
The Effect of Structure and Grammar Mastery on Students' Writing Skill

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Abstract

The title of this research is The Effect of Structure and Grammar Mastery on Students' Writing Skill. The aim of this research was to determine the effect of structure and grammar mastery on students' writing skill, the effect of structure mastery on students' writing skill, and the effect of grammar mastery on students' writing skill. The total sample of this research is 60 (*sixty*) students by using *samole* – random sampling. This research conducted at SMK RISE Kedawung, Cirebon. To collect the data, the students were given 50 (*fifty*) questions about structure and grammar in the multiple choice. The result of this research indicated that: 1) There are significant effect of structure and grammar mastery on students' writing skill. It is proved by the Sig 0.000 < 0.05 and the value $F_o = 92.124$. 2) There is a significant effect of structure mastery on students' writing skill. It is proved by the Sig 0.000 < 0.05 and value of $t_o = 2.128$. 3) There is significant influence of grammar mastery on students' writing skill. It is proved by the Sig 0.000 < 0.05 and the value of $t_o = 10.481$. It can be said that the students' writing skill at SMK RISE Kedawung, Cirebon is significantly effect by structure and grammar mastery. The suggestion in this research was the students should be learning more seriously to overcome the errors or mistake of writing skill, the students have to get more motivation, study hard, practice always everytime and everyday.

Keywords

Structure, Grammar Mastery, Writing Skill



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INTRODUCTION

English become one of the important subject in all level of school in Indonesia. In the modern era, almost all things related to English as the basic communication. In learning English consists of listening, speaking, reading, and writing. Writing is one of the most common way to communicate. People can delivered ideas, thought, feeling through writing. Writing is something that has been written or printed, you can refer to any piece of written work as writing, especially when you are considering the style of language used on it. Writing is a medium of human communication that represents language and emotion with sign and symbols. In almost languages, writing is a complement to speech or spoken language. Writing is not language, but a tool used to make

languages be read. Stated that writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader (Noor Din, 2016). Writing skill is also defined by Urquhart and McIver and also Harmer. Urquhart and McIver (2005) state that writing skill is a recursive process, which means students revise throughout the process, frequently moving back and forth among the stages. Then, students should learn strategies for invention and discovery, and teachers should help students generate content and discover a purpose.

Many kinds of texts are used in writing English. It is known as Genres of Written Language. Many experts have different classification in breaking the genre of writing. One of the experts called Brown and Abeywickrama (2010) divided the genre of written into academic writing, job – related writing, and personal writing (Knapp & Watkins, 2005). The academic writing includes papers and general subject reports, essays, compositions, academically focus journals, short – answer test responds, and technical reports, thesis, and dissertations. Moreover, phone messages, letters and emails, memos, job evaluations, job reports, schedules, labels, signs, argumentation, advertisements, announcements, description, narration, recount, anecdote, and manuals are counted as job related writing. Mentioned the micro – skills involved in writing skill. Mastery of this micro – skill helps the writer to have good command over writing free of mistakes and errors. In the process micro – skills the writer needs to: 1) Use the script, spellings and punctuation correctly; 2) Apply the accurate words to state the right tenses; 3) Make use of the major components such as subjects, verb and object; 4) Make the text coherent to make the reader understand easily; 5) Place of parts of speech properly; 7) Apply the vocabulary and terminologies appropriately (Iqbal, 2012).

In learning English, everyone have to know of the structure or grammar roles because without understanding the role of structure or grammar it will get undergo difficult in writing a sentence pattern well (Yu & Liao, 2021). The main point in writing a sentence is the completeness of it. This is also considering the context and the structure if the sentence to be counted as a complete sentence. Kridalaksana, said that the sentence is (1) unit of language that is relatively self – contained, have final intonation patterns and actual or potential consists of the clause, (2) clause that is part of cognitive – free conversations; proposition that a single unit clause or a combination of clauses, which form a free unit; minimal answers, exclamations, greetings, and so on, and (3) the grammatical construction consisting of one or more clauses which are arranged based on certain patterns and can stand alone as a single unit (Nelson & Greenbaum, 2018). Learning of the structure is rather than as a formal study but as a tool to solve problems in certain situations. In mastering the concepts and

principles of structure by using that way, students will be develop ways of thinking and at the same time they will build vocabulary, terminology, and principles that are useful in writing.

However, the grammar itself is more essential than the context in the sentence. It drives to concern only the grammar of the sentence. Furthermore, a complete sentence must have at least a subject and a verb, both of them will be the main part of this study. Therefore this study concerns about the subject – verb agreement through the appropriate tense in the sentence. This leads to talk about the issue of the students' ability in writing (American Psychological Association [APA], 2020). It is also show how English educations implement to the students writing skill. The main point in writing a sentence is the completeness of it. This is also considering the context and the structure if the sentence to be counted as a complete sentence. However, the grammar itself is more essential than the context in the sentence. It drives to concern only the grammar of the sentence.

According to Thornburry, "grammar language is the description of the rules that govern how a language's sentences are formed. If grammar rules are too carelessly violeted, communication may suffer" (Hutchings & Matthews, 2008). Grammmar explain about how sentences are correctly formed so that the speaker or the writer and the listener or the reader can make effective communication. Knowing the correct rules of language (grammar) is very important to make people be able to make correct phrases, sentences or utterances. This will maka another person or interlocuter or the hearer to be understand what are we talking about. When the rules of grammar are broken, the communication will be hard to be understood or even can not be understood because the meaning of the sentences are not clear or ambiguous. "Grammar is the study of how words combine to form sentences" (Vajda, 2004). Sentence can not be formed without any rules, when sentences are made without using the valid used, then it will be useless because it makes the communication run well. That is why we need grammar and understand grammar well. Also stated "grammar is the anlysis of the structure of phrases and sentences". Studying grammar is anlysing the construction of phrases or sentences based on the correct rules of particular language, the stucture, the word form, etc. When the phrases or sentences are constructed by using the correct grammar of a certain language, the information will be clearly delivered (Xavier et al., 2020). In the other hand the lack of grammar understanding will make unclear communication,

Structure and grammar play very important role in communication, especially in writing skill or written communication. Great grammar mastery will make one be able to form as much as sentences to express their idea and feeling correctly. By having great grammar and structure

mastery, students will be able to write many kinds of text genres that students write by using correct grammar and appropriate structure (Foley, 2006). Structure and grammar can not be separated in writing, because one must combine correctly and easily understandable sentences (Hendriani et al., 2023). In writing, reader can not directly ask something confusing or they do not understand to the writer. The reader only read and interpret depends on what they find in the sentence. That's why beside the structure mastery, students should have good grammar mastery. In conclusion, there is very close effect between the structure and grammar mastery towards students' writing skill.

Due to this condition, it is necessary for students, particularly students in the vocational high school level to know and understand the language element of writing skill. Based on the explanation above, so the researcher takes research entitled "the effect of structure and grammar mastery on students' writing skill at SMK RISE Kedawung, Cirebon".

METHOD

This research is a quantitative. This research was conducted by using descriptive correlation method, descriptive method is used to describe the present behavior or characteristic of a particular population. This research conducted at Private Vocational Schools in Cirebon, namely SMK RISE Kedawung, Cirebon. This research had been implemented in the first semester of academic year 2024/2025. Precisely from September – November 2024. Population in this research is Private Vocational School grade tenth in Cirebon. Find out that the population is the larger group to which one hopes to apply the result(Hakim et al., 2022). In the world, it is the group of interest to the researcher, to whom the researcher would like to generalize the result of the study. Arikunto (2019), also said that sample is a part or representation of population researched (Arikunto, 2019). Based on the theory above, total sample of this research is 60 (*sixty*) students. Determination of 60 (*sixty*) students as respondents samples of this research by using a samole – random – sampling. To collect the data, the students were given 50 (*fifty*) questions about structure in the multiple choice form. For grammar mastery, the students were also given 50 (*fifty*) questions about grammar. There are three variables in this research which consist of dependent and independent variables. They are writing skill as the dependent variable (Y), structure mastery (X1), and grammar mastery (X2) as independent variables.

RESULTS AND DISCUSSION

This research was attempt to see how extent the effect of structure and grammar mastery on students' writing skill. In this research the data of writing skill was obtained 60 (*sixty*) students as the sample. Based on the following table, the minimum score is 65, the maximum score is 95, the mean is (the score at the center distribution) 78.02, the mode (the most frequently score in the data set) is 76 and the standard deviation is 5.614.

Table 1 the data description of Writing Skill

	Writing Skill
Valid	60
Missing	0
Mean	78,02
Median	76,00
Mode	76
Std. Deviation	5,614
Skewness	-,024
Std. Error of Skewness	,241
Kurtosis	1,300
Std. Error of Kurtosis	,478
Minimum	65
Maximum	95

From the calculation above, it can be said the students' writing skill at SMK RISE Kedawung, Cirebon is good enough, it is indicated by the mean score which is 78.02.

The data of structure mastery was obtained from 60 (*sixty*) students as the sample, there are 50 (*fifty*) questions as the instrument of structure mastery. Based on the following table, the minimum score is 60, the maximum score is 85, the mean is 75.18, the median is 75.00, the mode is 76 while the standard deviation is 6.927.

Table 2 the data description of Structure Mastery

		Structure Mastery
N	Valid	60
	Missing	0
Mean		75,18
Median		75,00
Mode		76
Std. Deviation		6.927
Skewness		-3,424
Std. Error of Skewness		,241
Kurtosis		22,537
Std. Error of Kurtosis		,478
Minimum		60
Maximum		85

From the calculation above, it can be said that the students' structure mastery at Privat Vocational School namely SMK RISE Kedawung, Cirebon is good enough. It is indicated by the mean score is 75.18.

The data of grammar mastery was obtained from 60 (*sixty*) students as the sample, there are 50 (*fifty*) questions given as the instrument of grammar mastery. Based on the following table the minimum score is 68, the maximum score is 90, the mean is 77.48, the median is 74.00, the mode is 78 and the standard deviation is 5.758.

Table 3 the data description of Grammar Mastery

		Vocabulary Mastery
N	Valid	60
	Missing	0
Mean		77,48
Median		74,00
Mode		78
Std. Deviation		5,758
Skewness		,237
Std. Error of Skewness		,241
Kurtosis		,690
Std. Error of Kurtosis		,478
Minimum		68
Maximum		90

From the data calculation above, it can be said that the students' grammar mastery at private vocational school namely SMK RISE Kedawung, Cirebon is good enough. It can be seen by the mean score is 77.48.

From the table 4, the score of Fobserved = 112.291 and Sig 0.000 < 0.005 Fo = 92.124 which mean that there are any significant influence of structure and grammar mastery on students' writing skill.

Table 4

The effect of structure mastery (X1) and grammar mastery (X2) on students' writing skill (Y)
ANOVA^b

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	2059,037	2	1029,519	92,124	,000 ^b
Residual	1060,923	97	10,937		
Total	3119,960	99			

a. Dependent variable: writing skill

b. Predictors: (constant), structure mastery, grammar mastery

From the table 5 above, double regression line equation of $Y = 13.803 + 60 X1 + 0.726 X2$. It means that every increase of 1 score of structure master can improve the writing skill in recount text for 0.60 and every increase of 1 score of grammar mastery can improve the writing skill for 0.726.

Table 5

The effect of structure mastery (X1) and grammar mastery (X2) on students' writing skill (Y)
Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	13,803	4,481		3,080	,003
Structure Mastery	,100	,040	,311	2,128	,014
Grammar Mastery	,726	,067	,605	10,481	,000

a. Dependent variable: writing skill

As stated in introduction, writing is the expression of ideas in the form of letters, symbols, or words writing. Writing is the way to sharing ideas, feeling, desire and experiences to the others in written form. In conclusion, the two independent variables of structure mastery (X1) and vocabulary mastery (X2) have given effect significantly on the increase of students' writing skill at SMK RISE Kedawung, Cirebon.

There are some aspects that should be mastered to produce a good writing. One of the aspects, students need to choose the right structure mastery (Ponce et al., 2022). Structure plays an important role in learning English, by knowing sentence structure, students can easily master the writing skill. Those language structure help students in processing sentence and its meaning stated, so it can be comprehended as well. The language structure elaborates how to formulate words (words arrangements, noun system, verb system, modifier, phrase, clause, etc). Thus, sentence structure mastery means the ability to absorb the theory of sentence (both functions, units, or form) and be able or capable of creating standard forms in accordance with the rules and regulations (Azar, 2002).

The other component that need to be mastered by produced a good writing is student need to choose master in grammar. Grammar can not be ignored in doing thing through language. Grammar is one of the components in language that must be learnt by students to improve their writing skill since they should write correctly, by writing grammar correctly the students wiil enable the readers to understand what they write. Moreover, they can also avoid misunderstanding.

CONCLUSION

Based on the result and discussion, some conclusion are obtained as follows:

1. There are significant effect of structure and grammar mastery jointly on students' writing skill at SMK RISE Kedawung, Cirebon. It is proved by the Sig. $0.000 < 0.05$ and the value of $F_{\text{observed}} = 92.124$.
2. There is a significant effect of structure mastery on students' writing skill at SMK RISE Kedawung, Cirebon. It is proved by the Sig. $0.000 < 0.05$ and the value of $t_o = 2.128$.
3. There is a significant influence of grammar mastery on students' writing skill at SMK RISE Kedawung, Cirebon. It is proved by the Sig. $0.000 < 0.05$ and the value of $t_o = 10.481$.

From the data above, it can be said that the students' writing skill at private vocational school namely SMK RISE Kedawung, Cirebon is significantly effect by structure and grammar mastery.

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