

THE CORRELATION BETWEEN STUDENTS' GRAMMAR MASTERY AND THEIR WRITING ANALYTICAL EXPOSITION ACHIEVEMENT

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Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui ada atau tidaknya hubungan antara penguasaan simple present tense siswa dengan kemampuan menulis teks eksposisi analisis siswa. Penguasaan simple present siswa berpengaruh signifikan terhadap pencapaian menulis teks eksposisi analisis. Penelitian ini menggunakan metode kuantitatif. Nilai rata-rata tes grammar adalah 47,5 yang termasuk dalam kategori “sangat kurang”. Sedangkan nilai rata-rata kemampuan menulis adalah 54,38 yang termasuk dalam kategori “kurang”. Dari perhitungan dengan menggunakan rumus produk momen Pearson, diperoleh r_{xy} 0,804. Hasilnya menunjukkan bahwa ada korelasi positif antara penguasaan simple present tense siswa dan kemampuan siswa dalam menulis teks eksposisi analisis. Disamping itu, berdasarkan hasil analisis regresi sederhana menunjukkan efek signifikan pada level 64,7% terhadap pencapaian menulis teks eksposisi analisis, dan 35,3% karena faktor lain yang tidak dijelaskan dalam penelitian ini. Berdasarkan penelitian ini, disarankan bahwa untuk memiliki kemampuan yang baik dalam menulis teks eksposisi analisis, siswahas harus memiliki penguasaan simple present tense yang baik.

Kata Kunci: Korelasi, menulis analitis, teks eksposisi

Abstract

The purpose of this research were to find out the correlation between students' simple present tense mastery and students' writing anaytical exposition text ability. Students' simple present tense mastery significantly influence analytical exposition writingachievement. This research used a quantitative method. The researcher used two test to collect the data, namely grammar test and writing test. The mean score of the grammar test was 47,5 which classified “very poor” level. On the other hand, the mean score of the writing ability was 54,38 which classified “poor” level. From the calculation by using the Pearson product moment formula, it was found out the r_{xy} 0,804. The results indicated that there was positive correlation between students' simple present tense mastery and their ability in writing analytical exposition text. Beside that, the result of simple regression analysis of the variables, it was found that the students' simple present tense mastery gave significant effect in the level of 64,7% toward analytical exposition writing achievement and 35,3% was unexplained another factors. Based on this research, it was

suggested that to have a good ability in writing analytical exposition text, students should have a good mastery of simple present tense.

Keywords: *Correlation, writing analytical, exposition text*

INTRODUCTION

Humans use language to communicate with other people. Without language it is impossible for people or everyone to join interaction each other in daily life or in learning something and also the human activities can not run without language. Every country has a different language. There is an international language for communication around the world. According to Syam, M., Yunus, M. (2021) state that English language is one of the most spoken languages in the world. English is one of international languages which is used throughout the world and also English is used in many fields of life such as: in politics, social, and education. In Indonesia, English is a foreign language and very important to be mastered. Syamsu, A., Muhajir, (2022) state that English language has become increasingly important as the first foreign language in Indonesia. Therefore, the government requires that all schools in Indonesia especially at the high school level to make English as one of subjects tested in the national examination. And also in Indonesia, English is taught formally from junior high school through university level as a compulsory subject. In teaching and learning English as a foreign language it needs grammar to speak and write correctly. Grammar is one of the components of language that must be mastered by the students to learn English. In teaching English the students need to master grammar because by mastering English grammar students will be able to speak and write English correctly. In mastering English grammar there are many rules and sentences that should be mastered by students.

According to Yunus, M., Abdollah., Hudriati, A., (2020) that simple present tense is used to discuss permanent situations or something happens regularly and also used to show how often something happens with adverbs of frequency; always, usually, often, sometimes, occasionally, seldom, rarely, never, etc. And when discussing about daily, weekly, monthly, etc. Simple present tense is used to describe habits or routines, to express opinions, or to make general statements of fact, the simple present tense can also be used to refer to the future. And also used to express daily activities and general statements. Simple present tense is used in analytical exposition text. Writing is one of four language skills in English that must be studied by ESL and EFL learners. It includes a productive skill in order to produce the written and spoken language. Many people assume that writing is the most difficult skill among the other skills, such as listening, speaking, and reading. One of the genres in writing is analytical exposition text. According to Syarifuddin, S., & Hasyim, I., (2020) state that analytical exposition text is a text which persuades the readers or listeners that something in the case gives a point of view and confirms what is claimed. Analytical exposition text is a text that elaborates the writer's opinion on phenomena/issues without persuading the readers or listeners to do something.

Based on the interview with English teacher in MAN 1 Barru on October 2022 about the students' capability in mastering English, especially in writing text ability, she said that only a few of students got scores that reach KKM. And the researcher also asked about her students' simple present tense mastery, they had difficulties in mastering simple present tense so that their writing ability is bad too. Based on the explanation above, the researcher conducted preliminary research to the students. They seem confused to write analytical exposition text because their grammar is low and they can not remember it for a long time. The researcher

assumed that their writing ability is low. Based on the background above, simple present tense is one of the language features in writing analytical exposition text. So, the researcher interested in conducting doing the research entitled “The Correlation between Senior High School Students’ Simple Present Tense Mastery and Their Ability in Writing Analytical Exposition Text at MAN 1 Barru”. Based on the background of the study, the researcher formulated there were two problem statements. The first, is there correlation between senior high school students’ simple present tense mastery and their ability in writing analytical exposition text in MAN 1 Barru? and the second, do MAN 1 Barru students’ simple present tense mastery significantly influence analytical exposition writing achievement?. Sulaiman, R., Muhajir. (2019) conducted a study entitled “The Correlation between Students’ Simple Present Tense Mastery and Descriptive Writing Achievement of the Eleventh Grade Students of MAN 1 Palembang”. The result of writing test indicated that the category achievement in writing descriptive text was in poor category. Based on the result of pearson product moment correlations, it was found that students’ simple present tense mastery has a significant correlation with their descriptive writing achievement. Syarifuddin, Salmia., Hasyim, I. (2017) conducted a study entitled “The Correlation between Students’ Grammar Mastery and Their Ability in Writing Narrative Text at State Islamic Senior High School 1 Kampar”. The result of this study shows that there is very strong correlation between students’ grammar mastery and writing ability. It is proved by the result of the correlation coefficient level at “Very Strong” (0,852). It can be said that students’ grammar mastery of the tenth grade students at State Islamic Senior High School 1 Kampar has a contribution on writing narrative text ability.

Based on the explanation above, the researcher found that the previous research and this researcher are about the same focus, that to found out the correlation between grammar mastery and writing ability. Although the calculation technique used the same correlation formula. The differences between previous researches with this research are the techniques, procedures or processes, and the subject of the research. Yunica in her research “The Correlation between Students’ Simple Present Tense Mastery and Descriptive Writing Achievement of the Eleventh Grade Students of MAN 1 Palembang”. And Hendrizal in his research “The Correlation between Students’ Grammar Mastery and Their Ability in Writing Narrative Text at State Islamic Senior High School 1 Kampar”. Based on the previous research that the grammar mastery had a significant correlation with the writing ability.

METHOD

The research design that the researcher used quantitative method as a correlational research, because this research aims to found out the correlation between senior high school students’ simple present tense mastery and their ability in writing analytical exposition text. The obtained the data to know there is correlation between students’ simple present tense mastery and their ability in writing analytical exposition text. The research was conducted on March 13th – April 13th 2023. And the research was conducted at MAN 1 Barru. Located at Sultan Hasanuddin street Number 9 Amaro, Coppo, Barru Regency.

Subject of the Research

According to Sulaiman,., (2018) stated that population is the group of interest to the researcher, the group to whom the researcher would like to generalize the result of the study. The population of this research was the students of the eleventh grade of MAN 1 Barru. The total

populations was 107 students. According to Walliman, N. (2011) stated that a sample is a small proportion selected for observation and analysis. Sampling, it is the process of selecting a sample from the population. In this research, the researcher used random sampling. The sample of this research was one class that consists of 33 students (XIMIPA 1).

Data Collection Procedures

According to Kabir (2016) stated that data collection is the process of gathering and measuring information on variables of interest, in an established systematic fashion that enables one to answer stated research questions, test hypotheses, and evaluate outcomes. In collecting the data, the researcher used simple present tense mastery test and writing analytical exposition text test. The researcher gave test to the students. There are two test used in this research, namely grammar test and writing test. The first, the researcher gave simple present tense test to measure the students' mastery in simple present tense. The test used form multiple choice test to collecting the data. The second, writing test in analytical exposition text, the researcher gave several topics to the students. And asked students to write an analytical exposition text based on the topic they choose. After the researcher collects the data, the researcher will analyze the data.

Instrument and Technique Collecting Data of the Research

There were two data instrument on this research, namely simple present tense mastery test and writing analytical exposition text test. The first, simple present tense mastery test used form of multiple choices test with four options; a,b,c, and d for simple present tense mastery test by google form. The students had to choose one correct answer among four provided options. The test used to measure the students' simple present tense mastery. The second, writing analytical exposition text test, the researcher gave several topics to the students. They had to choose one of the topic, and then asked the students to make a simple analytical exposition text by the topic. To collecting the data, the researcher gave test to the students. There are two test used in this research, namely grammar test and writing test. The first, the researcher gave simple present tense test to measure the students' mastery in simple present tense. The test used form multiple choice test to collecting the data. The second, writing test in analytical exposition text, the researcher gave several topics to the students. And asked students to write an analytical exposition text based on the topic they choose. After the researcher collects the data, the researcher will analyze the data.

Technique of Data Analysis

In scoring the simple present tense mastery test, a multiple choice test consist of 50 items. The answer will be score 2 if it is correct and 0 if it is incorrect. And in scoring the students' ability in writing analytical exposition text the researcher was classify of scoring criteria, they were; grammar of simple present tense, vocabulary mastery, and generic structure of the text. To analyze the data with formula Pearson product moment correlation and simple regression the researcher need to used normality test and linearity test by spss. normality test was used to find out whether the data of simple present tense test and writing analytical exposition text test was normal or not. Then, to find out whether the data was normal or not One-Sample Kolmogorov-Smirnov test was used. And linearity test was conducted to measure whether the obtained data was linear or not. Test for Linearity was used to measure students' score in simple present tense

test and writing analytical exposition text test.

FINDINGS AND DISCUSSION

The results of this research, there were grammar test (simple present tense test) an writing test (analytical exposition text test). The grammar test consisted of the multiple choices, and then the writing test consisted into to items as follow organization and sentence structure. The calculation above the English simple present tense of the student to classify the level of the students.

Table 1. Frequency and Rate Percentage of the Students' Simple Present Tense Mastery

Number	Score Interval	Frequency (n)	Percentage (%)	Mastery Category
1	91-100	0	0	Excellent
2	81-90	1	3,12	Very good
3	71-80	3	9,38	Good
4	61-70	2	6,25	Fair
5	51-60	5	15,63	Poor
6	<50	21	65,62	Very Poor
Sum		32	100	

The illustration of the table above showed clearly that 0% had excellent or 0 student, 3,12% had very good or 1 student, 9,38% had good or 3 students, 6,25% had fair or 2 students, 15,63% had poor or 5 students, and 65,62% had very poor or 21 students. From the table above that the data obtained shows that students' simple present tense mastery was low under 50%, only four students or 12,5% students were good in grammar mastery in term simple present tense and 28 students or 87,5% students were poor in grammar mastery in term simple present tense. Based on the results it can be concluded that students' simple present tense mastery in MAN 1 Barru class XI MIPA 1 was low, only several students got the good value. From the result the students had not mastered how to use to be and verbs used in simple present tense. The calculation above the result of writing analytical exposition text test students.

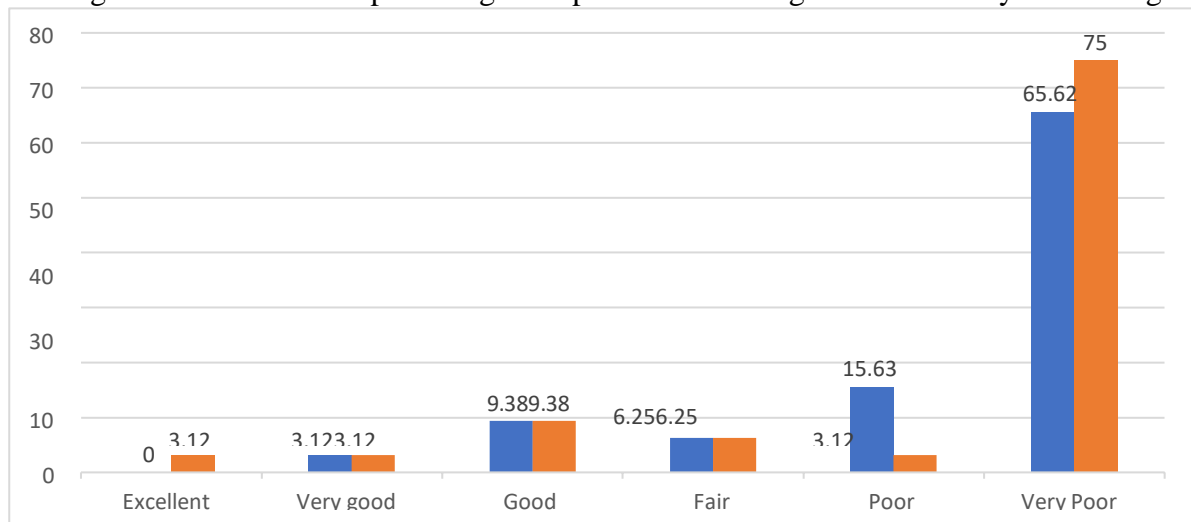
Table 2. Frequency and Rate Percentage of Students' Writing Analytical Exposition

Number	Score Interval	Frequency (n)	Percentage (%)	Mastery Category
1	91-100	1	3,12	Excellent
2	81-90	2	6,25	Very good
3	71-80	4	12,5	Good
4	61-70	3	9,38	Fair
5	51-60	4	12,5	Poor
6	<50	18	56,25	Very Poor
Sum		32	100	

The illustration of the table above showed clearly that 3,12% had excellent or 1 student, 3,12% had very good or 1 student, 9,37% had good or 3 students, 6,25% had fair or 2 students, 3,12% had poor or 1 student, and 75% had very poor or 24 students. From the table above that

the data obtained shows that students writing ability was low under 50%, only seven students or 21,87% were good in writing ability and 25 students or 78,13% students were poor in writing ability in term analytical exposition text. Based on the result it can be concluded that students writing ability in analytical exposition text was low, only several students can wrote well.

The figure 1 below showed percentage comparison between grammar mastery and writing.



Normality was conducted prior to data analysis. One-Sample Kolmogorov-Smirnov Test applied to find the normality of variables. The table of normality from each variable can be seen below:

Table 3. One-Sample Kolmogorov-Smirnov Test One-Sample Kolmogorov-Smirnov Test

One-Sample Kolmogorov-Smirnov Test		Unstandardized Residual
N		32
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	11.02391676
Most Extreme Differences	Absolute	.144
	Positive	.057
	Negative	-.144
Test Statistic		.144
Asymp. Sig. (2-tailed)		.088 ^c

Based on the table above, the results indicated that significance value $0,088 > 0,05$, then the residual value is normally distributed based on the normality test conducted, it can be interpreted that the residual value of the research data was normally distributed. Test for linearity was used whether the students' scores in simple present tense test and writing analytical exposition text test were linear or not. The deviation of linearity was obtained and the linearity tests of each variable can be seen in the table below:

Table 4. Linearity of the data

Anova Table							
			Sum of Squares	df	Mean Square	F	Sig.
Writing Ability Test Grammar Mastery Test	Between Groups	(Combined)	9746.667	21	464.127	5.008	.006
		Linearity	6906.171	1	6906.171	74.514	.000
		Deviation from Linearity	2840.496	20	142.025	1.532	.247
	Within Groups		926.833	10	92.683		
	Total		10673.500	31			

Based on the table above, it can be seen in the significance value deviation from linearity $0,247 > 0,05$, it can be concluded that there is a linear between variable x (simple present tense test) and variable y (writing ability in analytical exposition texttest).

Analysis of Correlation

The researcher analyzed the data about correlation, in analyzing this data the researcher treated the English simple present tense of the student as independent variable x and the writing analytical exposition as dependent variable y. To calculate the data, the writer used the formula of product moment correlation. At the result of English simple present tense and writing analytical exposition text obtained r_{xy} was 0,804. To find the critical value of rtable the researcher firstly must find Df (Degree of Freedom). The formula of $Df = N - 2$ was the total number of researcher population. $Df = N - 2 = 32 - 2 = 30$. It known that rtable with $N = 30$ and 5% significant level was 0,349. Therefore, it can be concluded that r_{xy} was greater than rtable. Based on the result above, it can be concluded that H_0 rejected and H_1 is accepted. It means that there is correlation between students' grammar mastery in term of simple present tense and students' writing ability in term of analytical exposition text.

Analysis Regression

Regression analysis was used to find out if senior high school students' simple present tense mastery had significant influence on their analytical exposition writing achievement.

Table 5. The Regression Analysis of SMP IT Students' Simple Present Tense Mastery and Their Analytical Exposition Achievement

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	10.868	6.192		1.755	.089
	Grammar Mastery Test	.916	.124	.804	7.416	.000

Based on the output of the SPSS above, the regression equation model can be formulated as follows: $\hat{Y} = \alpha + \beta X + \varepsilon$. The meaning of the formula Constanta (α) = 10.868 means that if the grammar mastery test is constant or fixed, the writing ability test was 0.916. Coefficient

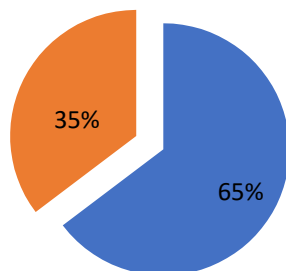
of Regression Direction $\beta X = 0,916$ (positive value) meaning if te grammar mastery test increases by one unit, then the writing ability test will increase by 0,916.

Table 6. Model Summary

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.804 ^a	.647	.635	11.206
a. Predictors: (Constant), Grammar Mastery Test				

Based on table of model summary above, the result of the analysis the R Square value 0,647 means that the grammar mastery test effects the writing ability test by 65,7%, while 35,3% was unexplained other factors that were not examined at this research. For more details, see the chart below:

Factors that influence the writing ability test



The Correlation between Senior High School Students' Simple Present Tense Mastey and Their Ability in Writing Analytical Eksposition Text.

According to Creswell (2012) stated that correlational study is concerned with identifying the antecedents of a present condition. As its name suggest, it involves the collection of two sets of data (variables), one of which will be retrospective, with a view to determining the relationship between them. According to Mansyur, U., Rahmawati, S., Muhajir (2023) stated that in their simplest form, correlational studies investigate the possibility of relationship between only two variables, although investigations of more than two variables are common. Correlational study is also sometimes referred to as a form of descriptive research. Based on the result, it can be seen that the score of r_{xy} was 0,804 and the value of r_{table} with $N = 30$ and 5% significant level is 0,349. It means that there is the correlation between students' mastery in simple present tense and their ability in writing analytical exposition text because $r_{xy} = 0,804$ higher than $r_{table} = 0,349$. According to Muhajir., Sulaiman, R., Ismail, U. (2018) stated that grammar is often defined as the rule system of a language, but it is also useful to think of it is a resource for expressing meanings and grammar plays an important role in writing English.

Based on analysis above, the writer conclude that the students' simple present tense and writing analytical exposition text have positive significant correlation where $r_{xy} > r_{table}$ or there is significant correlation between students' simple present tense and students' writing ability in analytical exposition text. So that it can be concluded that H_0 rejected and H_1 is accepted. Even though the findings of this research revealed that students' simple present tense mastery had a

significant correlation with students' analytical exposition writing achievement, it should not simply be ignored if there were some students still had difficulties in learning it. The result of students' score in simple present tense test showed that the mean score was indicated the level "very poor" (47,5). While, the result of students' score in writing analytical exposition test showed that the mean score was indicated the level "poor" (54,4). The majority of students had poor achievement in analytical exposition writing. Indicate they still had difficulties in writing even though they had good mastery in simple present tense. The students' problem in writing might be because the students were not interested in writing, the students had difficulties in organizing their ideas, they maybe confused to start to write. Besides that, the students may lack in vocabulary and it make the students difficult to find the word choice and usage, that sometimes make the meaning of the sentences obscured and difficult to understand.

The Influence of MAN 1 Barru Students' Simple Present Tense Mastery on writing Analytical Exposition Text Achievement.

Based on the findings, Constanta (= 10.868 means that if the grammar mastery test is constant or fixed, the writing ability test was 0.916. Coefficient of Regression Direction = 0,916 (positive value) meaning if the grammar mastery test increases by one unit, then the writing ability test will increase by 0,916. It can be predicted that if the students got high score in simple present tense test, they also would be get high score in analytical exposition writing test. The total contribution of students' simple present tense mastery and their analytical exposition writing achievement showed significant correlation and influence. However, the unexplained factors also had contribution on students' writing achievement. In short, the total contribution of simple present tense mastery and their analytical exposition writing achievement showed significant correlation and influence. However the unexplained factors also had contribution on students' writing achievement. Finally, this research was successful in investigating the correlation and the influence between students' simple present tense mastery and their ability in writing analytical exposition text at MAN 1 Barru.

CONCLUSION

Based on the data analysis and discussion in the previous, it can be concluded that the correlation between senior high school students' grammar mastery in term of simple present tense and their writing ability in term analytical exposition text of MAN 1 Barru class XI MIPA 1 have correlation. The mean score of the eleventh grade students' grammar mastery was 47,5 which classified as "Very poor" level. And the mean score of the eleventh grade students' writing ability was 54,38 which classified as "Poor" level. Based the result of Pearson product moment correlation there is correlation between students' grammar (simple present tense) mastery and writing ability in analytical exposition text of the eleventh grade at MAN 1 Barru class XI MIPA 1 where r_{xy} 0,804 which classified "Very strong" level. And the last, there is significance influence in students' simple present tense mastery and writing achievement in analytical exposition text. Based on the result of simple regression formula that, Constanta (= 10.868 means that if the grammar mastery test is constant or fixed, the writing ability test was 0.916. Coefficient of Regression Direction = 0,916 (positive value) meaning if the grammar mastery test increases by one unit, then the writing ability test will increase by 0,916.

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