailing Natal (The Islamic Junior High School) in the academic year 2021/2022. A sample is the selected participants that taken from the population for the research study. Arikunto (2014) states that a sample is a set of some, not all of the observation or other things. Sample is a part of population that represents the whole population. If the member of the subjects is less than 100 persons, the writer is able to take entire subjects.

The researcher took eighth grade students which consisted of six classes. Considering the large number of the students, the researcher needed to select a sample. This could make easy to conduct the research. In selecting the sample, the researcher used cluster sampling technique.

3.3. Validity and Reliability Testing

1. Validity

Validity can be defined as the extent to which the test measures. The definition of validity of quantitative research according to some experts as “the degree to which it measures what it is supposed to measure” (Holbrook & Bourke, 2005; Manning & Don Munro, 2006; Pallant, 2010; Sugiyono, 2010). This mean that the validity of study is related to the extent to which a researcher measures what is it supposed to measure. In particular, research validity Quantitative research is rooted in the view of empiricism which emphasizes evidence, objectivity, truth, deduction, reasoning, facts, and numerical data (Golafshani, 2003)

2. Reliability

Reliability is a significant characteristic of any good test for it to be valid at all and a test must be reliable as measuring the instruments. (Arikunto, 2013) says that the reliability of the test is an instrument can be believed to be used as instrument for collecting data because it has been good. It means that reliability is needed to know whether the test has a good quality or not.

3.4. Research Instrument

According to (Sugiyono, 2013) cited in (Azmi, 2016) research instrument is a tool or instrument which used to measure the social and nature phenomena that observed. In this study, the researcher collected the data through distributing the test. Test is one of instrument to measure the student’s ability. In this study, the researcher distributed two kinds of test, pre- test and post-test. Pre-test was given to measure the student’s ability before the treatment; post-test was given after the treatment. The number of the test is 5 questions containing: 5 image of fruits and the words. The results of pre-test score and post-test score were compared to know whether there is significant difference between before and after the treatment.

3.5. Method of Data Analysis

After collecting the data, the researcher analysed it in order to find out whether there is influence of using animation video toward mentally retarded student’s achievement in vocabulary

mastery. Hypothesis testing is intended to see whether the hypothesis that proposed in this research is accepted or not, to testing the hypothesis, Repeated Measures T-test was conducted and the used formula of the test is t-test :

$$t_{\text{-test}} = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{S_1^2}{N_1} + \frac{S_2^2}{N_2}}}$$

Notes:

X1 = mean score of experiment class

X2 = mean score of control class

S = standard deviation

N1 = number of the students' in experimental class

N2 = number of students' in control class.

Based on the explanation above, the researcher concluded that the hypothesis is the temporary answer of research question. This assumption may be true or not. When the sample of the data is not consistent with the hypothesis statistical, it means that the hypothesis is rejected, because the test is used to know whether the hypothesis that proposed can be rejected or accepted. The formula which is used in this test is t-test.

IV. RESULT AND DISCUSSION

4.1. Result

This research consist of three variables, namely writing paragraph achievement (Y) as the dependent variable, and grammar ability (X1) and the vocabulary ability (X2) as the independent variable. From the data were collected the lowest score of pre-test was 40, and the highest score of pre-test was 66 and the mean of pre-test was 53.46. On the other hand the lowest score of post-test was 66, and the highest score of post-test was 88 and the mean of post-test was 77.26. Whereas in control group, showed the lowest score of pre-test was 40, and the highest score of pre-test was 60 and the mean of pre-test was 47.66. On the other hand the lowest score of post-test was 56, and the highest score of post-test was 80 and the mean of post-test was 69.53.

Based on the explanation above, it shows that the student's score in experimental group was higher than student's score in control group, where in pre-test (53.46) and the score in post-test (77.26). The total score of the mean score in experimental and control group showed that there was significant effect in improvement of student's score between pre-test and post-test.

the hypothesis testing in this research, it is used two average similarity test by using statistic, as follow:

T-test =

Where:

x1 = 23.80

x2 = 13.73

S1 2 = 48.13

S2 2 = 4.69

n1 = 30

n2 = 30

t = 5.754 From

the calculation above, it can be seen that tobserved = 5.754. The testing hypothesis is conducted in order to find out whether that hypothesis is accepted or rejected. The basis of testing hypothesis is that the Ha is accepted if the tobserved > ttable. In this study the calculation of the scores uses t-test

for the degree of freedom 58 ($df = N + N - 2$) at the level of significant 0.05 that the critical value is 2.009. So it can be seen that $t_{table} = 2.009$.

4.2. Discussion

There was a correlation between students' ability in grammar and vocabulary with students' writing paragraph achievements. From the calculation above it found that $t_{observed} = 5.754$ whereas the $t_{table} = 2.009$. It shows that correlation between students' ability in grammar and vocabulary with students' writing paragraph achievements was significant at 0.05. From the result, the researcher found that there was correlation of the students' ability in grammar and vocabulary with students' writing paragraph achievements. This means that the correlation of the students' ability in grammar and vocabulary with students' writing paragraph achievements.

V. CONCLUSION

From the data obtained it is seen that the result of the correlation of the students' ability in grammar and vocabulary with students' writing paragraph achievements is higher. The result of $t_{observed}$ is 5.754 and t_{table} is 2.009 ($t_{observed} > t_{table}$, $5.754 > 2.009$). It means that H_0 is rejected and H_a is accepted. There is correlation between students' ability in grammar and vocabulary with students' writing paragraph achievements.

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