



THE CORRELATION BETWEEN PARTS OF SPEECH MASTERY AND WRITING ACHIEVEMENT

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Abstract

This research was done because there were some problems in students' writing, especially in parts of speech mastery. The parts of speech as a basic of grammar seem to be necessary in the process of language learning. If the students understand this, the students may construct sentence easily and the students may understand the differences between the words. Relate to this condition, the researchers wanted to investigate the correlation between parts of speech mastery and writing achievement at 11th students of MAN 4 AGAM in Academic Years 2020/2021. The design of this research was correlation research. The population of this research was all students at XI Grade of MAN 4 AGAM in academic years 2020/2021 which consist of 4 classes. The sample was 39 students taken by purposive sampling technique. The instruments of this research were test and documentation for collecting writing score of the students. To analyze the data, the researchers used the SPSS version 20 for windows. In analyzing the data, the researchers used Pearson Product Moment Correlation Coefficient to search and to find the correlation between two variables. The researchers found that the coefficient of correlation between students' mastery in parts of speech and writing achievement at the 11th students of MAN 4 AGAM was 0,376. The correlation was positive and significant. It means that Ho was rejected and Ha was accepted. Thus, there was positive correlation between students' parts of speech mastery and writing achievement at the 11th grade students of MAN 4 AGAM.

Keywords: Correlation, parts of speech, writing achievement

INTRODUCTION

In learning English, there are four skills that should be mastered by the students. One of them is writing. Writing involves transferring messages from our thoughts to form of flat surface (written form) using language. Writing is a difficult activity for most people, both in mother tongue and in foreign language. Writing is the most complex one compared to the other skills. Not only putting letters, symbols, and numbers, it involves many aspects such as paragraph development, mechanic and organization of content and it demands standard from grammar, syntax, and vocabulary. In writing, the relation between sentences operates at several levels (Byrne, 1994: 4).

Olshtain (1991) says that in writing activity, writers communicate with readers in written form. Thus, in order to build a good written communication, a good grammatical structure is needed. Thornburry (1999, p. 15) asserts that grammar is a basic component in any language, while Oshima and Hogue (2007) emphasizes on the importance of knowing what a writer writes to compose a good writing. Besides, learners' ability in writing is affected by their ability in mastering grammar (Celce-Murcia & Larsen-Freeman, 1983, p. 2) and therefore, grammar and writing have a strong correlation (Miller, 2003) because if students have a good ability in grammar, they are able to check their writing (Viet, 1989).

Grammar is the study of how words combined to form sentences. Writing is a skill that required the learner to master the grammar, therefore when the learner want to write about something, the learner must consider about the grammar (Theodorus Betoni, 2020). A paragraph in a text composed without applying good grammar will has possibility to be comprehensible,

readable, and acceptable by the readers. Without good grammar mastery, students may have difficulties in conveying their ideas in writing. The clearer grammar that the students use, the easier their writing can be understood by the reader. In the other hand, the unclear grammar that the students use, their writing is difficult to understand by the reader.

Grammar as one of the aspects which have to be owned to create a good writing has the important role in writing ability. In addition, it is one of the components of language that describe of language pattern. Greenbaum & Nelson said that grammar is a description of the rules that allow us to combine words in our language into larger units (Greenbaum, 2008). It can help the students to write new kinds of sentence that are more effective and more persuasive. It means that students need to know how to use grammar correctly in order to write a good sentence.

As we know in Indonesia, grammar is related to the structure of sentence. Jeremy Hermer (1998) states that when considering sentence grammar, we need to know various things, they are:

- a. Part of speech
What words can be used for subjects? How do we join different sentences? What can come before and after nouns? This is one of the groups into which words are divided.
- b. Noun types
In English, there are many types of noun in order to make a sentence, like countable and uncountable, plural and singular, collective nouns, compound nouns, and noun phrase.
- c. Verb types
There are three important types of verb to be aware of *auxiliary verb*, *main verb* and *phrasal verb*.
- d. Verb forms
This is kind of verb related to the time when we do the activity. In grammar, people called it tenses.
- e. Pronoun
There are four basic types of pronoun; those are personal pronoun, reflexive pronoun, possessive pronoun, and relative pronoun.
- f. Adjectives
Adjective can be used before and after nouns. They can have many forms, those are comparative and superlative (better and best, more interesting and most interesting, etc), adjective order, adjective and preposition (interested in, keen on, etc), and adjective as nouns (the blind, etc).
- g. Adverbs
Adverb can be of time (early, late, etc), manner (he played *well*, she ran *quickly*, etc) and place (in the room, in the kitchen, etc). Adverb can appear at the end of the sentence, at the beginning, or in the middle. It also can modify adjectives, like a *wonderfully* physical performance, an *unusually* large cucumber, etc.
- h. Prepositions
A word put before a noun or pronoun to show how it is related to another word. Preposition usually comes before a noun but can also come at the end of a clause with certain structures.
- i. Articles
Articles (the, a, an) belong to a class of words called *determiners*. Other examples of determiners are “this”, “that”, “these”, “those”, “some”, “all of”.
- j. Conjunctions and conditionals
Conjunction is a word that connects sentences, clauses, or words (and, but, or). Conditional sentences are formed when the conjunction “if” is used to preface a condition, for example “if it rains (condition), you will get wet (result)”

The sentence is the largest unit to which the grammatical rules of a language apply. Sentence is composed of one or more clause. A clause is composed of at least two phrases; one of them plays the role of subject, the other of predicate. Phrases are composed of one or more words functioning as a single grammatical unit. Word can be group into parts of speech or word

classes. According to Seefer, parts of speech is a basic of word in English, its mean that parts of speech are the words use to construct the sentence to make clear and powerful writing (Seefer, 2008). It means that one basic of the grammar in conducted a sentence in writing is parts of speech.

Parts of speech are sentence elements that work together to make up a sentence. Parts of speech are important because they show us how the words relate with each other. A correct sentence often depends on students' ability in identifying the function of words. Therefore, the students should understand about parts of speech and also about the function of the parts of speech. If the students understand about it, the students can make up a sentence clearly in writing. Furthermore, the English learner who master in parts of speech can get the best achievement in writing.

However, in fact, the most problem in language learning is writing. Some students were difficult in arranging the word to make a good sentence. Usually, they were difficult in arranging the word because they did not understand about the basic of grammar that is parts of speech. As a result, they got low score in writing. Briefly, the students would be successful in learning writing if they can master in parts of speech.

Then, preliminary research at MAN 4 AGAM was done on several days, start from on February 10th 2020 till 14th February 2020. The researcher interviewed four students and two teachers and the researcher also check the students' assignment that related with writing task. The first phenomenon that the researcher found from the students' assignment, at that time, the students did the writing test about personal letter. Based on the students writing task, the researcher found that there were some of students who master in parts of speech were able to write. It could be approved by the students' handwriting; they can put the parts of speech as the function like how to put noun, pronoun, conjunction, verb, adverb, preposition, article and adjective. But, there were some students who did not understand about the parts of speech were unable to write. They were still wrong about how to put and arrange the word as their function to make a good sentence in English. In the other side, the students still got good achievement in writing. Briefly, the researcher found that the problem in that phenomenon was about the students understanding in using parts of speech. The students who did not understand about the parts of speech were unable to write well.

The second, the researcher interviewed the teachers of MAN 4 AGAM. It was found that the teacher have been taught about the parts of speech in every meeting, but when the teacher asked the students to wrote a text, some of them still did not know how to use the parts of speech in writing. They were not appropriate in using preposition, verb, conjunction and adjective. From that phenomenon the researcher assumed that some students who have been taught the parts of speech did not understand the function in writing were unable to write and as the result they got a low score in writing.

The third, the researcher did interview with four students. From the interview, the researcher asked about the students' vocabulary and their understanding in parts of speech. Some of students said that they memorized more vocabulary and also understand about the parts of speech, so that they could write a text easily. But, there were some students who memorized more vocabulary but they did not understand about the parts of speech still difficult to write a sentence. They said that, they can not arrange the word grammatically in English, so that they were difficult to wrote a text and difficult to develop their idea in writing. In that phenomenon, the researcher found that, some students who have much vocabulary, but bad in understand of parts of speech still difficult in writing; as a result, they got low score in writing.

Based on the explanation above, the researcher is interested in investigating the possible correlation between parts of speech mastery and writing achievement at eleventh grade students of MAN 4 AGAM.

METHOD

This research was correlational design. To measure it, the researcher used quantitative research in order the researcher knew the degree of relationship between two variables. Cohen declares that the correlation research intends to answer three questions about two variables such as is there a relationship between two variables, what is the direction of the relationship, and what is the magnitude (Louise Cohen, 2005). In conclusion, if there was the correlation between two variables, the researcher is going to find the direction of the correlation and it ends by finding the contribution level of the correlation.

There are two variables; were variable X and variable Y. Variable X was students' parts of speech mastery and variable Y was students' writing achievement. Briefly, this research was correlation design because the researcher wanted to find out the correlation between students' parts of speech mastery and students' writing achievement.

Subject of this research was the eleventh-grade students of MAN 4 Agam. There were four classes. The researcher did not use of all the population as the sample, but the researcher chose two classes. There was XI IS 1 and IS 2 that consists of 39 students. The researcher took them as the sample because of some consideration.

The instruments were used in this research were test and documentation. The test used to measure the students' parts of speech. The form of test which used by the researcher was multiple choices where it consisted of 25 items. The documentation used to know about students writing achievement. The test that has been arranged before must be tested to know its validity. If the test is not valid, it cannot be utilized to have good research result. To find out whether the test is valid or not, it is important to do validity test. After that, the items of statements that are not valid, so it must be discarded or not used as items of questionnaire. In this research, it will be used content validity. To determine the validity, the researcher will consult with the lectures in IAIN Bukittinggi. By consulting with the lectures, the researcher will get information about how to make good test.

In this research, the data collected through test which contain with material of parts of speech. In addition, the test gave to the sample in this research. There were some steps that would be done by researcher. Firstly, the students asked to do the test. Secondly, the researcher collected the test that has been finished by the students and gave score. Then, the score was tabulate. The last, the researcher analyzed the students' score test.

The variable Y was the students' writing achievement. The researcher used documentation to collect the data about the students' writing achievement. The researcher asked the students' score which was gained by the English teacher of MAN 4 AGAM. Documentation would be taken from the students' daily score of writing because the students' often practice writing in learning process. The researcher used it to be analyzed and correlate with students' parts of speech mastery. In order to find to find the students' part of speech mastery with students' writing achievement have a relationship or no, the researcher analyzed the date using Pearson Product Moment Correlation Coefficient.

FINDING AND DISCUSSION

Findings

The data were gathered by using test and documentation. The data about students' mastery in parts of speech was collected by using test. Meanwhile, documentation was used to collect data about students' writing achievement. Then, the researcher analyzed the test and documentation by using product moment formula. The result of the students' mastery in parts of speech and writing achievement has been provided in the table below:

Table 1. Data Distribution Statistics

		Parts of Speech	Writing
N	Valid	39	39
	Missing	0	0
Mean		78,5641	85,1026
Median		80,0000	85,0000
Mode		72,00 ^a	85,00
Std. Deviation		9,38026	4,97253
Minimum		56,00	76,00
Maximum		92,00	94,00
Sum		3064,00	3319,00

Table 2. Correlations Coefficient

		Parts Of Speech	Writing
Parts Of Speech	Pearson Correlation	1	,376 [*]
	Sig. (2-tailed)		,018
	N	39	39
Writing	Pearson Correlation	,376 [*]	1
	Sig. (2-tailed)	,018	
	N	39	39

*. Correlation is significant at the 0.05 level (2-tailed).

The table above showed that the correlation coefficient equaled $r = 0,376$, which indicated that there was a positive correlation between two variables. From the r number (0,376) the researcher could use it to know the strenght of correlation between two variables. The number of 0,376 resided between 0, 20 – 0, 39 that means that the strength in low correlation. t-table above answer three questions in this research:

1. Is there any significant correlation between students' mastery in parts of speech and writing achievement?

The correlation coefficient which shows the relationship between students' mastery in parts of speech and writing achievement is 0,376. Thus, there is a significant correlation between students' mastery in parts of speech and writing achievement.

2. What is the correlation direction between students' mastery in parts of speech and writing achievement?

To answer the second question of this research, the correlation coefficient that shows the correlation between students' mastery in parts of speech and writing achievement is 0,376. It can see that the coefficient correlation have a positive symbol. It means that, there is a significant correlation between students' mastery in parts of speech and writing achievement.

3. What is the magnitude of the relationship between students' mastery in parts of speech and writing achievement?

To know the magnitude of the correlation between students' mastery in parts of speech and writing achievement, the researcher consults with the interpretation table below:

Table 3. Magnitude of Correlation

Coefficient	Magnitude of correlation
0,80 - 1,00	Very High
0,60 – 0,79	High
0,40 – 0,59	Sufficient
0,20 – 0,39	Low
0 – 0,19	Very Low

Source: Lijan Poltak Sinambela, Metodologi Penelitian Kuantitatif, ..., p. 208

Briefly, the correlation coefficient that shows the correlation between students' mastery in parts of speech and writing achievement is 0,376. The interpretation answers the third question in this research. Based on the interpretation table above, 0,376 has "low" correlation because it is between 0,20 – 0,39. It can be concluded that the magnitude of the correlation between students' mastery in parts of speech and writing achievement is low.

To determine whether the researcher will accept or reject the hypothesis, the researcher consults to r- table by using significant alpha value (α) = 0,05 and $df = 37$. Based on the r-table, it is obtained 0.316, and the researcher has = 0.376. It means that score is bigger rather than r-table score. To determine whether the hypothesis will accept or rejected, the researcher uses the formulation below:

If $r_{xy} > r_{tab}$, so H_a is accepted and H_o is rejected

If $r_{xy} < r_{tab}$, so H_a is rejected and H_o is accepted

Then the researcher consults to the r-table by using significant alpha value (α) = 0,05, and $df = 37$. Based on the r-table, it is obtained 0,316, and the researcher has $r_{xy} = 0,376$. It meand that r_{xy} score is bigger than r-table score.

$0,376 > 0,316$, so H_a is accepted and H_o is rejected

If $r_{xy} < r_{tab}$, so H_a is rejected and H_o is accepted

Briefly, H_o is rejected and H_a is accepted which states that there is significant correlation between students' mastery in parts of speech and writing achievement is accepted.

Based on the data analysis above, the researcher has found that the coefficient of correlation between students' mastery in parts of speech and writing achievement at the second-grade students of MAN 4 Agam was 0,376. There is a positive correlation between two variables because the result has positive symbol. From the result above, the magnitude of the correlation is low because it is between 0,20 – 0,39. Based on the research results, it can be concluded that the parts of speech does not have a big influence on students writing achievement.

Discussion

This research is about the correlation between students' mastery in parts of speech and writing achievement at the second-grade students on MAN 4 Agam. It can be said that correlates between students' parts of speech mastery as a variable X and writing achievement as a variable Y. The data are gotten from test and documentation.

The test consists of 25 items in form of multiple-choice test about parts of speech. Meanwhile, the researcher used documentation and took the students daily writing score. The daily writing score that the researcher took is about explanation text. The researcher asked the students' writing score to the English teacher in MAN 4 Agam .

In analysis data, the researcher calculated students' test of parts of speech and writing score by using Product Moment formula. It is found that there is the correlation between students' mastery in parts of speech and writing achievement at the second-grade students of MAN 4 Agam. Moreover, there is also a positive correlation between students' mastery in parts of speech and writing achievement. Based on the interpretation, the result of the correlation, the parts of speech does not have a big influence on students' writing achievement.

The result of this research is supported by Padhye (2017) who found that when students know about parts of speech, the students may understand grammar. Once the students understand this, the students may construct sentences easily, and the students may understand the differences between the word. In addition, Putra (2019) showed that there was significant correlation between students' parts of speech mastery and writing achievement with r correlation 0,401

It can be predicted that if the students get high score in parts of speech, they also will get high score in writing achievement, and vice versa.

Additionally, based on hypothesis testing the result of r_{xy} is 0,376 and r -table is 0,316 on $df = 39 - 2 = 37$, $\alpha = 0,05$. Because r_{xy} is bigger than r -table, H_a is accepted and H_o is rejected. It means that there is the correlation between students' mastery in parts of speech and writing achievement at the second-grade students of MAN 4 Agam.

In summary, the result of this research supports the research hypothesis that there is low correlation between students' mastery in parts of speech and writing achievement at the second-grade students of MAN 4 Agam.

CONCLUSION

The aims of the research was to find out the correlation between students' mastery in parts of speech and writing achievement. Based on the finding and discussion above, it can be concluded that the students at 11th MAN 4 Agam in this study have been taught eight of the parts of speech, noun, pronoun, verb, adverb, preposition, conjuntion, adjective and article. Based on the data in finding and discussion above, it can be summarized that the H_a or alternative hypothesis of this research is accepted where the r number of the correlation was 0,376. The result is obtained after the researcher consulted score to r -table score on α 0,05 is 0,316. It means that score is bigger than r -table score. The result of the research indicated that the students; mastery in parts of speech and writing achievement, it was shown by the result of their test. Because the interpretation of the correlation is low, it means that the parts of speech does not have a big influence on students' writing achievement.

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