A CORRELATION BETWEEN STUDENTS' GRAMMAR MASTERY AND THEIR PRACTICE INTENSITY TOWARDS THEIR WRITING ABILITY

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Abstract

The objective of this research is to identify whether or not there is a significant correlation between students' grammar mastery and their practice intensity towards their writing ability. This study was particularly aimed to identify students' grammar mastery, their practice intensity about grammar, their writing ability in descriptive paragraph, and to find out if there is a significant correlation between students' grammar mastery and their practice intensity towards their writing ability in descriptive paragraph. The design of this research was correlational. Population of this research was 88 students of second year of English Department of Bung Hatta University Padang. In selecting the sample, cluster random sampling technique was applied. The data were collected through grammar test, questionnaire and writing test.

The result of analyzing data indicated that: in grammar mastery, the percentage of students in high level 23.33%, moderate level was 60%, and low level 16.67%. Their practice intensity in grammar 63% in high level and 37% in low level. Their writing ability to write the descriptive paragraph was identified 13% in high level, 26% in moderate level and 74% in low level. The result of hypothesis testing found that there is a correlation between students' ability in grammar mastery and writing ability ($0.49 : \propto 0.05$ df = n-2), the correlation between students' practice intensity and their writing ability was very low correlation ($0.15 : \propto 0.05$ df = n-2), the correlation between students' grammar mastery and their practice intensity towards their writing ability was moderate correlation ($0.55 \propto 0.05$ df = n-2).

Based on the findings, it can be concluded that there is a positive correlation between students' grammar mastery and their practice intensity towards their writing ability. Relating to this conclusion, it is suggested to the lecturers to have intensive practices in grammar mastery for the students in order to have a good ability in writing a descriptive paragraph. It is also suggested the students to comprehend grammar and do more practices, so they are capable to write descriptive paragraph.

Key Words : Grammar Mastery, Practice Intensity and Writing Ability.

Introduction

English is an important international language to be mastered in order to communicate with people from other countries in the world. English mastery consists of two skills, active skill and passive skill. Someone who can speak and write in English is having active skill. Meanwhile passive skill means someone who can listen and read. However, the four skills which are essential points that

people should posses in order to master English well.

As already discussed before, writing is one of the four basic language skills. According to (Oshima and Hogue, 2007:15), writing is never a one-step action : you are ongoing creative act. When you write something, you have already been thinking about what to say and how to say it. Then, after you have finished writing, you read over what you have written and make changes and corrections. Finally, you write and revise again untill you are satisfied that writing expresses exactly what you want to say.

Grammar mastery refers to the students understanding in using the correct rules of English by changing the form of words correctly and joining them into sentence. (Wersi *at el* : 2013).

According to Oliver (2010:2), practice intensity involves a structure of classroom conditions that keep the learner actively engaged in appropriate response to words.

Oshima and Hogue (2006 : 14) say that a paragraph is a group of related sentences that discuss one (and usually only one) main idea. A paragraph can be as short as one sentence or as long as ten sentensces. The number of sentences is unimportant, however the paragraph should be long enogh to develop the main idea clearly. A paragraph may be stand by itself.

Descriptive paragraph is the ability to describe people, places, or objects accurately is a useful like skill.

Based on the researcher's observation in Bung Hatta University on Monday, September 16th 2013 at the second year students of English Department in academic year 2011/2012, it was found that the students still found difficulties to write a descriptive paragraph. The problem is that there are many errors in grammar, vocabulary, punctuation and spelling which based on their practice intensity in language studies.

Based on the fact above, the researcher was interested in conducting a research to analyze the correlation between grammar mastery and practice intensity towards writing ability of second year students of English Department of Bung Hatta University.

Preparation

The design of this research is correlation research. According to Creswell (2012:338), correlational designs provide an opportunity for you to predict scores and explain the relationship among variables. In this research, the researcher tried to find out the degree of relationship between grammar mastery and practice

intensity towards writing ability of the second year students of English Department of Bung Hatta University.

There are three kinds of variable in this research. The first variable is the students' grammar mastery and it is considered as first independent variable (variable x_1). The second variable is their practice intensity and it is considered as second independent variable (variable x_2). The third variable is their writing ability and it is considered as dependent variable (variable y).

Population

A population is a group of individuals who have the same characteristics (Creswell, 2012:142). The population of this research is the second year students of English Department of Bung Hatta University who were registered in the academic year 2013/2014. The number of population members of this study was 88 students and their distribution by class is shown in Table 3.1

Table 3.1 The Distribution of Population

No.	Classes	Number of Students
1.	Class A	30
2.	Class B	30
3.	Class C	28
Total		88

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Sample

Due to the large number of population of this study, the researcher used sample. Creswell (2012:142) states that sample is a subgroup of thepopulation that the researcher plans to study for generalizing about the population. In an ideal situation, you can select a sample of individuals who are representative of the entire population.

The sample for the research was selected by using cluster random sampling technique, it is used because all members of population were homogeneous or they had the same syllabus, time allocation and the same tests. According to Creswell (2012:146), for a correlational study, approximately 30 sample are regarded enough that relates variables. These numbers are estimates based on the size needed for statistical procedures so that the sample is likely to be a good estimate of the characteristics of the population (Creswell, 2012:146).

In selecting the samples, the researcher chose one class as sample by writing the number of classes (class A, class B, and class C) on small papers and put them into a box.Then, she mixed them and took one of them with close eyes. The selected class as sample was class B.

Instrumentation

It is important that the instrument used in research should be both valid and consistent. The type of evidence that you collect to support or reject the hypothesis will depend, in part, on the validity of the operational definitions of key terms in your research (Hatch and Lazaraton, 2013:36).

Table 3.2 The Distribution of Instruments

OBJECTIVES	INSTRUMENTS
1	Grammar Test
2	Questionnaire
3	Writing Test

To collect the data of this research, the researcher used three kinds of instruments. They are grammar test, questionnaire and writing test.

1. Grammar Test

In this research, the researcher used grammar test to find out students' grammar mastery. She made sure that the students understood the direction and had enough time to do the test or not, whether the test was reliable or not and also to do the item analysis, so she gave the try out test to the students out of sample. The time was constructed in the form of multiple choice test covers and represents many materials that have taught to the students, more objective and easier in giving the score than essay test, and would not spending much time to do the test. The students would close the correct answers from the multiple choices from (A, B, C and D).

The form of grammar test that the researcher used was multiple choice test, based on the syllabus of structure II of English Department of Bung Hatta University that the students have studied.

To have a valid test, the researcher used content validity. A valid test measures what is supposed to be measured. Arikunto (2012) argues that one of the characteristics of validity test is content validity. It means that the test is fitted with the material that has given to the students. For this reason, the test was constructed based on curriculum, syllabus, and teaching material used at Bung Hatta University.

To see the reliability of the test, the researcher used split half method. Due to Creswell (2012:160), split half reliability is a method used to engage the reliability of a test; two sets of scores are obtained from the same test, one set from odd items and one set from even items, and 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 correlation between x and y variable (odd and even items)

x = the odd item scores

y = the even item score

n = the number of students

$\sum xy$ = the total scores of cross product xy

$\sum x$ = the total of x

$\sum y$ = the total of y

To find out the degree of coefficient correlation of the total test, the researcher analyzed it by using Spearman-Brown Formula (Arikunto, 2012: 93) as follows:

$$r_{II} = \frac{2r_{xy}}{(1 + r_{xy})}$$

Where:

r_{ii} = The coefficient reliability for the total test.

r_{xy} = The coefficient correlation between odd and even items.

The researcher classified the coefficient correlation of the test based on Arikunto (2012:89) criteria as follows:

0.81 – 1.00 : Very high

0.61 – 0.80 : High

0.41 – 0.60 : Moderate

0.21 – 0.40 : Low

0.00 – 0.20 : Very low

The result of calculation of coefficient correlation grammar test was 0.68 was high correlation. It means the test was reliable.

In addition, to analyze the item discrimination, first the researcher divided the students into high group and low group. Then, the researcher used the following formula to determine the item discrimination by Arikunto(2012:228):

$$D = \frac{BA}{JA} - \frac{BB}{JB}$$

Where:

D = item discrimination

JA = total of students in the high group

JB = total of students in the low group

BA = total of students in the high group who answer correctly

BB = total of students in the low group who answer correctly

Item discrimination is the ability of item to differentiate between students who get high achievement and students who get low achievement. Arikunto (2010: 232) suggestes the following classification of the item discrimination:

D = 0.00 – 0.20 = Poor

D = 0.21 – 0. 40 = Satisfactory

D = 0.41 – 0.70 = Good

D = 0.71 – 1.00 = Excellent

The researcher used the standard of item discrimination with D= 0.41 – 0.70 (good). So it found that 3 items (5, 36 and 37) was discarded and she revised 1 item (17).

To analyze the difficulty of the test items, the researcher used the formula stated by Arikunto (2012: 223) as follow:

$$P = \frac{B}{JS}$$

Where:

P = item difficulties

B = the total of the students who answer correctly

JS = the total of students

Arikunto (2012) suggests the following classification the difficulty index as follow:

P = 0.00 – 0.30 = difficult

P = 0.31 – 0.70 = moderate

P = 0.71 – 1.00 = easy

The researcher would chose the items that belong to difficult and easy categories P- 0.20 – 0.30 to find a good test item for real test because the characteristic of good test is in difficult and easy categories.

After the researcher calculated the item difficulty, she discarded 4 items (4, 5, 7, and 36), she revised 1 item (17).

Finally, the researcher calculated the item difficulty and item discrimination, she discarded 5 items (4, 5, 7, 36, and 37), she revised 1 item (17), and she 35 items (1,2,3, 6, 8, 9, 10, 11, 12, 13, 14, 15, 16,

18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 38, 39 and 40).

2. Questionnaire

According to Heigham and Croker (2009 : 201), in a questionnaire there can be two types of items: close response items and open-response items. Many questionnaires contain both types, and they are usually seen as being complementary.

Table 3.4

The Specification of Questionnaire

No.	Questions About	Total of Item	Number of Item
1.	Duration	3	1,2,3
2.	Frequency	2	4,5
3.	Risk Talking	2	6,7
4.	Meta Cognitive	3	8,9,10
5.	Cognitive	3	11,12,13
6.	Social Affective	2	14,15

The questionnaire will included 15 questions. The time allocated was 30 minutes to do it. The researcher decided 15 questions for questionnaire because each topic of questions consists of 2 questions, but there are 3 topics consist of 3 questions, because there are more essential points there. Before giving the real test, the researcher has done the try out test and saw the possibility for the students to

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answer the questions. Due to questionnaire, the researcher only needed to ask the students to give a check in every statements based on their own experience. To collect the data, the researcher used likert scale, it was used to measure the variables (specific social phenomena), such as attitudes, opinion and social perception of a person or group of people. This scale consists of a number of statements asked to respondents. The response should be expressed on the level from often to never. Each response is given a numeric value. Positive response rates the highest. Negative response rates the lowest.

To see the reliability of questionnaire, the researcher used Variant formula (Arikunto, 2012:123) as follows:

$$\sigma^2 = \frac{\sum X^2 - \frac{(\sum X^2)}{N}}{N}$$

Where:

σ^2 = Variant

$\sum x^2$ =Total quadrate score for each question

$\sum x$ = Total score for each item

N = Number of item

To get the reliability of the questionnaire, the researcher used Alpha formula suggested by Arikunto (2012:122) as follows:

$$r_{11} = \left(\frac{n}{n-1}\right)\left(1 - \frac{\sum \sigma iz}{\sum \sigma tz}\right)$$

Where:

r_{11} = The reliability of instrument

$\sum \sigma iz$ = Calculation of variants score for each item

$\sum \sigma tz$ = Variants total

N = Number of item

The result of the reliability of questionnaire was 0.73 and categorized as high correlation.

3. Writing Test

It is used to collect the data for students' writing ability. The students were required to write one desciptive paragraph.

The time allocated was 60 minutes to do the test. Before giving test, the researcher gave a try out test to the students out of the sample. From this test, the researcher could find out whether the allocation time was enough for the students to do the test or not. In this case, it is also to find out whether the students understood or not what they had to do with the test.

To have a valid test from the test, the researcher used content validity. A valid test measures what is supposed to be measured. Arikunto (2006) argues that one of the characteristic of validity test is content validity. It means that the test is fitted with the material that has given to the students. For this reason, the test was constructed based on curriculum, syllabus,

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and teaching material used at English Department of Bung Hatta University.

To see the reliability of the test, the researcher used inter-rater technique. It means that they were two scorers (scorer 1 and scorer 2). The first scorer is the researcher, and she asked M. Abdurrahman Sayyaf as the second scorer due to his competence in grammar and writing. He got an A in grammar and writing. The function of two scorers is to minimize the subjectivity of the scoring the test, and to find out the reliability index of the test.

To calculate the coefficient correlation of two sets of scorer to find out the reliability index of writing test, the researcher used Pearson Product Moment formula as the following (Arikunto, 2006 : 72).

$$rxy = \frac{n\,\Sigma xy - (\Sigma x)(\Sigma y)}{\sqrt{\{n\Sigma_x 2 - (\Sigma x)^2\}\{n\Sigma_y 2 - (\Sigma y)^2\}}}$$

Where :

rxy = the coefficient correlation between two variables of the test.

n = the number of students who followed the test

x = the first scorer's score

y = the second scorer's score

Σxy = the total scores of cross product xy

Arikunto (2006:75) states that general coefficient correlation is categorized as follow:

.81 - 1.00 = very high correlation

.61 - .80 = high correlation

.41 - .60 = moderate correlation

.21 - .40 = low correlation

.00 - .20 = very low correlation

The result of calculation of coefficient correlation of writing test was 0.98. It was very high correlation. It meant the test was reliable.

Technique of Gathering Data

The data of this study are students' scores in grammar, their response on practice intensity, and their writing score.

A. Data on Students' Grammar Mastery
1. The researcher distributed the test to the students.
2. The researcher collected the students' answer sheet.
3. The researcher read students' answer sheets one by one.
4. The researcher gave score based on criteria as follow as:
   1 for correct answer
   0 for incorrect answer
5. The researcher counted the total score of each students.
B. Data on Students' Practice Intensity

1. The researcher distributed the questionnaire to the students.
2. The researcher collected the students' answer sheet.
3. The researcher read the students' questionnaire sheet.
4. The researcher gave score for all items of questionnaire based on likert scale as follows:

Table 3.5

Data on Students' Practice Intensity

Category	Score
Always	5
Often	4
Sometimes	3
Seldom	2
Never	1

5. The researcher counted the total scores of each student.

C. Data on Students' Writing Ability
1. The researcher distributed the test to the students.
2. The researcher collected the students' answer sheet.
3. The researcher copied the students' answer sheets. The original one was for the first scorer and the other one was for the second scorer.
4. The scorers checked the students' answer by giving the following criteria that is adapted from Heaton's (2006:135):

5. The researcher counted the average score of two scorers by using the following formula:

Students' score =

$$\frac{score\ given\ by\ first\ scorer + score\ given\ by\ second\ scorer}{2}$$

Technique of Analyzing Data

1. Finding the total scores for the grammar test, questionnaire and writing test.

2. Correlating the grammar mastery's score and writing ability's score and correlating the practice intensity's score and writing ability's score by using Pearson Product Moment Formula as follows:

$$rxy = \frac{n\Sigma rxy - (\Sigma r)(\Sigma x)(\Sigma y)}{\sqrt{\{n\Sigma_r 2 - (\Sigma r)^2\}\{n\Sigma_x 2 - (\Sigma x)^2\}\{n\Sigma_y 2 - (\Sigma y)^2\}}}$$

Where :

rxy = the coefficient correlation between two variables of the test

x = the score of grammar test

y = the score of writing test

n = the number of students

Σxy = the total score of cross product xy

Σx = the sum of score on grammar test

Σy = the sum of score on writing test

Σx^2 = the square of score on grammar test

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$\sum y^2$ = the square of score on writing test

The researcher used the classification coefficient correlation by Arikunto (2006: 84) 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

Testing of Hypothesis

As stated before, the hypothesis of this research is there is a significant correlation between grammar mastery and practice intensity towards wrtiting ability of the second year students of English Department of Bung Hatta university. To test the hypothesis, a statistical analysis was used. There are two null hypothesis that can happen. The statistical or null hypothesis (H0) : there are three hypothesis can be happened (H0). First, there is no correlation between grammar mastery and writing ability. Second, there is no correlation between practice intensity and writing ability. They are accepted if the value of $r^{calculated}$ is equal to zero. Otherwise, alternative hypotheses (H1) : First, there is correlation between grammar mastery and writing ability is accepted if the value of r is not zero.

Then, to find out whether there is significant correlation or not, the researcher compared $r^{counted}$ and r^{table}. The researcher compared the value of $r^{counted}$ with the value of r^{table} on te level of significance .05 and the degree of freedom (df) n-1 (29) (Gay, 2011:367). If $r^{counted}$ is higher than r^{table}, the correlation is significant.

Findings

1. Students' Grammar Mastery

The researcher gave 40 items to collect the data. Based on the result of data analysis, the researcher found the highest score of students' grammar mastery test was 31 and the lowest score was 20. Then, she calculated the Mean and Standard Deviation. The result of the calculation showed that Mean was 25.8 and Standard Deviation was 2.59. The result also showed that 7 students (23.33%) had high knowledge, 18 students (60%) had moderate knowledge and 5 students (16.67%) had low ability as shown in Table 4.1 below:

Table 4.1

Percentage of Students' Grammar Test

Grammar Mastery	Number of Students	Percentage
High	7	23.33%
Moderate	18	60%

Low	5	16.67%
Total	30	100%

The researcher collected the score of students' grammar mastery by using grammar test by using multiple choice test. The researcher gave 40 questions for 30 students. It showed that the students' skill in grammar mastery was moderate. The highest score of question that the students can answered the right was question number 5 and the lowest score for the students can answer the right was question number 31. Most of students can answer the questions well as the chart as shown in
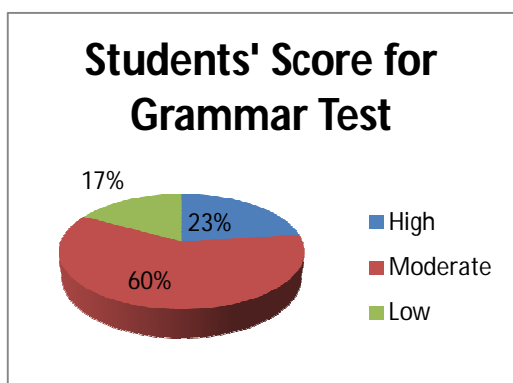

Figure 4.1.

Figure 4.1.

Figure 4.1 shows the students' score for grammar test. 23% from 30 students answered the test in high level. It means that 7 students had answered it in high level. 60% from 30 students indicates 18 students had answered it in moderate level. 17% from 30 students answered it in low level. It means that 17% from 30

students indicates is 5 students had answered it in low level.

2. Students' Practice Intensity by Using Questionnaire

Data on students' practice intensity were collected by using questionnaire of 15 items. By using likert scale, it was found that total score was 1624 and the average was 54. It was found that the lowest score was 41 and the highest score 65. It was also found that there were 19 out if students (63.33%) whose practice intensity on grammar and writing fall in high category and 11 students (36.67%) had low practice intensity on grammar.

Table 4.2

Students' Practice Intensity

No	Students' Categories	Mean	Frequency	%
1.	High	>54	19	63.33%
2.	Low	<54	11	36.67%
Total			30	100%

The researcher collected the score of students' practice intensity by using questionnaire. The researcher gave 15 questions for 30 students. It showed that students' practice intensity in grammar was high. Most of students fill the questionnaire The highest score of question that the students can answered the right was question number and the lowest score for the students can answer the right was question number 31. Most of students

can answer the questions well as the chart as shown in Figure 4.2.

Figure 4.2

Students' Score for Questionnaire
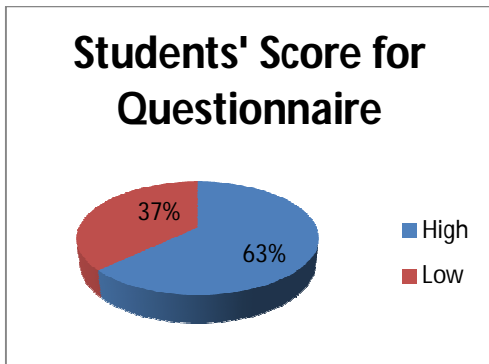
37%

63%

- High
- Low

Figure 4.2 shows the students' score for questionnaire. 63% from 30 students answered the questionnaire in high level. It means that 63% from 30 students indicates is 19 students had answered it in high level. 37% from 3o students answered it in low level. It means that 17% from 30 students indicates is 11 students had answered it in low level.

3 Students' Writing Test by Using Test

Data on students' ability in writing were collected by using writing test. The result of data analysis demonstrated Mean was 70.3, and Standard Deviati on was 8.2. After calculating Mean and Standard Deviation, the researcher classified the students who got high, moderate and low ability. The result of such a calculation in shown on Table 4.3.

Table 4.3

Percentage of Students' Writing Test

Grammar Mastery	Number of Students	Percentage

High	4	13.33%
Moderate	22	73.34%
Low	4	13.33%
Total	30	100%

The researcher collected the score of students' writing ability by using writing test. The researcher gave asked the students to make a descriptive paragraph. It showed that students' writing abilitywas high. Most of students have good paragraph. The highest score of student can have a good descriptive paragraph is student number 22 and the lowest score of the student can have a good descriptive paragraph is student number 27. Most of students can answer make good descriptive paragraph well as the chart as shown in Figure 4.3.

Figure 4.3

Students' Score for Writing
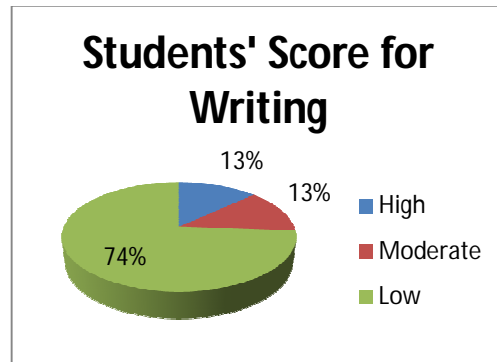
13%

13%

74%

- High
- Moderate
- Low

Figure 4.3 shows the students' score for writing test. 13% from students answered the test in high level. It means that 13% from 30 students indicates is 8 students had answered it in high level. Also 13% from 30 students answered in moderate level. It found that 13% from 30

students indicates is 8 students had answered it in moderate level. 74% from 30 students answered it in low level. It means that 74% from 30 students indicates is 22 students had answered it in low level.

4. Testing of Hypothesis

-The correlation between students' grammar mastery and their writing ability

It was analyzed by using Pearson Product Moment Formula. The result of data analysis demonstrated 0.49 categorized as moderate correlation.

- The correlation between students' practice intensity and their writing ability

It was analyzed by using Pearson Product Moment Formula. The result of data analysis demonstrated 0.15 categorized as very low correlation.

- The correlation between students' grammar mastery and their practice intensity

It was analyzed by using Pearson Product Moment Formula. The result of data analysis demonstrated 0.55 categorized as moderate correlation.

As already discussed previously, this study found that the value of $r^{counted}$ in this research was 0.55 (See Appendix 24). To test the hypothesis, the researcher compared the $r^{counted}$ with r^{table}. If $r^{counted}$ is bigger than r^{table}, the correlation is significant (Arikunto). As a matter of fact, $r^{counted}$(0.55) was bigger than r^{table} with the level of significance 0.5 and degree of freedom (df=n-1:29). It meant that there is significant positive correlation between grammar mastery of second year students of Bung Hatta University of English Department and their writing ability.

Based on the discussion above, there are three hypotheses can be happen. First, it can be classified that if the grammar mastery is good and the practice intensity is good, so the writing ability is good. Second, if the grammar mastery is good, but practice intensity is not good, so the writing ability is not good. Third, if the grammar mastery is not good and their practice intensity is not good, so the writing ability is not good.

Discussions

1. Students' Grammar Mastery

Based on the result of the research in general, the students' grammar mastery was moderate. There were 7 students (23.33%) who had high knowledge based on the rules of grammar they follow so the sentences are acceptable (Nunan, 2003:2), 18 students (60%) who had moderate knowledge because of grammatical ability can make or contribute to other high-takes

decisions about an individual readiness for learning or promotion, or their admission to a program of study (Purpura: 2013) and 5 students (16.67%) had low ability based on the study of grammar all but itself won't necessarily make you a better writer. However, by gaining clear understanding of how our language works, you should also gain greater control over the way you shape words into sentences and sentences into paragraph (Nordqusit: 2013). It means that the students still had problem in grammar mastery. Based on students' answer sheet, 18 of the students are still confused to answer the questions.

For example:

- The others will arrive before we ….. finished.

    a. Have

    b. Don't

    c. Had

    d. Didn't

Most of students made an error answer "c", the correct one is "a".

2. Students' Practice Intensity

The result of data analysis showed that more than half of the students had good practice intensity in grammar and writing. It was also found that there were 19 students had high practice intensity on grammar (63.33%) whose actively engaged to in appropriate response to words (Oliver, 2012:2). 11 students (36.67%) had low practice intensity on grammar who do not know or use good learning strategies which often learn passively and ultimately fail in school (Hall: 2009).

A standard practice intensity "language" may be particularly important in improving the match between the intensity prescription from a teacher and students' interpretation of that prescription. It can be seen on questionnaire answer. Some students did not do more practices in grammar. It also can be seen on questionnaire answer.

3. Students' Writing ability

Based on the result of the research in general, the students' ability in writing was moderate. There were only 4 students (13.37%) who can make good writing whose good in restrict themselves on studying final version of written texts, very often edited and without traces of how the text was produced or what part caused the writer special difficulties (Johansson, 2009:3). And 22 students (73.34%) out of 30 students who had moderate ability whose should take care to write complete sentences and to organize them in a certain way (Oshima and Hogue, 2007:2). And 4 students (13.33%) who still confused in using meaning-focused use, language focused learning and fluency development (Nation, 2009:113).

For example:

My family and I went to holiday yesterday. We spent much times in my grandmother's house in Bukittinggi. We had barbeque because it was cold there. I don't like meat actually, but I'd love to eat together to enjoy my quality time with family. In the next day, we went shopping. We also had done trying many special Bukittinggi foods.

Conclusions

There are some findings studies of this research:

1. More than half students (60%) had moderate knowledge in grammar.
2. More than half students (63.33%) had high practice intensity in grammar.
2. Most of students (73.34%) had moderate ability in writing.

Suggestions

There are three suggestions can appears:

1. For English teacher, since the students' ability in writing moderate, the teachers should give more exercises to write and ask the students to improve their knowledge about grammar.

2. For students, they are suggested to improve their grammar mastery and enhance their practice intensity in their grammar.

3. For university, it informs them about the correlation between students' grammar mastery and their practice intensity towards their writing ability.

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