CHAPTER IV RESULT OF THE STUDY

This chapter discusses, (a) the result of students' grammar score, (b) the result of students' writing (c) data analysis, (d) correlation (e) discussion.

A. The Result of the Students' Grammar Mastery Score

The problem of the study; is there a significant correlation between students' grammar mastery and writing ability at ninth grade of MTs An-Nur Palangka Raya. To answer the research problem the *correlation "r" product moment* formula was applied to see the significance correlation between the students' grammar and writing.

In this study, the writer did twice observation. The first observation was held on Monday August 29, 2016; 12.30 a.m. And the second observation was held on Wednesday, August 30, 2016; at 9.00 a.m. up to 11.00 a.m.

At the first observation, the writer observed the IX classes of MTs An-Nur. The class was a class and consisted of 23 students. And the second observation was B class and consisted of 24 students.

Table 4.1

The Students' Grammar Mastery Scores

No	Initial	Grammar Scores (X)
1	RMD	90.00

2	GNA	83.00
3	MRS	73.00
4	MID	70.00
5	MAP	70.00
6	EAA	60.00
7	MRK	75.00
8	AWD	65.00
9	JAD	80.00
10	EXS	60.00
11	NNB	85.00
12	SGN	55.00
13	FTM	75.00
14	MFS	75.00
15	MAY	68.00
16	AMD	59.00
17	WAM	75.00
18	EFY	60.00
19	HRN	69.00
20	ZND	66.00
21	MSA	70.00
22	MRH	69.00
23	AZJ	74.00
24	FKH	80.00
25	ТАА	67.00
26	RAH	75.00
27	FSR	72.00
28	ARN	77.00
29	MHG	80.00
30	SSY	74.00
31	FHD	70.00
32	ALF	72.00
33	YTM	75.00
34	FNW	80.00
35	DMS	70.00
36	MAM	65.00
37	ARK	58.00

38	ANP	66.00
39	SRT	65.00
40	HTY	65.00
41	RAM	60.00
42	AFN	75.00
43	MSH	70.00
44	CHR	66.00
45	MIZ	65.00
46	HTM	65.00
47	ASL	60.00

Based on the data above, the writer needed to know the statistical score of the including the mean, median, mode, maximum score, minimum score, and standards deviation of the scores. To find out those mean, median, mode, maximum score, minimum score, and standards deviation of the scores. The writer used SPSS. The finding can be described such as bellow:

Table 4.2

Statistic Scores of Grammar

Mean	70.17
Median	70.00
Mode	75.00
Standard Deviation	7.62
Variance	58.01
Minimum	55.00
Maximum	90.00

From the calculated of SPSS, the average score of grammar is 70.17. The median score of grammar is 70.00. The mode or the score that appear the most is 75.00. The highest score of grammar is 90.00 while the lowest score is 55.00. The standard deviation is 7.62 with variance 58.01.

Based on the data above, the frequency distribution of grammar mastery test can be illustrated in figure as follow:



Figure 4.1 The frequency distribution of grammar mastery test

B. The Result of Students' Writing Test

The next step the writer did test for student writing in narrative text. Test was held on Wednesday, August 31, 2016 12.30 p.m. up 13.00 p.m. The result of self-confidence test as follows:

Table 4.3

The Students' Writing Scores

No	Initial	Writing Scores		Writing Scores	
INU	IIIIIai	Rater I	Rater II	(Y)	
1	RMD	80.00	75.00	77.50	
2	GNA	75.00	85.00	80.00	
3	MRS	70.00	75.00	72.50	
4	MID	70.00	70.00	70.00	
5	MAP	70.00	65.00	67.50	
6	EAA	60.00	60.00	60.00	
7	MRK	75.00	70.00	72.50	
8	AWD	60.00	55.00	57.50	
9	JAD	80.00	85.00	82.50	
10	EXS	65.00	70.00	67.50	
11	NNB	80.00	85.00	82.50	
12	SGN	60.00	55.00	57.50	
13	FTM	75.00	75.00	75.00	
14	MFS	70.00	80.00	75.00	
15	MAY	70.00	70.00	70.00	
16	AMD	55.00	60.00	57.50	
17	WAM	65.00	80.00	72.50	
18	EFY	60.00	80.00	70.00	
19	HRN	75.00	80.00	77.50	
20	ZND	60.00	85.00	72.50	
21	MSA	70.00	75.00	72.50	
22	MRH	70.00	80.00	75.00	
23	AZJ	60.00	80.00	70.00	
24	FKH	70.00	85.00	77.50	
25	ТАА	60.00	60.00	60.00	
26	RAH	70.00	75.00	72.50	
27	FSR	75.00	80.00	77.50	
28	ARN	75.00	80.00	77.50	
29	MHG	70.00	75.00	72.50	
30	SSY	60.00	60.00	60.00	
31	FHD	75.00	80.00	77.50	

32	ALF	80.00	85.00	82.50
33	YTM	75.00	85.00	80.00
34	FNW	70.00	85.00	77.50
35	DMS	70.00	75.00	72.50
36	MAM	75.00	75.00	75.00
37	ARK	65.00	75.00	70.00
38	ANP	75.00	80.00	77.50
39	SRT	70.00	75.00	72.50
40	HTY	65.00	75.00	70.00
41	RAM	75.00	80.00	77.50
42	AFN	75.00	80.00	77.50
43	MSH	70.00	70.00	70.00
44	CHR	70.00	75.00	72.50
45	MIZ	65.00	65.00	65.00
46	HTM	65.00	65.00	65.00
47	ASL	60.00	60.00	60.00

From the scores that were collected above, the writer counted the statistical scores using SPSS, such as bellow:

Table 4.4

Statistical Scores of Writing

Mean	71.81
Median	72.50
Mode	77.50
Standard Deviation	6.87
Variance	47.20
Minimum	57.50
Maximum	82.50

From the calculated of SPSS 18, the average score of grammar is 71.81. The median score of grammar is 72.50. The mode or the score that appear the most is 77.50. The highest score of grammar is 82.50 while the lowest score is 57.50. The standard deviation is 6.87 with variance 47.20.

Based on the data above, the frequency distribution of writing ability test can be illustrated in figure as follow:



Figure 4.2 The frequency distribution of writing ability test

C. The Comparing Score Between Grammar Mastery and Writing Ability

Based on the data of grammar mastery and writing ability, the comparing of grammar and writing was describe such as follow:

Table 4.5

The Comparing Scores Grammar Mastery and Writing Ability

No	Initial	Grammar Scores (X)	Writing Scores Y	X.Y
1	RMD	90.00	77.50	6825.00
2	GNA	83.00	80.00	7177.50
3	MRS	73.00	72.50	6307.50
4	MID	70.00	70.00	5810.00
5	MAP	70.00	67.50	5187.50
6	EAA	60.00	60.00	4500.00
7	MRK	75.00	72.50	5437.50
8	AWD	65.00	57.50	4687.50
9	JAD	80.00	82.50	6187.50
10	EXS	60.00	67.50	4927.50
11	NNB	85.00	82.50	6022.50
12	SGN	55.00	57.50	3905.00
13	FTM	75.00	75.00	5325.00
14	MFS	75.00	75.00	5325.00
15	MAY	68.00	70.00	4970.00
16	AMD	59.00	57.50	3967.50
17	WAM	75.00	72.50	5002.50
18	EFY	60.00	70.00	4830.00
19	HRN	69.00	77.50	5347.50
20	ZND	66.00	72.50	4857.50
21	MSA	70.00	72.50	4857.50
22	MRH	69.00	75.00	4875.00
23	AZJ	74.00	70.00	4875.00
24	FKH	80.00	77.50	5037.5.0
25	TAA	67.00	60.00	4387.50
26	RAH	75.00	72.50	5200.00
27	FSR	72.00	77.50	4725.00
28	ARN	77.00	77.50	4410.00
29	MHG	80.00	72.50	4725.00
30	SSY	74.00	60.00	3622.50
31	FHD	70.00	77.50	3937.50
32	ALF	72.00	82.50	5040.00

33	YTM	75.00	80.00	4880.00
34	FNW	80.00	77.50	4880.00
35		70.00	77.50	4330.00
20	DNIS	(5.00	72.30	4270.00
30	MAM	65.00	75.00	4270.00
37	ARK	58.00	70.00	4270.00
38	ANP	66.00	77.50	4270.00
39	SRT	65.00	72.50	4425.00
40	HTY	65.00	70.00	3982.50
41	RAM	60.00	77.50	4425.00
42	AFN	75.00	77.50	4425.00
43	MSH	70.00	70.00	4132.50
44	CHR	66.00	72.50	3990.00
45	MIZ	65.00	65.00	3562.50
46	HTM	65.00	65.00	3562.50
47	ASL	60.00	60.00	3162.50

Based on the data above, it can be illustrated in figure as follow:



Figure 4.3 The comparing scores of grammar mastery and writing ability

D. Data Analysis

Before testing the hypothesis, the writer calculated normality, homogeneity and linearity.

1. Testing Normality

For testing the normality, the writer using SPSS 18. The testing normality was described such as follow:

Table 4.6

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	statistic	df	Sig.	statistic	df	Sig.
Х	.093	47	$.200^{*}$.978	47	.514
у	.162	47	.003	.919	47	.003

Test of normality

a. Lilliefors significant correlation

If respondent > 50, using Kolmogorov-Smirnov, and if respondent < 50, using Shapiro-Wilk. In this study the respondent that are 47 and the writer was used Shapiro-Wilk table.

Based on the data of SPSS above, the result of grammar is 0.514 and writing 0.003. it could be said the data is normal distribution.

2. Testing Homogeneity

For testing the homogeneity the writer applied the Levene Statistic. The testing homogeneity was described such as follow:

Table 4.7

Test Homogeneity of Variances

Writing

Levene Statistic	df1	df2	Sig.
1.559	8	28	.182

Based on the SPSS output above, with the result that the writer knew the score of significant variable writing (Y) on the strength of variable grammar (X) = 0.182 > 0.05, its meaning the data variable Y grounded on variable X has same variant.

3. Testing Linearity

For testing linearity, the writer using SPSS 18. The testing linearity was described such as follow:

Table 4.8

Anova Tabel

			Sum. of Squares	df	Mean Square	F	Sig.
Writing *	Between Groups	(Combined)	1513.152	18	84.064	3.577	.001
Grammar		Linearity	849.357	1	849.357	36.136	.000
		Deviation from Linearity	663.795	17	39.047	1.661	.114
	Within Groups		658.125	28	23.504		
	Total		2171.277	46			

Based on the SPSS output above, the writer knew the significant score is 0.114, that's meaning that are linear correlation in the significant between variables grammar (X) with variable writing (Y). Because 0.114 > 0.05.

4. Testing the Hypothesis

a. Using manual calculating

To find out the correlation between grammar mastery and students writing ability in narrative text at ninth grades of MTs An-Nur Palangka Raya used the product moment formula as below:

$$r_{xy} = \frac{N\Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{\{N\Sigma X^2 - (\Sigma X)^2\}\{N\Sigma Y^2 - (\Sigma Y)^2\}}}$$

$$r_{xy} = \text{Index number correlation "r" product moment}$$

$$N = \text{Number of sample}$$

XY	= Amount of multiplication result between X score Y score
Х	= Amount of all X score
Y	= Amount of all Y score

Table 4.9

Student scores grammar mastery and writing ability

Initial	X	Y	X ²	Y ²	XY
RMD	90.00	77.50	8100.00	6006.25	6825.00
GNA	83.00	80.00	6889.00	6400.00	7177.50
MRS	73.00	72.50	5329.00	5256.25	6307.50
MID	70.00	70.00	4900.00	4900.00	5810.00
MAP	70.00	67.50	4900.00	4556.25	5187.50
EAA	60.00	60.00	3600.00	3600.00	4500.00
MRK	75.00	72.50	5625.00	5256.25	5437.50
AWD	65.00	57.50	4225.00	3306.25	4687.50
JAD	80.00	82.50	6400.00	6806.25	6187.50
EXS	60.00	67.50	3600.00	4556.25	4927.50
NNB	85.00	82.50	7225.00	6806.25	6022.50
SGN	55.00	57.50	3025.00	3306.25	3905.00
FTM	75.00	75.00	5625.00	5625.00	5325.00
MFS	75.00	75.00	5625.00	5625.00	5325.00
MAY	68.00	70.00	4624.00.00	4900.00	4970.00
AMD	59.00	57.50	3481.00	3306.25	3967.50
WAM	75.00	72.50	5625.00	5256.25	5002.50
EFY	60.00	70.00	3600.00	4900.00	4830.00
HRN	69.00	77.50	4761.00	6006.25	5347.50
ZND	66.00	72.50	4356.00	5256.25	4857.50
MSA	70.00	72.50	4900.00	5256.25	4857.50
MRH	69.00	75.00	4761.00	5625.00	4875.00
AZJ	74.00	70.00	5476.00	4900.00	4875.00
FKH	80.00	77.50	6400.00	6006.25	5037.5.0
TAA	67.00	60.00	4489.00	3600.00	4387.50
RAH	75.00	72.50	5625.00	5256.25	5200.00
FSR	72.00	77.50	5184.00	6006.25	4725.00
ARN	77.00	77.50	5929.00	6006.25	4410.00

MHG	80.00	72.50	6400.00	5256.25	4725.00
SSY	74.00	60.00	5476.00	3600.00	3622.50
FHD	70.00	77.50	4900.00	6006.25	3937.50
ALF	72.00	82.50	5184.00	6806.25	5040.00
YTM	75.00	80.00	5625.00	6400.00	4880.00
FNW	80.00	77.50	6400.00	6006.25	4880.00
DMS	70.00	72.50	4900.00	5256.25	4270.00
MAM	65.00	75.00	4225.00	5625.00	4270.00
ARK	58.00	70.00	3364.00	4900.00	4270.00
ANP	66.00	77.50	4356.00	6006.25	4270.00
SRT	65.00	72.50	4225.00	5256.25	4425.00
HTY	65.00	70.00	4225.00	4900.00	3982.50
RAM	60.00	77.50	3600.00	6006.25	4425.00
AFN	75.00	77.50	5625.00	6006.25	4425.00
MSH	70.00	70.00	4900.00	4900.00	4132.50
CHR	66.00	72.50	4356.00	5256.25	3990.00
MIZ	65.00	65.00	4225.00	4225.00	3562.50
HTM	65.00	65.00	4225.00	4225.00	3562.50
ASL	60.00	60.00	3600.00	3600.00	3162.50
N = 47	$\sum X = 3298$	$\Sigma Y = 3375$	$\sum \mathbf{X}^2 = \mathbf{\overline{234090}}$	$\sum \mathbf{Y}^2 = 244525$	$\sum XY = 238330$

- ∑X = 3298
- ∑Y = 3375
- $\sum X^2 = 234090$
- $\sum Y^2 = 244525$

 $\sum XY = 238330$

$$r_{xy} = \frac{N\Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{\{N\Sigma X^2 - (\Sigma X)^2\}\{N\Sigma Y^2 - (\Sigma Y)^2\}}}$$

$$r_{xy} = \frac{47(238330) - (3298)x(3375)}{\sqrt{\{47x(234090) - (3298)^2\}x\{47x244525(282292) - (3375)^2\}}}{\sqrt{(11002230 - 10876804)x(11492675 - 11390625)}}$$

$$= \frac{70760}{\sqrt{(125462) \cdot (102050)}} = \frac{70760}{\sqrt{12799723300}}$$

$$= \frac{70760}{113135.8621} = 0.625442708$$

$$= 0.625$$

b. Using SPSS

To make sure the result of the calculation above, the writer used SPSS program. The using of SPSS is to know whether the calculation that the writer did manually was correct and make sure that there is no mismatching calculation between scores that the writer counted. The calculation of SPSS was described such as follow:

Table 4.6

SPSS Correlation Table

		Grammar Scores	Writing Scores
	Pearson Correlation	1	.625**
Grammar	Sig. (2-tailed)		.000
Scores	Ν	47	47
	Pearson Correlation	.625**	1
	Sig. (2-tailed)	.000	
Writing Scores	Ν	47	47

Based on the calculation above it was found that the total of variable X and variable Y was 0,625, so between the both variables there was High correlation. So, the hypothesis H_a is accepted and hypothesis H_o is ignored. Where between the grammar mastery and students' writing ability there is high correlation. It means that there is high correlation between the grammar mastery and students' writing ability.

The results of those two calculations (manual calculation and SPSS calculation) are same, in which show the value of r_{xy} 0,625. It means that there is no mismatch in the process calculating the data.

From the calculating above, it is found that r_{xy} is 0,625.The next step is to find the significance of variables by calculating r_{xy} is tested by significance test formula:

$$T_{\text{count}} = \frac{r\sqrt{n-2}}{\sqrt{n-r^2}}$$

Where:

 T_{count} = Value

r = The score of coefficient correlation = 0,625n = The number of sample = 47 So that by the formula above it is known that :

$$T_{xy} = \frac{\sqrt[r]{n-2}}{\sqrt{1-r^2}} = \frac{0,625\sqrt{47-2}}{\sqrt{1-0,625^2}} = \frac{0,625\sqrt{45}}{\sqrt{1-0,390625}}$$
$$= \frac{0,625.6708203932}{\sqrt{0.609375}} = \frac{4.1926274575}{0,78062474979} = 5,37086155496$$
$$= 5.37$$

Based on testing the T_{count} , the writer made two hypotheses of significant; they are:

Ha : There is significant correlation between two variables

Ho : There is no significant correlation between two variables.

- 1. If $T_{count} \ge t_{table}$ resused H_a it means it is significant and
- 2. If $T_{count} \leq t_{table}$ received H_o , it means it is not significant.

Base on the calculation above, the result is compared by T_{table} in the significant of 5% and 1% and N= 47, the writer found the Degree of Freedom (*DF*) with the formula:

$$Df = N - nr$$

Nr = 2

df = 47 - 2 = 45

So based on the significant level was illustrated as follows:

Table 4.7

Value of "r" and significant level

	The number of correlated variables		
Df (degree of freedom)	2		
	Value "r" on significant level		
	5%	1%	
45	0.294	0.380	

From DF=, it is obtained T_{table} of 5% = 0.294 and 1%= 0.380. It means that T_{count} is lower than T_{table} 0.294 < 0.625 and 0.380 < 0.625. Therefore, the alternative hypothesis (Ho) is accepted. In the other words, there is significant correlation between students' grammar mastery and writing ability at the Ninth grade of MTs An-Nur Palangka Raya.

E. Data Interpretation

Based on the calculation above, it shows that the correlation value is r_{xy} 0,625 and degree of freedom (*DF*) is 45. In the table of significance shows if *Df* value is 45, the table of significance 5 % and 1 % are 0.294 and 0.380.

The statistic hypotheses state:

- 1. If r_0 as same or higher than r_t , the H_a is accepted.
- 2. If r_o lower than r_t , the Ha is rejected.

Based on the score of r_{xy} 0.625, it indicates the score of $r_o > r_t$, in which 0.625>0.294 and 0.625>0.380. It means that Ha is accepted; or in other word there is significant correlation between students' grammar mastery and writing ability at the Ninth grade of MTS An-Nur Palangka Raya.

To interpret the gravity of r_{xy} 0,625, the table of "r" product moment shows that the correlation value is on the high size, in which between 0.600-0.799.The table "r" interpretation is such as follow:

Table 4.8

Interpretation Orientation¹

Score of "r" Product Moment	Interpretation
0.00 - 0.199	Very low/No correlation
0.200-0.399	Low correlation
0.400-0.599	Moderately correlation

¹AnasSugiono, *PengantarStatistikPendidikan*, Jakarta: Rajaawali Press, 1978, p.393.

0.600-0.799	High correlation
0.800 - 1000	Very high correlation

To knew the contribution of variable X (grammar mastery) and variable Y (writing ability) was used the formula as follow:

$$KP = r^2 x \ 100\%$$

Where:

KP = determinant coefficient scores

 $r = correlation \ coefficient \ scores$

$$KP = r^{2} x \ 100\%$$
$$= (0.625)^{2} x \ 100 \%$$
$$= 0.391 x \%$$
$$= 39.1 \%$$

So it meant that the variable X gave the contribution in writing was 39.1 % and 60.9 % was influenced by other aspects.

F. Discussion

The research problem stated: "is there any significance correlation between students' grammar mastery and writing ability at the Ninth grade of MTs An-Nur Palangka Raya". Hence, the question looked for an answer is there any significance correlation between the students' confidence and their speaking ability. To answer the research problem the *correlation "r" product moment* formula was applied.

Writing is considered as the most difficult skill for students. It is line with Jack C. Richard's statement, "Writing is the most difficult skills for second language learner to master of putting together strings of grammatically correct students"². Based on the statement about consistent with are from MTs An-Nur what the student root. There are some elements of teaching writing that need to be mastered, namely grammar, vocabulary and many others. These elements are needed in teaching learning process especially writing skill so that the students are able and confident to do writing tasks. In this study the writer applied narrative text for test the writing. In writing, grammar is one of the language aspects which should be learnt. Because grammar talking about role. Relate of the problem of the study grammar to be important to learnt.

There some definitions of grammar. Grammar is thought to provide the basis for a set of language skills. In the context of writing, grammar allows learners to put

² Jack C. Richard, *Methodology in Language teaching: an Anthology of Current Practice,* (New York: Cambridge University Press, 2002), p.303

their ideas into coherent sentences so that they can successfully communicate in a written form. In other words, by learning grammar, learners can transfer meanings in the form of phrases, clauses and sentences (Doff, 2000). Mochida (2002) states that the 'grammatical knowledge' is the overall ability to apply the second language based on some points: appropriateness, meaningfulness, accuracy, and fluency. Mochida also described the dual characteristics of grammar knowledge as follows: 'Declarative grammatical knowledge (explicit knowledge)' is the knowledge about grammar rules, and 'Procedural grammatical knowledge (implicit knowledge)', on the other hand, is the knowledge about how to use grammar rules properly, meaningfully and automatically³.

Based on the description above, the writer assumes that grammar is one of language components which take a role in writing ability. Having strong of writing and grammar, it allow writers to deliver their message to their readers in a clear and understandable way. One the contrary, writing in grammatical incorrect manner is only confusing the readers. It is important to use words properly in order to get the point directly, and to practice good basic grammar to add credibility writing.

According to Heaton, there are some of the most common types that used to test of grammatical features of the language. The Types of the test such as.⁴Multiple Choice, Error Correction, Compliment Items, Transformation Item, items Involving the Changing of Word, Broken Sentence Item, Pairing and Matching Items, and

³Ibid, Jack C. Richard . p.3

⁴ J.B Heaton, Writing English Language Test, (New York: Longman Group, 1988).P.34

Combination Items and Addition Item. And the writer used multiple-choice for grammar test.

The design in this study is correlation, because this study concerned with correlation between grammar mastery and writing ability, because of that the writer using correlation design in this study.⁵ This design to find out whether there is correlation, searched the level of relationship then the clarity obtained from the theory.⁶ And the present study is purely quantitative. The main purpose of the research is to find out the relationship between the measure of grammar mastery and the measure of writing ability.

The study should be aim at investigation at the correlation between Grammar Mastery and Students' Writing Ability In Narrative Text at Ninth Grade Students Of MTs An-Nur Palangka Raya. To collect the data in this study, the writer used several procedures in collecting the data, as follows: (1) tryout, in this study the writer using tryout for know the validity of tests items. In this study the writer trying out the test at C class, and the result of the tryout there are 5 tests is not valid. (2) Test, the writer applied individual test based on how to do the test criteria. Since, the writer want to measure the students' ability both grammar and writing narrative text and of course the test is individual test. The type test include, grammar test use multiple choice and writing test topic is narrative text.

⁵ Roger Sapsford and VictorJupp, *Data collection and analysis*, London: sage publications ltd, second edition publish 2006, p.225

⁶ Sambas ali muhidin and maman abdurahman, *Analysis Korelasi, Regresi, Dan Jalur Dalam Penelitian*, bandung: pustaka setia, 2007,p.105

According to Heaton, there are some of the most common types that used to test of grammatical features of the language. The Types of the test such as.⁷Multiple Choice, Error Correction, Compliment Items, Transformation Item, items Involving the Changing of Word, Broken Sentence Item, Pairing and Matching Items, and Combination Items and Addition Item. And the writer used multiple-choice for grammar test.

The writer applied subjective test for writing test. According to Heaton, to answer a subjective test, the pupil has to use his own words and expressions; whereas to answer an objective test the pupil has to select his answer from among four or even more alternatives. Subjective tests are used to test ideas, culture, coherence and creativity.⁸ Subjective test doesn't encourage guessing easy to write, difficult to score and suit for a small number of testee. This type of test can not be scored by a machin.

The result of the data analysis showed that there were correlation between grammar mastery and student writing ability in narrative text at the ninth grade of MTs An-Nur Palangka Raya. It meant that the students who have high grammar, they would get high score of writing test and the students who have low grammar they would get low score of writing test. Furthermore, the result of the data calculation using SPSS 18.0 found that there is correlation between grammar mastery and student writing ability. The finding of the study interpreted that the alternative hypothesis stating that there is a positive significance correlation between grammar mastery and

 ⁷ J.B Heaton, Writing English Language Test, (New York: Longman Group, 1988).P.34
 ⁸ Heaton, J.b (1997) .Classroom Testing . London . Longman

writing ability in narrative text at ninth grade of MTs An-Nur Palangka Raya academic year 2016/2017 was accepted and the null hypothesis stating that there is no correlation between grammar mastery and writing ability in narrative text at ninth grade of MTs An-Nur Palangka Raya academic year 2016/2017 was rejected. It meant that; 1) the students who have strong grammar, they would get high score of writing test. 2) Since, the ro_{bserved}was 0.625 it high correlation. 3) There was positive correlation between the students' grammar and their writing ability.