## 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 | TAA | 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, 201612.30 p.m. up 13.00 p.m. The result of selfconfidence test as follows:

## Table 4.3

The Students' Writing Scores

| No | Initial | Writing Scores |  | Writing Scores (Y) |
| :---: | :---: | :---: | :---: | :---: |
|  |  | Rater I | Rater II |  |
| 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 | TAA | 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 | 75.00 | 75.00 | 70.00 |
| 41 | RAM | 75.00 | 80.00 | 77.50 |
| 42 | AFN | 70.00 | 70.00 | 77.50 |
| 43 | MSH | 65.00 | 75.00 | 70.00 |
| 44 | CHR | 65.00 | 65.00 | 72.50 |
| 45 | MIZ | 60.00 | 65.00 | 65.00 |
| 46 | HTM | 60.00 | 65.00 |  |
| 47 | ASL |  | 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 | 68.00 | 75.00 | 5325.00 |
| 15 | MAY | 59.00 | 70.00 | 4970.00 |
| 16 | AMD | 75.00 | 57.50 | 3967.50 |
| 17 | WAM | 60.00 | 72.50 | 5002.50 |
| 18 | EFY | 69.00 | 70.00 | 4830.00 |
| 19 | HRN | 66.00 | 77.50 | 5347.50 |
| 20 | ZND | 70.00 | 72.50 | 4857.50 |
| 21 | MSA | 69.00 | 72.50 | 4857.50 |
| 22 | MRH | 74.00 | 75.00 | 4875.00 |
| 23 | AZJ | 80.00 | 70.00 | 4875.00 |
| 24 | FKH | 67.00 | 77.50 | 5037.5 .0 |
| 25 | TAA | 75.00 | 60.00 | 4387.50 |
| 26 | RAH | 72.00 | 72.50 | 5200.00 |
| 27 | FSR | 77.00 | 77.50 | 4725.00 |
| 28 | ARN | 72.00 | 42.50 | 4725.00 |
| 29 | MHG | 60.00 | 3622.50 |  |
| 30 | SSY | 77.50 | 3937.50 |  |
| 31 | FHD | 82.50 | 5040.00 |  |
| 32 | ALF |  |  |  |
|  |  |  |  |  |


| 33 | YTM | 75.00 | 80.00 | 4880.00 |
| :--- | :--- | :--- | :--- | :--- |
| 34 | FNW | 80.00 | 77.50 | 4880.00 |
| 35 | DMS | 70.00 | 72.50 | 4270.00 |
| 36 | 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

Test of normality

|  | Kolmogorov-Smirnov $^{\mathrm{a}}$ |  |  | Shapiro-Wilk |  |  |
| :--- | ---: | ---: | ---: | ---: | ---: | ---: |
|  | statistic | df | Sig. | statistic | df | Sig. |
| x | .093 | 47 | $.200^{*}$ | .978 | 47 | .514 |
| y | .162 | 47 | .003 | .919 | 47 | .003 |

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 |  |

Based on the SPSS output above, with the result that the writer knew the score of significant variable writing $(\mathrm{Y})$ on the strength of variable grammar $(\mathrm{X})=$ $0.182>0.05$, 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 * Grammar | Between Groups | (Combined) | 1513.152 | 18 | 84.064 | 3.577 | . 001 |
|  |  | 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 $(\mathrm{X})$ with variable writing $(\mathrm{Y})$. 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:

$$
\begin{array}{ll}
\mathrm{r}_{\mathrm{xy}} & =\frac{N \sum X Y-\left(\sum X\right)\left(\sum^{Y}\right)}{\sqrt{\left\{N \sum X^{2}-\left(\sum X\right)^{2}\right\}\left\{N Y^{2}-\left(\sum^{2}\right)^{2}\right\}}} \\
\mathrm{r}_{\mathrm{xy}} & =\text { Index number correlation " } \mathrm{r} \text { " product moment } \\
\mathrm{N} & =\text { Number of sample }
\end{array}
$$

$$
\begin{aligned}
& \mathrm{XY} \\
& \mathrm{X} \\
& \mathrm{X} \\
& \mathrm{Y} \\
& \mathrm{Amount} \text { of multiplication result between } \mathrm{X} \text { score } \mathrm{Y} \text { score } \\
&
\end{aligned}
$$

Table 4.9

## Student scores grammar mastery and writing ability

| Initial | $\mathbf{X}$ | $\mathbf{Y}$ | $\mathbf{X}^{\mathbf{2}}$ | $\mathbf{Y}^{\mathbf{2}}$ | $\mathbf{X Y}$ |
| :--- | :---: | :---: | :---: | :---: | :---: |
| 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 |
| $\mathbf{N}=\mathbf{4 7}$ | $\sum \mathbf{X}=\mathbf{3 2 9 8}$ | $\sum \mathbf{Y}=\mathbf{3 3 7 5}$ | $\sum \mathbf{X}^{\mathbf{2}}=\mathbf{2 3 4 0 9 0}$ | $\sum \mathbf{Y}^{2}=\mathbf{2 4 4 5 2 5}$ | $\sum \mathbf{X Y}=\mathbf{2 3 8 3 3 3}$ |

$$
\begin{array}{ll}
\mathrm{N} & =47 \\
\sum \mathrm{X} & =3298 \\
\sum \mathrm{Y} & =3375 \\
\sum \mathrm{X}^{2} & =234090 \\
\sum \mathrm{Y}^{2} & =244525 \\
\sum \mathrm{XY} & =238330
\end{array}
$$

$$
\begin{aligned}
r_{x y} & =\frac{N \sum X Y-\left(\sum X\right)\left(\sum Y\right)}{\sqrt{\left\{N \sum X^{2}-\left(\sum X\right)^{2}\right\}\left\{N \sum Y^{2}-\left(\sum Y\right)^{2}\right\}}} \\
r_{x y} & =\frac{47(238330)-(3298) x(3375)}{\sqrt{\left\{47 x(234090)-(3298)^{2}\right\} x\left\{47 x 244525(282292)-(3375)^{2}\right\}}} \\
& =\frac{11201510-11130750}{\sqrt{(11002230-10876804) x(11492675-11390625)}} \\
& =\frac{70760}{\sqrt{(125462) \cdot(102050)}}=\frac{70760}{\sqrt{12799723300}} \\
& =\frac{70760}{113135.8621}=0.625442708 \\
& =0.625
\end{aligned}
$$

## 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 | N | 47 | 47 |
|  | Pearson Correlation | $.625^{* *}$ | 1 |
|  | Sig. (2-tailed) | .000 |  |
| Writing Scores | N | 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 $\mathrm{r}_{\mathrm{xy}} 0,625$. It means that there is no mismatch in the process calculating the data.

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

$$
\mathrm{T}_{\text {count }}=\frac{r \sqrt{n-2}}{\sqrt{n-r^{2}}}
$$

Where:
$\mathrm{T}_{\text {count }} \quad=$ Value
$r \quad=$ The score of coefficient correlation $\quad=0,625$
n $\quad=$ The number of sample $=47$

So that by the formula above it is known that :

$$
\begin{aligned}
\mathrm{T}_{x y} & =\frac{\sqrt[r]{n-2}}{\sqrt{1-r^{2}}}=\frac{0,625 \sqrt{47-2}}{\sqrt{1-0,625^{2}}}=\frac{0,625 \sqrt{45}}{\sqrt{1-0,390625}} \\
& =\frac{0,625.6708203932}{\sqrt{0.609375}}=\frac{4.1926274575}{0,78062474979}=5,37086155496 \\
& =5.37
\end{aligned}
$$

Based on testing the $\mathrm{T}_{\text {count }}$, 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 $\mathrm{T}_{\text {count }} \geq \mathrm{t}_{\text {table }}$ resused $\mathrm{H}_{\mathrm{a}}$ it means it is significant and
2. If $\mathrm{T}_{\text {count }}<\mathrm{t}_{\text {table }}$ received $\mathrm{H}_{0}$, it means it is not significant.

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

Df $\quad=\mathrm{N}-\mathrm{nr}$
$\mathrm{N} \quad=47$
$\mathrm{Nr} \quad=2$
df $\quad=47-2=45$

So based on the significant level was illustrated as follows:

Table 4.7
Value of " $r$ " and significant level

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

From $\mathrm{DF}=$, it is obtained $\mathrm{T}_{\text {table }}$ of $5 \%=0.294$ and $1 \%=0.380$. It means that $\mathrm{T}_{\text {count }}$ is lower than $\mathrm{T}_{\text {table }} 0.294<0.625$ 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 $r_{x y} 0,625$ and degree of freedom $(D F)$ is 45 . In the table of significance shows if $D f$ value is 45 , the table of significance $5 \%$ and $1 \%$ are 0.294 and 0.380 .

The statistic hypotheses state:

1. If $r_{o}$ 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 $r_{x y} 0.625$, 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 $\mathrm{r}_{\mathrm{xy}} 0,625$, 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 Orientation ${ }^{1}$

| 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 |

[^0]| $\mathbf{0 . 6 0 0 - 0 . 7 9 9}$ | 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:

$$
\begin{aligned}
& \mathrm{KP}=\mathrm{r}^{2} \times 100 \% \\
& \text { Where: } \\
& \mathrm{KP}=\text { determinant coefficient scores } \\
& \mathrm{r}=\text { correlation coefficient scores } \\
& \begin{aligned}
& \mathrm{KP}=\mathrm{r}^{2} \times 100 \% \\
&=(0.625)^{2} \times 100 \% \\
&= 0.391 \times \% \\
&= 39.1 \%
\end{aligned}
\end{aligned}
$$

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

[^1]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 automatically ${ }^{3}$.

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. ${ }^{4}$ Multiple Choice, Error Correction, Compliment Items, Transformation Item, items Involving the Changing of Word, Broken Sentence Item, Pairing and Matching Items, and

[^2]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.

[^3]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. ${ }^{7}$ Multiple 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

[^4]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 robserved was 0.625 it high correlation. 3) There was positive correlation between the students' grammar and their writing ability.


[^0]:    ${ }^{1}$ AnasSugiono, PengantarStatistikPendidikan, Jakarta: Rajaawali Press, 1978, p.393.

[^1]:    ${ }^{2}$ Jack C. Richard, Methodology in Language teaching: an Anthology of Current Practice, (New York: Cambridge University Press, 2002), p. 303

[^2]:    ${ }^{3}$ Ibid, Jack C. Richard . p. 3
    ${ }^{4}$ J.B Heaton, Writing English Language Test, (New York: Longman Group, 1988).P. 34

[^3]:    ${ }^{5}$ 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

[^4]:    ${ }^{7}$ J.B Heaton, Writing English Language Test, (New York: Longman Group, 1988).P. 34
    ${ }^{8}$ Heaton, J.b (1997) .Classroom Testing . London . Longman

