A CORRELATION BETWEEN STUDENTS' PERCEPTION ON LEARNING STRATEGIES AND THEIR GRAMMATICAL MASTERY TOWARD THEIR ABILITY IN WRITING DESCRIPTIVE PARAGRAPH AT THE THIRD YEAR STUDENTS OF ENGLISH DEPARTMENT OF BUNG HATTA UNIVERSITY

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ABSTRACT

The type of this research was correlational study. This research was aimed to find out the correlation between students’ perception on learning strategies and their grammatical mastery toward their ability in writing a descriptive paragraph at the third year students of English Department of Bung Hatta University. The number of population members was 54 students. To choose the sample, the researcher used simple random sampling technique, and the sample of this research was 30 students. She used three instruments to collect the data; questionnaire, grammar test and writing test.

After analyzing the data, the researcher found that students’ perception on learning strategies, their grammatical mastery and their writing ability a descriptive paragraph were moderate. In addition, this study also found that the value of coefficient correlation between students’ perception on learning strategies and their writing ability was 0.68 and r-table was 0.361 (α 0.05 and df = n-2 (28)). The coefficient correlation between students’ grammatical mastery and their writing ability was 0.77 and r-table 0.361 (α 0.05 and df=n-2 (28)). The coefficient correlation between students’ perception on learning strategies, grammatical mastery and writing ability was 0.79 and f-counted was 40.11 and value of f=table was 3.35 (α 0.05 and df= n-k-1 (27)). The correlation among three variables, perception on learning strategies, grammatical mastery and writing ability were significant.

Key words: Correlation, Perception on LS, Grammar and Writing

INTRODUCTION

As a language skill, writing is one of the language skills beside listening, speaking and reading that must be mastered by English learners. Through writing someone can express and exchange his or her ideas, thoughts and experiences to others. Through writing one can also transfer information and knowledge to others. In other words, writing can be said as a means of communication between the writer and the reader. Therefore, a good writing will be seen in a good grammatical.

Based on the English Department of Bung Hatta curriculum, the third year students of English Department of Faculty Teacher Training and Education, Bung Hatta University have to take Writing II that is related to kinds of paragraph (narrative paragraph, descriptive paragraph, argumentative paragraph, etc).
Thus, they have to be able to express their ideas in written form by considering the linguistics conventions, such as content and organization, vocabulary, language use, and mechanics.

Grammar has a big influence on learning language skills; listening, speaking, reading and writing. Based on Wikipedia (2012), grammar is the set of structural rules that governs the composition of words, phrases, clauses and sentences in any given natural language.

To master writing skill well, the role of language learning strategies cannot be ignored because it contributes to the success of language learners. Oxford in Coeffied, F (2004) states that learning strategies contribute to make learning more effective and increase students’ independence and autonomy as learners.

According to Riding and Rayner in Chang (2007), a learning strategy is a set of one or more procedures that an individual acquires to facilitate the performance on a learning task. They further state that one may use different strategies to tackle different tasks. To know the students learning strategies, the researcher knows the first what is the perception that students have been used in their learning process.

Perception is a process an individual selects organises and deduces information into a clear, comprehensible and meaningful image (Schiftman and Kanuk in Rajab Azizah 2012). In addition, it is a description of someone’s view or way in perceiving, understanding and observing a certain situation and condition. Besides, the researcher will know how about a correlation between students’ perception on learning strategies and their grammatical mastery toward their ability in writing a descriptive paragraph especially for the third year students at English Department of Faculty Teacher Training and Education, Bung Hatta University.

The third year students of English Depatment of Bung Hatta University have been studying Writing II. Based on the researcher’s experience in studying Writing II subject, there were many student who had less perception on learning strategies to improve their writing, because they had lack of vocabulary, grammar, and ect. They got low score in writing class because they had less perception on learning strategies to learn writing skill. Therefore, the researcher wanted to know scientifically a correlation between students’ perception on learning strategies and their grammatical mastery toward their ability in writing a descriptive paragraph.

Based on the explanation, the researcher was interested to conduct a
research with the title “A correlation between students’ perception on learning strategies and their grammatical mastery toward their ability in writing a descriptive paragraph of third year students of English Department of Bung Hatta University”

RESEARCH METHOD

The design of this research was correlative research which was tried to see the correlation between students’ perception on learning strategies and their grammatical mastery toward their ability to write a descriptive paragraph. According to Gay (1987), correlational research involves collecting data in order to determine whether and to what degree, a relationship exists between two or more quantifiable variables. The degree of relationship is mentioned as a correlation coefficient.

There were three kinds of variables in this research. The first variable was students’ perception on learning strategies. It was considered as the first independent variable (variable of X1). The second one variable was grammatical mastery. It was considered as the second independent variable (variable of X2). And the third variable was the ability to write a descriptive paragraph that was considered as dependent variable (variable Y).

The population of this research was the third year students at English Department of Faculty Teacher Training and Education, Bung Hatta University. The number of population members of this research was 54 students and they were distributed into two classes.

For correlative study, approximately 30 samples were regarded enough that relates variables. These numbers are based on the size needed for statistical procedures so that the sample is likely to be a good estimated of characteristics of the population (Creswell, 2012).

In this research, the researcher took simple random sampling techniques. Gay (1987:104) random sampling is the process of selecting a sample in such way that all individuals in the defined population have an equal and independent chance of being selected, for the sample.

To select sample, the researcher wrote the name of the third year students at English Department of Faculty Teacher Training and Education, Bung Hatta University in small pieces of paper. Then, she put them into a box and mixed them up. After that, she chose thirty pieces of paper from the box and the selected students would be the sample of the research.

There were three instruments. The first was questionnaire to collect data on
students’ perception on learning strategies. The second was grammar test to collect data on students’ grammatical mastery and the third was writing test to collect data on students’ ability in writing a descriptive paragraph.

**Questionnaire**

The researcher used questionnaire form as an instrument to collect data on students’ perception on learning strategies. To make the questionnaire reliable and valid, the researcher analyzed the content reliability and validity. According to Brown (2010), a reliable test is consistent and dependable while validity is the most complex criterion of an effective test and arguably the most important principle.

The questionnaire respond reflects the tendency of occurrence of learning strategies which are applied by students. The system of Likert Scale is used. Sugiono (2008) says that Likert Scale is used to find someone attitude, perception and suggestion about some issues. The researcher used 4 possible answers for questionnaire:

**Table 3.4 Grades Questionnaire**

<table>
<thead>
<tr>
<th>Grades of Answer</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>4</td>
</tr>
<tr>
<td>Often</td>
<td>3</td>
</tr>
<tr>
<td>Sometimes</td>
<td>2</td>
</tr>
<tr>
<td>Never</td>
<td>1</td>
</tr>
</tbody>
</table>

The researcher would find out the validity and reliability of questionnaire. The validity of instrument in this research came from the instrument employed, to fulfill validity of the questionnaire, it was constructed based on indicators as shown in Table 3.3 (Adopted from Oxford in Chang, 2007).

To find out reliability of questionnaire, the researcher used Variant formula (Arikunto, 2012) as follow:

\[
\sigma^2 = \frac{\Sigma x^2 - (\Sigma x)^2}{N}
\]

Where:
\[
\sigma^2 = \text{Variant} \\
\Sigma x^2 = \text{Total quadrate score for each question} \\
\Sigma x = \text{Total score for each item} \\
N = \text{Number of item}
\]

To get the reliability, the researcher used Alpha formula suggested by (Arikunto, 2012).

\[
r_{\text{II}} = \left(\frac{n}{n-1}\right) \left(1 - \frac{\Sigma \bar{d}_i^2}{\Sigma \bar{d}_t^2}\right)
\]

Where:
\[
r_{\text{II}} = \text{The realibility of instrument} \\
\Sigma \bar{d}_i^2 = \text{Calculation of variants score for each item} \\
\Sigma \bar{d}_t^2 = \text{Variants total} \\
n = \text{Number of item}
\]

Finally, the researcher used degree of coefficient correlation based on Arikunto’s Ideas (2012)

- 0.81-1.00 : very high correlation
- 0.61-0.80 : high correlation
- 0.41-0.60 : enough correlation
Grammar Test

The grammatical test would be used to collect the data on students’ simple present tense mastery because it was one of language features of descriptive paragraph. The kind of grammar test that would be used by the researcher was multiple choice tests. There were 28 questions that related in aspects of grammar. The researcher gave 30 minutes for students to do test.

The test used should be valid. At test is valid if it measures what is supposed to be measured. Arikunto (2012) argues that one of the characteristics of the validity of a test is content validity. It means that the test is valid if it fixes with materials that have been given to the students and it is appropriate with the curriculum and syllabus. So the test was constructed based on curriculum and syllabus.

To see the reliability of the test, the researcher used split half method. According to Creswell (2012), split half reliability is a method which separates the test into two parts; odd items and even items. The scores of the two sets are correlated by using Pearson Product Moment Formula as follows:

$$r_{xy} = \frac{n \sum xy - (\sum x)(\sum y)}{\sqrt{[n \sum x^2 - (\sum x)^2][n \sum y^2 - (\sum y)^2]}}$$

Where:

- $r_{xy}$ = the coefficient of correlation between $x$ and $y$
- $x$ = the sum of first scorer’s scores
- $y$ = the sum of second scorer’s scores
- $\Sigma x$ = the sum of $x$
- $\Sigma y$ = the sum of $y$
- $n$ = the total number of the students who follow the test
- $\Sigma xy$ = total scores of cross product $xy$

Furthermore, to know the coefficient correlation of the whole test, the researcher analyzed it by using Spearman Brown Formula (Arikunto, 2012) as follows:

$$r_{ii} = \frac{2r_{xy}}{1 + r_{xy}}$$

Where:

- $r_{ii}$ = the coefficient of reliability of the total test
- $r_{xy}$ = the coefficient of correlation between odd and even items

To have a good test item researcher did item difficulties and item discrimination analysis. Item discrimination is the ability of the item to
differentiate between students who got high achievement and students who got low achievement. To analyze the item discrimination, the researcher divided the students into high group and low group. Since the size of sample was quite small, she decided that the students who got scores at half above belong to high group and those of having scores at half below belong to low group. Then the researcher used the following formula to determine the item discrimination (Arikunto, 2012):

\[ D = \frac{BA}{JA} - \frac{BB}{JB} \]

Where:
- \( D \) = item discrimination index
- \( JA \) = total students in the high group
- \( JB \) = total students in high group who answer correctly
- \( BA \) = total students in low group who answer correctly

Arikunto (2012) suggests the following classification of the item discrimination:
- \( D = .00 \) – \( .20 \) = poor
- \( D = .21 \) – \( .40 \) = satisfactory
- \( D = .41 \) – \( .70 \) = good
- \( D = .71 \) – \( 1.00 \) = excellent

According to Arikunto (2012), item difficulty is a number that shows the difficulty items. This difficulty index describes the difficulty level. In analyzing the item difficulty the researcher used the formula suggested by Arikunto (2012) as follows:

\[ P = \frac{B}{JS} \]

Where:
- \( P \) = item difficulty index
- \( B \) = the total of the students who answer correctly
- \( JS \) = the total of students who follow the test

The classification of the item difficulty is as follow:
- \( P = .00 \) – \( .30 \) = difficult
- \( P = .31 \) – \( .70 \) = moderate
- \( P = .71 \) – \( 1.00 \) = easy

The researcher would choose the items that belong to difficult and easy categories \( P = 0.20 \) – \( 0.80 \) and \( D = 0.31 \) – \( 0.80 \) to find good test items for the real test because the characteristic of good test is in difficult and easy categories.

Writing Test

The third instrument that would be used to collect the data of this research was writing test. The time allocated was 40 minutes to do test. The researcher limited the context of descriptive text and asked the students to choose one of the topics and writes a descriptive paragraph about:
1. Handphone
2. Shoes
3. Computer
4. Your Own idea (a thing)

To find out the reliability of writing test, the researcher used inter-rater
technique. In this research, there were two scorers (scorer 1 and scorer 2). The first scorer was the researcher and she chose Nia Windi Yulia as the second scorer because she was good in writing. The other function of using two scorers is to minimize the subjectivity in scoring the test.

To calculate the coefficient correlation of students’ score of two scorers in order to find out its reliability, the researcher used the pearson moment formula as suggested by Arikunto (2012) as follows:

\[
 r_{xy} = \frac{n \sum xy - (\sum x)(\sum y)}{\sqrt{[n\sum x^2-(\sum x)^2][n\sum y^2-(\sum y)^2]}}
\]

Where:
- \( r_{xy} \) = the coefficient of correlation between x and y variable x
- \( x \) = the sum of first scorer’s scores
- \( y \) = the sum of second scorer’s scores
- \( \sum x \) = the sum of x
- \( \sum y \) = the sum of y
- \( n \) = the total number of the students who follow the test
- \( \sum xy \) = total scores of cross product xy

**Technique of Gathering Data on Questionnaire**

1. The researcher gave the questionnaire to the students.
2. The researcher gave 30 minutes the students to give respond the questionnaire.
3. The researcher collected the students’ answer sheets.
4. The researcher read the students’ response.
5. The researcher gave score to students’ response by using the criteria.

<table>
<thead>
<tr>
<th>Grades of Answer</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>4</td>
</tr>
<tr>
<td>Often</td>
<td>3</td>
</tr>
<tr>
<td>Sometimes</td>
<td>2</td>
</tr>
<tr>
<td>Never</td>
<td>1</td>
</tr>
</tbody>
</table>

6. The researcher counted the total score of each students.

**Technique of Gathering Data on Grammatical Mastery**

1. The researcher gave the test to the students.
2. The researcher collected the students’ answer sheets.
3. The researcher gave score 1 for correct answer and 0 for incorrect answer.
4. The researcher counted the total score of each student.

**Technique of Gathering Data on Writing**

The data of this research were students’ scores on questionnaire, grammar test and writing test. The researcher gathered them by following several steps;
(1) The researcher gave the test to the students.
(2) The researcher collected the students’ answer sheets.
(3) The researcher copied the students’ answer sheets and gives them to the second scorers.
(4) The two scorers gave score by using following criteria.

**Table 3.7 Criteria of Scoring Writing Test**

<table>
<thead>
<tr>
<th>No.</th>
<th>Aspect</th>
<th>Criteria</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Content</td>
<td>Very good : Phenomenon to be described is clear.</td>
<td>30-25</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Good : Phenomenon to be described is not clear.</td>
<td>24-20</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Poor : There is no phenomenon to be described.</td>
<td>19-12</td>
</tr>
<tr>
<td>2.</td>
<td>Organization</td>
<td>Very good : fluent expression, ideas clearly stated.</td>
<td>20-16</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Good : loosely organized but main idea stand out.</td>
<td>15-10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Poor : non fluent, ideas confused or disconnected.</td>
<td>9-4</td>
</tr>
<tr>
<td>3.</td>
<td>Language Use</td>
<td>Very good : correct in using simple present tense.</td>
<td>25-20</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Good : there are simple mistakes of simple present tense.</td>
<td>19-15</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Poor : there are major problems in using simple present tense.</td>
<td>14-11</td>
</tr>
<tr>
<td>4.</td>
<td>Vocabulary</td>
<td>Very good : effective word and usage.</td>
<td>20-15</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Good : occasional errors of word, choosing words, usage but meaning not obscured.</td>
<td>14-10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Poor : frequent errors of word, choice and usage.</td>
<td>9-5</td>
</tr>
<tr>
<td>5.</td>
<td>Mechanical</td>
<td>Very good : there is no error in the use of punctuation, spelling and capitalization.</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Good : there are few errors in the use of punctuation, spelling and capitalization.</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Poor : there are many errors in the use of punctuation, spelling and capitalization.</td>
<td>3</td>
</tr>
</tbody>
</table>

(modified from Heaton, 1988)

(5) The two scorers counted the total score each student.
(6) The researcher counted the average score of two scorers by using the following formula:

\[
\text{Students’ score} = \frac{\text{first scorer’s score} + \text{second scorer’s score}}{2}
\]

**Technique of Analyzing Data**

**Descriptive Analysis**

(1) The researcher calculated mean and standard deviation by using the formulas, (Gay et al., 2009):

\[
M = \frac{\sum x}{N}
\]

Where:

\[
M = \text{mean}
\]

\[
\Sigma x = \text{sum score of students}
\]

\[
N = \text{number of sample}
\]

\[
SD = \sqrt{\frac{\Sigma x^2}{N} - \left(\frac{\Sigma x}{N}\right)^2}
\]

Where:

\[
SD = \text{standard deviation}
\]

\[
x = \text{students’ score}
\]

\[
\Sigma x = \text{the total of } x
\]

\[
\Sigma x^2 = \text{the total of } x^2
\]

\[
N = \text{the number of students}
\]

(2) She classified the students’ writing ability into high, moderate, and low ability by using the following categories (Arikunto, 2012).

\[
> M + SD = \text{high}
\]

\[
(M – SD) – (M + SD) = \text{moderate}
\]

\[
< M – SD = \text{low}
\]

(3) To calculate the percentage of the students who get high, moderate, and low ability, she used this formula:

\[
P = \frac{F}{N} \times 100\%
\]

Where:

\[
P = \text{percentage of the students who get the ability}
\]
\[ F = \text{the sum of students who get high, moderate, or low ability} \]
\[ N = \text{the sum of the students} \]

(4) She classified the students’ score based on the criterion that is used in Bung Hatta University:

<table>
<thead>
<tr>
<th>Score</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>85-100</td>
<td>A</td>
</tr>
<tr>
<td>81-84</td>
<td>A'</td>
</tr>
<tr>
<td>76-80</td>
<td>B'</td>
</tr>
<tr>
<td>70-75</td>
<td>B</td>
</tr>
<tr>
<td>65-69</td>
<td>C'</td>
</tr>
<tr>
<td>60-64</td>
<td>C</td>
</tr>
<tr>
<td>55-59</td>
<td>C</td>
</tr>
<tr>
<td>45-54</td>
<td>D</td>
</tr>
<tr>
<td>≤44</td>
<td>E</td>
</tr>
</tbody>
</table>

The students who had grade ranging from A- to A were considered to have very good ability, the students who had grade ranging from B- to B+ were considered to have good ability, the students who had grade ranging from C to C+ were considered to have moderate ability, and the students who had grade ranging to D were considered to have bad ability.

**Inferential Analysis**

(1) The researcher presented the total scores for questionnaire on students’ perception on learning strategies, grammar mastery and writing a descriptive paragraph.

(2) The researcher used the Pearson product moment formula as suggested by Arikunto (2012:87) as follows:

\[
\begin{align*}
    r_{xy} &= \frac{n \sum xy - (\sum x)(\sum y)}{\sqrt{[n \sum x^2 - (\sum x)^2][n \sum y^2 - (\sum y)^2]}} \\
    \text{Where:} \\
    r_{xy} &= \text{the coefficient of correlation between x and y variable x} \\
    x &= \text{the sum of first scorer’s scores} \\
    y &= \text{the sum of second scorer’s scores} \\
    \sum x &= \text{the sum of x} \\
    \sum y &= \text{the sum of y} \\
    n &= \text{the total number of the students who follow the test} \\
    \sum xy &= \text{total scores of cross product } xy
\end{align*}
\]

(3) The researcher would find the coefficient correlation between students’ perception on learning strategies and their writing ability, between students’ grammatical mastery and their writing ability by using this formula (Sugiyono, 2010):

\[
\begin{align*}
    R_{y.x1x2} &= \sqrt{\frac{r_{y1x1}^2 + r_{y2x2}^2 - 2r_{y1x1}r_{y2x2}r_{x1x2}}{1 - r_{x1x2}^2}} \\
    \text{Where:} \\
    R_{y.x1x2} &= \text{multype correlation between variable } \Omega_1 \text{ and } X_2 \text{ with the same variable with a variable } Y \\
    r_{y1x1} &= \text{correlation product moment between variable } \Omega_1 \text{ and } Y
\end{align*}
\]
\[ r_{yx2} \] = correlation product moment between variable \( x_2 \) and variable \( Y \)

\[ r_{x1x2} \] = correlation product moment between variable \( x_1 \) and variable \( x_2 \)

The researcher used the classification coefficient correlation by Arikunto (2012) as follows:

- .00 - .20 = very low correlation
- .21 - .40 = low correlation
- .41 - .60 = moderate correlation
- .61 - .80 = high correlation
- .81 – 1.00 = very high correlation

\[ F_h = \frac{r^2/k}{(1-r^2)n-k-1} \]

Where:

- \( F_h \) = Coefficient correlation
- \( R \) = The Coefficient of multiple correlation
- \( k \) = The total of independent variables
- \( n \) = The total of samples

(4) Finally the researcher interpreted the coefficient correlation between students’ perception on learning strategies and their grammatical mastery toward their ability to write a descriptive paragraph at the third year students of English Department of Bung Hatta University.

**FINDINGS AND DISCUSSIONS**

**FINDINGS**

**Students’ Perception on Learning Strategies**

Based on the result of data analysis, it was found that the highest score was 125 and the lowest score was 81 (see Appendix 20). It was also showed that the mean (M) was 99.23 and Standard Deviation (SD) was 11.04 (see Appendix 20). Then the researcher calculated the percentage of the students’ perception on learning strategies into high, moderate and low as showed in Table 4.1.

<table>
<thead>
<tr>
<th>Classification of Students’ Perception on Learning Strategies</th>
<th>Classification of Ability</th>
<th>Number of Students</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>&gt;110.27</td>
<td>4</td>
<td>13.33%</td>
</tr>
<tr>
<td>Moderate</td>
<td>88.19 – 110.27</td>
<td>20</td>
<td>66.67%</td>
</tr>
<tr>
<td>Low</td>
<td>&lt;88.19</td>
<td>6</td>
<td>20%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>30</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Students’ Grammatical Mastery**

Based on the result of data analysis, it was found that the highest score was 23 and the lowest was 9. The result of data analysis also showed that Mean was 16.4, and Standard Deviation was 4.05 (see appendix 24). After calculating Mean and Standard Deviation, the researcher classified the students’ grammatical mastery into high, moderate and low ability as showed in Table 4.2.
Table 4.2: Percentage of Students’ having Grammatical Mastery in High, Moderate and Low Classification of Students’ Perception On Learning Strategies

<table>
<thead>
<tr>
<th>Classification of Ability</th>
<th>Number of Students</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>High (&gt;20.45)</td>
<td>7</td>
<td>23.33%</td>
</tr>
<tr>
<td>Moderate (12.35 – 20.45)</td>
<td>17</td>
<td>56.67%</td>
</tr>
<tr>
<td>Low (&lt;12.35)</td>
<td>6</td>
<td>20%</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100%</td>
</tr>
</tbody>
</table>

Students’ Ability to Write a Descriptive Paragraph

The result of data analysis demonstrated that the highest score of students writing was 81.5 and the lowest score was 59. The result of data analysis also demonstrated that Mean (M) was 68.35 and Standard Deviation (SD) was 6.03 (see Appendix 28). After calculating Mean and Standard Deviation, the researcher classified the students’ ability to write a descriptive paragraph into high, moderate and low appropriateness as shown in Table 4.3.

Table 4.3: Students’ Ability to Write a Descriptive Paragraph

<table>
<thead>
<tr>
<th>Classification of Ability</th>
<th>Number of Students</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>High (&gt;74.38)</td>
<td>7</td>
<td>23.33%</td>
</tr>
<tr>
<td>Moderate (62.32 – 74.38)</td>
<td>17</td>
<td>56.67%</td>
</tr>
<tr>
<td>Low (&lt;62.32)</td>
<td>6</td>
<td>20%</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100%</td>
</tr>
</tbody>
</table>

Correlation between Students’ Perception on Learning Strategies and their Ability to Write a Descriptive Paragraph

Based on the result of data analysis, the researcher found that the value of the coefficient correlation between students’ perception on learning strategies and their ability to write a descriptive paragraph was 0.68 (see appendix 30). It means that there is a positive correlation between students’ perception on learning strategies and their ability to write a descriptive paragraph at the third year students of English Department of Bung Hatta University.

Correlation between Students’ Grammatical Mastery and their Ability to Write a Descriptive Paragraph

Based on the result of data analysis, the researcher found that the value of the coefficient correlation between students’ grammatical mastery and their ability to write a descriptive paragraph was 0.77 (see appendix 31). It means that there is a positive correlation between students’ grammatical mastery and their ability to write a descriptive paragraph at the third year students of English Department of Bung Hatta University.
coefficient correlation between students’ perception on learning strategies and their grammatical mastery toward their ability to write a descriptive paragraph was 0.79 (see appendix 33). It means that there is a positive correlation between students’ perception on learning strategies and their grammatical mastery toward their ability to write a descriptive paragraph at the third year students of English Department of Bung Hatta University.

Testing Hypothesis

Coefficient Correlation Between Students’ Perception on Learning Strategies and their Ability to Write a Descriptive Paragraph

As already discussed previously, the first finding of this study was that the coefficient of correlation between students’ perception on learning strategies and their ability to write a descriptive paragraph was 0.68. To see the whether such correlation is significant or not, it was compared with value of \( r_{table} \) at significant level \( \alpha = 0.05 \) and \( df = n-2 \) (28). As matter of fact the value \( r_{table} \) was 0.361. It means that \( r_{counted} \) was bigger than \( r_{table} \) (0.68 > 0.361). Therefore, it can be stated that there is significant positive correlation between students’ grammatical mastery and their ability to write a descriptive paragraph (see Appendix 31).

Correlation between Students’ Perception on Learning Strategies and their Grammatical Mastery toward their Ability to Write a Descriptive Paragraph

The second finding of this study was the coefficient of correlation between students’ grammatical mastery and their ability to write a descriptive paragraph was 0.77. To see the whether such correlation is significant or not, it was compared with value of \( r_{table} \) at significant level \( \alpha = 0.05 \) and \( df = n-2 \) (28). As matter of fact the value \( r_{table} \) was 0.388. It means that \( r_{counted} \) was bigger than \( r_{table} \) (0.77 > 0.361). Therefore, it can be stated that there is significant positive correlation between students’ grammatical mastery and their ability to write a descriptive paragraph (see Appendix 31).

Coefficient Correlation between Students’ Grammatical Mastery and their Ability to Write a Descriptive Paragraph

The third finding was the coefficient of correlation between students’ perception on learning strategies and their grammatical mastery toward their ability to write a descriptive paragraph was 0.79. To see the whether such correlation is significant or not, the researcher compared that \( f_{counted} \) with \( f_{table} \). If \( f_{counted} \) is bigger than \( f_{table} \), the correlation is
significant. As mentioned above, $f_{\text{counted}}$ was 40.11 while the value of $f_{\text{table}}$ with the level of significance 0.05 and degree of freedom (df=$n-k-1$) (27) was 0.335 ($n$ = total number of sample, $k$ = total of independent variable). It means that $f_{\text{counted}}$ was bigger than $f_{\text{table}}$ ($40.11 > 0.335$). In other words, there is significant positive correlation between students’ perception on learning strategies and their grammatical mastery toward their ability to write a descriptive paragraph at the third year students of English Departmrnt of Bung Hatta University (see Appendix 33).

**DISCUSSIONS**

The finding of this study was the correlation between students’ perception on learning strategies and their grammatical mastery toward their ability to write a descriptive paragraph was a significant. It was found that the value of correlation among them was 0.79. The result found that $f_{\text{counted}}$ was bigger than $f_{\text{table}}$ with the level of significance 0.05 and degree of freedom (df=$n-k-1$) ($40.11 > 0.335$). In relation to the classification of correlation elaborated by Sugiyono (2011:184), the correlation of three variables (perception on learning strategies, grammatical mastery, and ability to write a descriptive paragraph) could be classified as high.

If the students have good learning strategies, they will master a language well. Students’ ability to give a good reason and reorganize information are the evidences of cognitive strategies in writing activity. Students’ ability to use certain grammar rules for certain paragraph is the application of memory strategies. Students’ ability to know and monitor language patterns used in writing a paragraph is one of forms of implementation of metacognitive strategies. Compensatory strategies in writing activity are reflected in using synonym words in a paragraph. Affective strategies will be reflected if students show the positive interest in doing writing activities. If the students can share and discuss each other about writing task which have been learned, it means that they use social strategies. Therefore, among of them had correlational in writing ability.

According to Oshima and Hogue (1991:30), a good writing has unity. It discusses only one main idea in one paragraph. Every supporting sentence in the paragraph must be directly related to the main idea. Then another element of a good writing is coherence. The latin verb of coherence means hold together. It means the movement from one sentence to the next must be logical and smooth.
Huddleston and Pullum theory (2010) state that grammar helps speakers to communicate their emotions and purpose more effectively because grammar deals with the from of sentences and smaller that people who can use grammar properly is considered having good English.

CONCLUSION AND SUGGESTIONS

CONCLUSION

Based on finding as already discussed in the previous chapter, it can be concluded that:

1. The researcher found that students’ perception on learning strategies of English Department of Bung Hatta University was moderate. It was proved by the fact 66.67% students had moderate knowledge.

2. The researcher found that students’ grammatical mastery of the third year of English Department of Bung Hatta University was moderate. It was proved by the fact 56.67% students had moderate knowledge.

3. The researcher found that students’ ability to write a descriptive paragraph of the third year students of English Department of Bung Hatta University was moderate. It was proved by 56.67% students had moderate ability.

4. The researcher found that there was a significant between students’ perception on learning strategies and their ability to write a descriptive a paragraph at the third year students of English Department of Bung Hatta University. It can be concluded that students’ perception on learning strategies can influence ability to write a descriptive a paragraph.

5. The researcher found that there was significant correlation between students’ grammatical mastery toward their ability to write a descriptive paragraph of the third year students of English Department of Bung Hatta University. It can be concluded that the students’ grammatical mastery influenced their ability to write a descriptive paragraph.

6. The researcher concluded that the correlation between students’ grammatical mastery toward their writing ability is more influence than the correlation between students’ perception on learning strategies toward their writing ability. It can be stated the correlation between students’ grammatical mastery toward their writing ability is higher significant than the correlation between students’ perception on learning strategies toward writing ability.
SUGGESTIONS

The researcher proposed suggestions. Lecturers should give information about perception on learning strategies of English, give more exercises to the students on grammar and writing a descriptive paragraph.

Next, the students are suggested to be more aware of the importances of learning strategies in learning English as foreign language, do more exercises on grammar and writing a descriptive paragraph.

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