



**THE EFFECTS OF STUDENTS' PERCEPTION ON TEACHER'S PEDAGOGICAL
COMPETENCE AND GRAMMAR MASTERY TOWARDS STUDENTS' WRITING
SKILL IN DESCRIPTIVE TEXT AT PRIVATE VOCATIONAL HIGH SCHOOLS
IN BOGOR, WEST JAVA**

THESIS

Submitted in partial fulfillment
of the requirement to achieve
Master Degree on English Education

Name : Linda Utami
NPM : 20147479070

**ENGLISH EDUCATIONAL PROGRAMME
POST GRADUATE FACULTY
INDRAPRASTA PGRI UNIVERSITY
2017**

CHAPTER I

INTRODUCTION

A. Background of the Research

Humans cannot be apart from language. When they think and communicate, they use language as medium. By using language, they can interact with each other. It makes human is known as social creature. As local inhabitants, humans use regional language. As national inhabitants, they use national language. Then, as international inhabitants, they use international language

Language has function as tool for communication. It is used to convey message. Moreover, it is also used in processing of thinking, giving expression, conveying ideas and stating of response. Hence, language is very important to be learned and used in our daily activity.

There are many languages which can be learned. We need to learn mother language in order to communicate with regional society. We can communicate with the others of the same country by learning and using Indonesian as national language. In order to communicate with the people from different country, English as international language is needed to be learned and used by us.

In global era, we are demanded to be able in using English passively or actively. For the example, development in a country is informed through media and it uses English. How to use and operate something which has correlation with information and technology from the other country is published using English. Furthermore, development of science and technology also are shared in English. In business, English

is used to have cooperation and communication with foreigners. We should learn and use English to make progressing of our country.

In Indonesia, English is a foreign language. It is different with the other countries which use English as second language. English as foreign language makes us seldom to use English for communication. English is only learned and used in a formal way at school. However, English is only learned in the school without using it actively. English as foreign language has an effect that it is not used in our daily activities or in public places. The lack opportunity of using English makes an obstacle to expand English in our country. It is different from the other countries which their second language is English. They will often use English in their daily activity. It means that the people use English not only in the school but also in public places. It makes them have many opportunities to speak English actively.

The development of information and technology sometimes is misused by the students. They neglect to learn and to memorize vocabularies. Using computer and internet, they translate English sentence and do their homework without trying to understand of sentence meaning and word composition. This translation is simple, easy and fast by clicking copy and paste. However, it will not make progressing of their mind.

English can be communicated actively or passively. It can be used actively if someone hears English utterance and he/she can respond it. Moreover, he/she also can write a composition. English is used passively in which someone can comprehend the text and understand what someone says. The students which are difficult to use English both active and passive can be caused they are not confident in stating their ideas. They are afraid if they do mistake and then they get critic from their teacher or their friends.

Their difficulties also can be caused that they doubt to answer a question and to convey their ideas in English because they feel that they do not have competence in this language. The students also learn and use English when they are in the school, especially when studying English. It makes they do not have any chances to speak English. Furthermore, there is another factor that makes English is difficult to be learned. It is the use of media. The teacher seldom uses media in teaching and learning process. Whereas, media are important to help the students more understand about the material which is learned. Choosing appropriate method and technique in teaching English have influence to motivate the students. If the teacher chooses inappropriate method, it will make teaching and learning process is not effective and efficient. In addition, if the teacher does not use various techniques, it will make the students are bored and they are not interested in studying English. The students also are difficult to learn English because the material which is given is not appropriate for them. Thus, selecting and choosing appropriate material is important to be done.

The teacher has important role of succession in teaching and learning process. How the teacher teaches the students, if the teacher has competence or not, and how the teacher's attitude will influence the students. It makes different students' perception on their teacher.

In learning English, there are four skills such as listening, speaking, reading and writing. Moreover, there are some language aspects like vocabulary, grammar and pronunciation. These skills are related to each other. Someone can write English well if he/she often reads and hears English. Furthermore, he/she can speak English fluently if he/she reads, writes and listens English well.

Language aspects have influence in English skills. As the example, if the students are mastery in vocabulary, they will be easier to comprehend the text and to write a composition. Moreover, they will have no difficult in speaking and listening English. Besides that, grammar gives influence to English skills. Mastery in grammar makes students' utterance will be easier to be understood by the others. Mastery in grammar also will make a composition is written in good arrangement. Moreover, it makes easier to understand the meaning and message of a composition. The other aspect is pronunciation. Pronunciation has important role so that students' utterances well be understood by the others and avoid misunderstanding. Furthermore, it is useful in order to make a listener will know the message of a speaker. Good pronunciation makes easier the other people to write what are uttered by us.

Writing is one skill which is important. By writing, someone can convey his/her ideas. Someone's writing is unique, because a writer will put and develop his/her idea differently with the others. In writing, a composition should be arranged systematically in order to make the others are not difficult to read. Someone can communicate indirectly with the others through writing. Writing also is used as medium to give information and to develop science from a research which has been done. Writing also can be used as an inspiration. In addition, it can be used as an occupation to get the money by putting our creative ideas through a composition in fiction or nonfiction.

Writing is a difficult activity. We should know what will be written and how to arrange it to make a good composition. Our ideas are put in a composition systematically and we should avoid ambiguity. In writing, we spend much time only for starting. Hence, making an outline is needed in order to make easier of writing process.

A good composition is seen from the unity and focus on one main idea, so the composition will not run of the sentences. Besides unity, there is coherent which is considered in writing. It is an element which a paragraph or composition will be easier to be understood by the reader because of logic in arrangement and use appropriate punctuation. In writing, the words which are used, grammar, the content of the composition, writing style, the ability to choose, organize and arrange the relevant information and ideas must be considered.

A composition can be said that it has great value if it follows some procedures in writing. There are some steps which have to be done and followed by a writer. The first step is prewriting. Prewriting is the step in which the ideas are mapped. The second step is planning. It is an activity to make an outline before we write a composition. The third step is writing. It is the step in which the composition is made. The fourth is revising. It is the step that the writer has to edit and arrange the content of the composition. Then, the last step is rewriting. The writer has to rewrite his/her composition. He/she has to focus on grammar and punctuation in his/her composition.

While writing is being done, appropriate genre should be selected so that the writing which is produced has clear direction. Not knowing about genre will make vague in the purpose, generic structure and language features of a composition.

In writing process, it is not apart from grammar. Using grammar, a composition can be arranged well, so the people who read it will be easier to understand. Grammar also will make systematic writing, so it can avoid ambiguity in sentence. The message which is stated in writing will be same with reader's comprehension.

In teaching and learning process, the teacher has important role. A teacher should have four competences. They are pedagogical, professional, personal and social

competences. In pedagogical competence, a teacher should make lesson plan. Lesson plan is used as hint in teaching and learning process. In pedagogical competence, the teacher should do learning process well, recognize students' character, use teaching media and evaluate teaching and learning process. The teacher also should have professional competence. He/she should master the material and develop his/her knowledge. A teacher also should have good personality because he/she is a model for the students. The teacher should be polite, friendly and responsible on his/her duties to educate the students. In addition, the teacher should have social competence. He/she should be able to live with society, recognize his/her environment and outgoing.

Four teacher' competences support education. If the teacher has good pedagogical competence, he/she will make teaching and learning process more active, effective, innovative and interested. The students will be more motivated in studying English. It means that they can improve their achievement. Professional competence is important. If the teacher has good professional competence, the students will be easier to understand the lesson, so it will make easier in teaching and learning process. In addition, there is personal competence. If the teacher has good personality, the students will be more motivated to study and they will imitate what their teacher does. Moreover, there is social competence. If the teacher has good social competence, the societies will give their trust to the teacher and institution to do learning process. It will make positive perception about the role of teacher in education program.

The explanation above reflect how important the teacher's competences and language aspects are. It has correlation with English skills. Hence, the teacher should apply their knowledge and improve his/her competence in teaching.

The students at private Vocational High Schools in Bogor get difficult in writing. It can be seen from their scores which are lower than the standard of criterion in their school. In this research, it will be analyzed the effects of students' perception on teacher's pedagogical competence and grammar mastery towards students' writing skill in descriptive text.

B. Identification of the Problems

Based on the background of the problems which are stated above, there is some identification of the problems as follows:

1. Does the teacher use media in teaching English?
2. What is appropriate method for teaching English?
3. Is the material which is given to the students difficult?
4. Do the students have high motivation in studying English?
5. Is students' opportunity to communicate in English enough?
6. How does the teacher teach descriptive writing to the students?
7. Does first language influence the students' ability in writing?
8. What is appropriate technique to teach writing?
9. Does the teacher have good pedagogical competence?
10. Is there the effect of students' perception on teacher's pedagogical competence toward their writing skill in descriptive text?
11. Is there the effect of grammar mastery toward students' writing skill in descriptive text?
12. Are there any effects of students' perception on teacher's pedagogical competence and grammar mastery towards students' writing skill in descriptive text?

C. Limitation of the Problems

In order to be focused, the research is only restricted on “The Effects of Students’ Perception on Teacher’s Pedagogical Competence and Grammar Mastery towards Students’ Writing Skill in Descriptive Text at Private Vocational High Schools in Bogor”. Teacher’s pedagogical competence in this research is limited by indicators. Grammar mastery is limited by grammar material at the tenth grade. The writing is limited by descriptive composition at tenth grade of Private Vocational High Schools in Bogor where the students describe about particular thing, place or person.

D. Formulation of the Problems

Based on the limitation of the problems above, the formulation of the problems are follows:

1. Are there any effects of students’ perception on teacher’s pedagogical competence and grammar mastery jointly towards students’ writing skill in descriptive text at Private Vocational High Schools in Bogor?
2. Is there an effect of students’ perception on teacher’s pedagogical competence towards students’ writing skill in descriptive text at Private Vocational High Schools in Bogor?
3. Is there an effect of grammar mastery towards students’ writing skill in descriptive text at Private Vocational High Schools in Bogor?

E. Objectives of the Research

Based on the formulation of the problems above, there are some objectives of the research. The objectives are to know:

1. The effects of students' perception on teacher's pedagogical competence and grammar mastery jointly towards students' writing skill in descriptive text at Private Vocational High Schools in Bogor
2. The effect of students' perception on teacher's pedagogical competence towards students' writing skill in descriptive text at Private Vocational High Schools in Bogor
3. The effect of grammar mastery towards students' writing skill in descriptive text at Private Vocational High Schools in Bogor

F. Benefits of the Research

1. Theoretically
 - a. This research can be used as reference
 - b. This research gives contribution to enrich theory
 - c. It is also can be used as direction to improve students' writing
2. Practically
 - a. This research can give information about the difficulty which is done by the students of writing skill in descriptive text.
 - b. This research can make the teacher aware the importance of understanding in grammar.
 - c. This research can increase the teacher's knowledge about pedagogical competence, grammar and teaching writing.
 - d. This research can give information to the students about their mistake which is often done by them in descriptive writing.
 - e. The students can improve their grammar in writing.

- f. This research gives information and knowledge to the students about grammar and how to make a good composition.
- g. This research can improve the students' skill in writing.
- h. This research can improve the school institution quality, especially in English.
- i. This research can increase the researcher's knowledge about pedagogical competence, grammar and descriptive text.
- j. This research can be used as motivation for the researcher to increase the quality of education, especially in English.
- k. This research can increase the reader's knowledge about pedagogical competence, grammar and descriptive text.
- l. This research can give information to the reader about the important of pedagogical competence.

G. Organization of the Writing

In organization of the writing, this thesis is composed in five chapters which are stated as follows:

Chapter I Introduction

The introduction leads the reader from a general subject area to a particular field of research.

1. In introduction, there is background of the problems which is established before the statement of the problem to provide readers/researchers a compelling understanding of the context of the problem as in what research has been conducted on this problem
2. Identification of the problems which is a statement about an area of concern, a condition to be improved upon, a difficulty to be eliminated, or a troubling question to the need for meaningful understanding and deliberate investigation

3. Limitation of the problems is to identify the main topic to investigate so that the research problem is not too broad
4. Formulation of the problems which consists of sentences and should make it clear to everyone what research problem, the researcher aim to address and to whom and where it is relevant
5. Objectives of the research which provide an accurate description of the specific actions the researcher will take in order to reach this aim
6. Benefits of the research which is a valued or desired outcome associated with a research project
7. Organization of the writing which is definite set of procedures and steps which the researcher will follow. There are certain things in the research process which are always done in order to get the most accurate results

Chapter II Theoretical Description, Thinking Framework and Hypothesis

A theoretical framework consists of concepts and, together with their definitions and reference to relevant scholarly literature, existing theory that is used for the research. In this research, there are pedagogical competence, grammar and descriptive writing as theoretical description. Hypothesis is temporary answer of a problem.

Chapter III Methodology of the Research

The methods section describes the rationale for the application of specific procedures or techniques used to identify, select, and analyze information applied to understanding the research problem, thereby, allowing the reader to critically evaluate a study's overall validity and reliability. Here, there are time and place of the research, research method, population and sample, technique of collecting data, research variable, research instrument, the result of instrument try out, techniques of data analysis and statistical hypothesis.

Chapter IV Result of the Research

The results section of the research paper is where the researcher reports the findings of researcher's study based upon the methodology the researcher applied to gather information. In fourth chapter, there are description of data, the prerequisite tests for data analysis, testing of hypotheses and interpretation of the research finding.

Chapter V Conclusion and Suggestion

The conclusion is intended to help the reader understand why this research should matter to them after they have finished reading the paper. There are conclusion and suggestion of the research in the fifth chapter.

CHAPTER II

THEORETICAL DESCRIPTION, THINKING FRAMEWORK AND HYPOTHESIS

A. Theoretical Description

1. The Nature of Competence

Someone must have competence if he/she want to reach his/her goal. This competence is an ability which is owned, so he/she can improve him/her self and can compete with the others. Charles E Johnson (quoted by Sanjaya, 2008:145) states that *“kompetensi merupakan perilaku rasional guna mencapai tujuan yang dipersyaratkan sesuai dengan kondisi yang dipersyaratkan”*. Hence, someone which is competence tries to reach his/her goal by developing his/her rational thinking.

A teacher should have competence of knowledge, skill and attitude, so it can be shared to his/her students. Sujiono (2010:102) states that *“kompetensi guru merupakan ukuran yang ditetapkan atau dipersyaratkan dalam bentuk penguasaan, pengetahuan dan perilaku layaknya seorang guru untuk menduduki jabatan fungsional sesuai bidang tugas dan kualifikasi dan jenjang pendidikan.”* Doing his/her duty as a teacher is not easy. He/she should have competence in which he masters the lesson, so he/she can explain the material well. Moreover, he/she must have good personality and show good model to the students. A teacher should teach subject of study which is match with his/her academic qualification. It is useful in order to make clear and systematic explanation of his/her teaching.

Spenser and spenser (1993) (quoted by Hakim, 2015:1) states that “competency is an underlying characteristic of a person related to the effectiveness of individual

performance on the job or the basic characteristics of individuals who have a causal relationship or a cause and effect with the criteria referenced, effective or excellent or superior performance in the work place or in certain situations.” It means that everyone has competence to give performance on the job based on his/her skill, knowledge and personality to reach excellent performance in the work place. He/she has specific characteristic how effective he/she is in his/her performance.

Based on the description above, it can be concluded that competence is someone’s characteristic of his/her knowledge, skill and personality to reach superior performance in the work place.

2. The Nature of Pedagogy

Pedagogy is thinking about education in which it should be done based on education rule and national education system to get the aim of education. Surya, Hasim and Suwarno (2010:24) state that

pedagogik adalah teori tentang pemikiran dan perenungan seperti bagaimana sebaiknya pendidikan dilaksanakan dan dilakukan sesuai kaidah-kaidah mendidik, tentang sistem pendidikan, tujuan pendidikan, materi pendidikan, sarana dan prasarana pendidikan, metode dan media pendidikan yang digunakan sampai kepada menyediakan lingkungan pendidikan dan tempat proses pendidikan sedang berlangsung.

It means that the objective, material, system, method, media and facility are important unsure of succession in education. Environment and place for education are having to be considered.

Pedagogy is a knowledge which investigates of activity in education. Ihsan (2013:1) states that “*pedagogik adalah ilmu pendidikan yang menyelidiki, merenungkan tentang gejala-gejala perbuatan mendidik.*” This means that pedagogy is

thinking how education is done. Pedagogy itself is a concept and it is not an implementation of education.

As a teacher, we should know how to educate well. We can learn and develop it. Suardi (1979:113) states that *“pedagogik merupakan teori mendidik yang mempersoalkan apa dan bagaimana mendidik sebaik-baiknya.”* It means that in education, there is theory about what education is and how to educate well. It is in pedagogy.

Watkins and Mortimore (1999:3) (quoted by Westbrook, Durrani, Brown, Orr, Pryor, Boddy, Salvi (2013:7) defines that *“pedagogy is any conscious activity by one person designed to enhance learning in another.”* Thus, pedagogy is designed deliberately to reach learning activity.

Based on the explanation above, it can be concluded that pedagogy is a theory which explains education system, the objective, material, facility, method and media for teaching and also how to educate the students well.

3. Pedagogical Competence

A teacher should be able to support his/her profession, so he/she can be optimal of doing teaching and learning process and also to improve students' achievement. Hamalik (2009:242) states that *“guru diisyaratkan mempunyai kualifikasi dan kompetensi khusus untuk menunjang pencapaian kompetensi lulusan pada satuan pendidikan.”*

A teacher should have competence. This competence is become a learning agent in each education level. Mulyasa (2009:34) states that *“kompetensi sebagai agen pembelajaran pada jenjang pendidikan dasar dan menengah serta pendidikan anak*

usia dini meliputi kompetensi pedagogik, kepribadian, professional dan sosial.”

Competency is as agent of learning in elementary and intermediate level and also basic level. The competences are pedagogic, personal, professional and social competence.

The teacher should have four specific competences in him/her self. These competences have to be mastered and developed by the teachers. There are four competences like pedagogic, personal, professional and social competence. It is match with Indonesian act no. 14, 2005 about teacher and lecturer which is stated that *“kompetensi guru meliputi kompetensi pedagogik, kepribadian, sosial dan professional yang diperoleh melalui pendidikan profesi.”*

The teacher should understand and master the knowledge, skill and personality. Saud (2010:49) states that *“guru yang professional adalah guru yang memiliki seperangkat kompetensi (pengetahuan, keterampilan dan perilaku) yang harus dimiliki, dihayati dan dikuasai oleh guru dalam melaksanakan tugas keprofesionalannya.”*

One of four teacher’s competences is pedagogy. A teacher who has this competence, he/she will be able to plan and learning activity, recognizing student’s characteristic, use media for learning and do evaluation. Rusman (2009:322) states that *“kompetensi pedagogik adalah kompetensi tentang pemahaman terhadap peserta didik, perencanaan dan pelaksanaan kegiatan pembelajaran, evaluasi hasil belajar, dan perkembangan peserta didik untuk mengaktualisasikan berbagai potensi yang dimiliki peserta didik.”* Thus, pedagogical competence must be owned because it is important to reach the goal of education.

The teacher has to build good personality and develops his/her knowledge. He/she must be able to do learning activity well and observe this process. Westbrook et al (2013:2) state that *“pedagogical competence is developed through interaction*

between teachers. Thinking or attitude what they do in the classroom and what they see the outcome of their practice.” Hence, it is needed an interaction between teacher’s mind and attitude of learning activity, so he/she can evaluate what he/she has done in that activity.

The teacher should be able to manage students’ ability in learning process, so each student has opportunity to develop his/her potency. Mulyasa (2007) (quoted by Hakim, 2015:2) states that “pedagogical competence is an ability to manage learning activity includes an understanding of learners, instructional design and implementation of learning outcome and the development of learners to actualize their potential.” It means that it is very important of a teacher to recognize students’ character and he/she can implement instructional design.

Based on the statement above, it can be concluded that pedagogical competence is an ability to manage students’ learning like recognizing students’ character, planning and implementing of learning activity, evaluation and developing students’ potency.

In pedagogical competence, there are some criteria which must be mastered and implemented. Irwanto and Suryana (2016:4) based on Kemendiknas no.35, 2010

Kompetensi pedagogik terdiri dari tujuh kompetensi

1. *Menguasai karakteristik peserta didik*
2. *Menguasai teori belajar dan prinsip-prinsip pembelajaran yang mendidik*
3. *Pengembangan kurikulum*
4. *Kegiatan pembelajaran yang mendidik*
5. *Pengembangan potensi peserta didik*
6. *Komunikasi dengan peserta didik*
7. *Penilaian dan evaluasi*

To become a competent teacher, he/she should be able to understand theories of study and principles of learning. Budiningsih (2005:8) states that “*pendidik yang professional akan dapat memilih teori mana yang tepat untuk tujuan tertentu, karakteristik materi pelajaran tertentu dengan ciri-ciri siswa yang dihadapi dan*

dengan kondisi lingkungan serta sarana dan prasarana yang tersedia.” Each student has different characteristic, so the teacher should consider giving stimulus to the students. It is caused that there are some students who are smart and they are easy to understand the material and the others have lower in cognitive, so they get difficult to understand material. Besides that, the teacher should optimize the use of facility to get optimal in learning process.

Curriculum develops based on the time. Students’ need will be different. Hence, curriculum is sometimes revised. In pedagogical competence, the teacher has an important role in developing curriculum and its implementation. Richards (2001:99) states that “teachers are key factor in the successful implementation of curriculum change.”

The teacher who is competence will be able to try to develop students’ potential. He/she will arrange the class and use facilities such as information and technology and also the other media. Dubin and Olshtain (1987:32) state that “to be considered is the availability of equipment such as tape, recorders, slides, films, pictures, posters and other such visual and audio features which may greatly affect some of activities carried out in class.” The use of media will increase students’ motivation in learning.

While teaching and learning process, the teacher should use effective and polite language. It is very important to improve students’ motivation and their confidence. It is stated by Tirtarahardja and La Sulo (2005:254) that

Guru perlu melakukan kontak dan pendekatan manusiawi yang lebih intensif dengan murid-muridnya dengan memperhatikan kebutuhan individual atau kelompok, mendorong semangat untuk maju berkreaitifitas dan bekerja sama, menumbuhkan rasa percaya diri, harga diri dan tanggung jawab, menghargai waktu dan disiplin, menghargai orang lain dan menemukan jati diri.

As a teacher, he/she should give opportunity to the students to develop their potential. The teacher should give direction of students' activity, so learning process can be centered in students. It is stated by Pateda (1988:122) "*siswa diberikan kesempatan seluas-luasnya untuk mengembangkan kapasitasnya. Tugas guru hanya membimbing dan mengukuhkan aktifitas yang bermakna. Siswa harus dihargai sebagai individu yang berpotensi dan harus mengembangkan potensi yang dimilikinya.*" It means that teaching and learning process is not teacher centered, so the students can be more active and can improve their potency.

4. The Nature of Mastery

Mastery is a process where what was difficult becomes easier. It can be happened if someone wants to try by doing practice. He/she will be mastery in a skill. Leonard (1992:5) states that "mastery brings rich rewards, yet is not really goal or a destination but rather a process, a journey." Thus, mastery is not only a goal but also a journey where we should do by learning of a skill.

Someone can be said as master if he/she has skill and knowledge. As the example, if we are mastery in writing, it means we have skill and knowledge about writing. Bull (2008:271) states that "mastery is great skill or knowledge, control or power."

In order to have language skill, the teacher should help the students in study and make them more confident. It will improve students' mastery in language and they can develop their potency. Bloom cited in Block (1984) (quoted by Reynolds and Janzen, 2000:68) state that "mastery learning is an optimistic theory about teaching and

learning that any teacher can help virtually all students to learn excellently, swiftly and self confidently.”

Based on the explanation above, it can be concluded that mastery is a process of learning until someone has skill or knowledge.

5. The Nature of Grammar

In English, there is grammar which is a language aspect. Grammar is a way to arrange units of language in order to make good sentence. Nunan (2005:3) states that “grammar has to do with the ways in which units of language (principally, but not exclusively words) combine together to form sentences.” It means there are the ways to arrange units of language principally.

Grammar is a rule to make a sentence. This rule has been established and agreed conventionally. Thornbury (2007:1) states that “a grammar is a description of the rules that govern how a language’s sentences formed.” Hence, grammar describes the rule which makes a sentence can be stated as correct sentence.

To arrange sentence, someone should be understand grammar. Carter and Mc. Carthy (2008:2) state that “grammar is concerned with how sentences and utterances are formed. In a typical English sentence, we can see the two most basic principles of grammar. The arrangement of items (syntax) and the structure of items (morphology).” Syntax and morphology are not separated from grammar because both of them are two basic principles of grammar.

Grammar is a rule which is agreed together in conventional use. Murcia and Freeman (1999:3) state that “grammar rule is that they often appear to be arbitrary formulation.” In the other word, grammar rule is a formulation and arbitrary.

Grammar can make clear in a sentence. Using grammar, the meaning of a sentence will be easier to understand. Lynch and Anderson (2013:4) state that “grammar is often defines as the rule system of a language, but it is also useful to think of it as a resource for expressing meaning.”

Based on the definition above, it can be stated that grammar is a description of rules that govern how units of languages combine together to form sentences.

6. Grammar Mastery

Mastery is a process of learning in order to make someone has skill or knowledge. Meanwhile, grammar is a description of rules that govern how units of languages combine together to form sentences. Hence, grammar mastery is a process of getting skill about description of rules that govern how units of languages combine together to form sentences.

Mastery in grammar is very important to create coherent of sentences and to make easier of understanding the sentence. Haussamen, Benjamin, Kolln and Wheeler (2003:6) state that “the understanding of basic components and relationships between sentences is valuable not only for helping both writers understand the conventions of standard English but also for helping both writers and readers understand how sentences work together to create coherent, meaningful text.” Grammar makes easier of understanding how to create coherent between sentence and knowing the meaningful of the text.

There are two kinds of meaning in grammatical form. One of them is representational function which is to represent the world experience it. The other is interpersonal function which is to influence how things happen in the world. Thornbury

(2007:13) states that “the kinds meanings realized by grammar enables us to use language to describe the world in terms of how, when, and where things happen and interpersonal. That is grammar facilitates the way we interact with the other people when, for example, we need to get things done using language.” Representational function reflects the way we perceive the world.

In grammar, it is very important to recognize the class of word. It is useful for us to put the word in correct position in a sentence. As the example, noun is put in front of or in the middle of a sentence, because noun has function as subject and object of a sentence. Meanwhile, verb is put after noun. Parrott (2009:25) states that “in learning any word, we are also learning something about its grammar. Words belong to different grammatical classes (noun, verb, and preposition) and the class of word determines: what other kinds of words we can combine with it, the other in which we combine words. Grammar also determines: which form of word we choose.” If we know that a word is noun, verb, adjective, adverb or preposition, we will be easier to combine the words into correct sentence. Class of word can be changed by combining with a morpheme. We should know it to make good arrangement of the words. The example is presented below:

<u>Verb</u>	→	<u>noun</u>
Inform		information
Discuss		discussion
Depart		departure
Arrive		arrival
Agree		agreement
Resist		resistance

Grow		growth
<u>Noun</u>	→	<u>adjective</u>
Wealth		wealthy
Cloud		cloudy
Mystery		mysterious
Use		useful
Condition		conditional
<u>Adjective</u>	→	<u>noun</u>
Important		importance
Sad		sadness
Able		ability
Deep		depth
<u>Verb</u>	→	<u>adjective</u>
Accept		acceptable
Break		breakable
<u>Verb</u>	→	<u>verb</u>
Take		retake
<u>Adjective</u>	→	<u>adjective</u>
Please		displease
Phrase		

We should know about phrase in grammar. Phrase is combination of some words which have one speech class. Todd (2000:60) states that “phrase is a group of words which functions as a unit and, with the exception of the verb phrase itself, does not contain a finite verb.”

There are five commonly occurring types of phrase in English. They are noun phrases, adjective phrases, verb phrases, adverb phrases and preposition phrases.

- a. A noun phrase is a group of words with a noun its headword.

e.g. The young man threw the old dog a bone

That rich man will build his eldest daughter a fine house

Noun phrase has function as subject and object in a sentence. It is same with noun which the position is in front of and behind the verb or verb phrase

- b. An adjective phrase is a group of words which modifies a noun. Like adjectives, these words can be either attributive (that is usually preceding but occasionally following a noun)

e.g. The child, laughing happily, ran out of the house.

That utterly fascinating novel has been banned.

- c. A verb phrase is a group of words with adverb as headword. Verb phrase can be either finite in He has been singing. Or non-finite in to have sung

e.g. He may be following us.

When he was invited to give a lecture, he was told that all reasonable expenses would be refunded.

- d. An adverb phrase is a group of words which functions like an adverb, it often plays the role of telling us when, where, why or how an event occurred.

e.g. We are expecting him to come next year.

He ran very quickly.

- e. A preposition phrase is a group of words that begins with a preposition.

e.g. He arrived by plane.

Do you know that man with the scar?

Clause

Clause one set of formation in which there are a subject and a verb. Azar (1993: 238) states that “a clause is a group of words containing a subject and a verb.” A clause itself is classified into independent and dependent clause. Azar (1993:238) states that “an independent clause is a complete sentence. It contains the main subject and verb of a sentence. A dependent clause is not a complete sentence. It must be connected to an independent clause”.

- a. A noun clause is a group of words containing a finite verb and functioning like a noun.

e.g. He said that he was tired.

What you said was not true.

- b. An adjective clause is often called a relative clause because it usually relates back to a noun whose meaning it modifies.

e.g. The man who taught my brother French is now the headmaster.

The girl whom we meet on holiday is coming to see us next week.

- c. An adverbial clause function like an adverb in giving information about when, where, why, how or if an action occurred.

e.g. When he arrived, we were all sleeping.

They won the match because they were the best players.

Sentence

A sentence is combination from noun phrase and verb phrase. Veit (1986) quoted by Siahaan (2007: 25) states that “a sentence refers to a series of words which can be analyzed by the native speakers into two constituents. They are a noun phrase and a verb phrase”.

- a. Declarative sentences make statements or assertions.

e.g. I will arrive at three.

You are not the only applicant

- b. Imperative sentences give orders; make requests usually have no overt subject.

e.g. Come here

Don't do that

In imperative sentence of giving order, it is used v1 and its position is in the beginning of sentence. Meanwhile, the sentence which denotes prohibition is used 'don't' in the beginning of sentence.

- c. Interrogative sentences ask questions.

e.g. When did he arrive?

Do you hear that awful noise?

Question in English can be question word like what, why, when, who, where, and how. It also can be yes-no question which uses do, does, did, is, am, are, was, or were.

- d. Exclamatory sentences are used to express surprise, alarm, indignation or a strong opinion

e.g. He's going to win!

What a beautiful you are!

Beside the categories above, sentences are distinguished in simple, compound or complex sentence.

- a. Simple sentences contain only one finite verb.

e.g. Sun sets in the west

You must come on time.

- b. Compound sentences consist of two or more simple sentences linked by the co-ordinating conjunction and, but, so, either...or, neither...nor, or, then, yet.

e.g. She arrived at nine, went up to her room and did not come down until noon.

He could neither eat nor sleep.

- c. Complex sentences consist of one simple sentence and one or more subordinate (or dependent) clauses.

e.g. She became queen when her father died because she was the eldest child.

In the sentences above, there are three clauses. The first clause is independent clause. It is a clause can stand alone without the other clause. Meanwhile, the second and third clauses are dependent clauses. They cannot stand alone and they need the other clause (main clause) to make a sentence.

She became queen = independent clause

When her father died = dependent clause

Because she was the eldest child = dependent clause

- d. Compound-complex sentences are, as their name suggest, a combination of complex sentences joined co-ordinating conjunctions.

e.g. I saw him when he arrived the first time but I did not see him when he came again.

In grammar learning, we can use basic ways. They are inductive and deductive approach. In a deductive approach, we can explain the rule of grammar to the students directly and then we present the example in a sentence. Meanwhile, in an inductive approach, we can give some examples of sentences and then, the students are ordered to make conclusion of the rule. Nunan (2005:15) states that

There are two basic ways to introduce a new grammar item, deductively and inductively. In a deductive approach, the teacher presents the grammar rule and

then gives students exercises in which they apply the rule. In an inductive approach, the teacher presents samples of language and the students have to come to an intuitive understanding of the rule.

Grammar rule is not easy. Most students get difficult while they are learning.

Parrott (2009:25) states that

Typical difficulties for learners:

- a. Plural form
Learners may create a plural adjective form
e.g. They are olds books
- b. Comparative and superlative forms
Learners may over-generalize the rules which determine the comparative and superlative forms of adjective.
e.g. She is more old than me
- c. Sentence position
Some learners often place adjective after the noun where this is inappropriate in English.
e.g It is a building very old.
- d. Adjective order
Learner may use adjective in a sequence that native speakers would instinctively avoid.
e.g. It is an old beautiful building.
- e. Combining adjective
Learners sometimes use conjunctions (e.g. and) inappropriately in a sequence of adjective.
e.g. They were playing with a big and red ball.
- f. Gradeable and ungradeable adjective
Learners may not know which adjective can/can't intensify.
e.g. She was very furious when she heard the news.

Present Tense

In writing of descriptive text, grammar rule which is used is present tense.

Present tense has some functions. They are as follows:

- a. The simple present says that something was true in the past, is true in the present and will be true in the future. It is used for general statements of fact.

e.g. Water consists of hydrogen and oxygen.

Salt consists of natrium and chloride.

The sun sets in the west.

- b. The simple present is used to express habitual or everyday activity.

e.g. I study for two hours every day.

My classes begin at seven

He always drinks milk for breakfast.

- c. Certain verbs are not used in the progressive tenses. With these verbs, the simple present may indicate a situation that exists right now, at the moment of speaking.

e.g. I do not recognize her.

I have only ten thousands rupiah right now.

Grammar rule which is learned by the students is future tense. It also can be used to express intention. The explanation is as follows:

- a. When the speaker is making a prediction or a statement about something s/he thinks will be true or will occur in the future.

e.g. According to the weather report, it will be sunny tomorrow.

- b. When the speaker is expressing a prior plan, be going to is used.

e.g. I bought this paint because I am going to paint my bedroom tomorrow.

- c. To express willingness, will is used.

e.g. Ask your teacher about this problem. She will help you.

Singular and Plural

Grammar rule which is important is the use of singular and plural.

- a. A final –s or –es is added to a noun to make a noun plural.

e.g. Friends are important.

I like my classes

- b. A final –s or –es is added to a simple present verb when the subject is a singular noun or third person singular pronoun

e.g. John works at the bank.

She watches birds.

- c. For most words (whether a verb or a noun), simply a final –s is added to spell the word correctly

e.g. sing → sings

song → songs

- d. Final –es is added to words that end in –sh, –ch, –s, –z, and –x.

e.g wash → washes

watch → watches

class → classes

buzz → buzzes

box → boxes

- e. If –y is preceded by a vowel, only –s is added

If –y is preceded by a consonant, the –y is changed to –i and –es is added

e.g. buy → buys

toy → toys

cry → cries

baby → babies

Pronoun

In writing of descriptive text, pronoun is necessary to understand.

Personal Pronoun		Possessive		Reflexive Pronoun
Subject	Object	Adjective	Pronoun	

I	Me	My	Mine	Myself
He	Him	His	His	Himself
She	Her	Her	Hers	Herself
It	It	Its	-	Itself
You	You	Your	Yours	Yourself/yourselves
We	Us	Our	Ours	Ourselves
They	Them	Their	Theirs	Themselves

The examples in the sentences are as follow:

My name is Leo. I am a student. Toni is my classmate. He is a diligent student. Everybody likes him. Toni always does his homework by himself.

7. The Nature of Skill

Someone has skill in which it has different level from the others. Skill is very important to be developed. Drijarkara (p.138) (quoted by Tirtarahardja and La Sulo, 2005:5) state that “*ketrampilan yaitu kemampuan mengeksplorasi potensi-potensi yang ada pada aku, dan memahami potensi-potensi tersebut sebagai kekuatan yang dapat dikembangkan sehingga aku dapat berkembang kearah kesempurnaan diri.*” Using our skill, we can explore and develop our potency. Then, it can be use as our strength to reach our goal.

Skill relates to our effort to make a change by developing our potency. Thonthowi (1991:100) states that “*ketrampilan adalah potensi diri untuk mengubah hidup dari tidak bisa melakukan, membuat dan membentuk sesuatu hingga kita bisa.*” It means that we have potency to change something. We have skill to do something if we want to learn it.

Skill is important to be developed for making better of our life. Hamijoyo (2002:3) (quoted by Budiningsih, 2005:111) states that “*ketrampilan dalam maknanya yang luas diartikan sebagai ketrampilan demi kehidupan dan penghidupan yang bermartabat dan sejahtera lahir dan batin.*” Thus, it can be concluded that skill is the potency which can be developed to make better in our life.

8. The Nature of Writing

Writing is one of four language skills. Writing is an important skill, because many activities which are done are never apart from writing. Writing is affected by cognitive, affective and psychomotor aspect. By having writing ability, it will be easy to share knowledge, experience and inspiration. Moreover, a research, technology and science can be developed through writing.

Writing ability will become a distinctive feature which makes someone differs from the others. Because of writing, attitude, mind and feeling can be explained indirectly. Hence, a certain topic will be explained differently by each person.

In education, writing ability is emphasized. It has an objective in order to make students can convey their ideas and experience. The students also are desired to use grammar and vocabulary accurately, so they can make a good composition which is clear, unified, organized and acceptable.

Writing is a skill which is important in learning English. The teacher must be able to teach the students in writing though it is not easy to be done. Heaton (1988: 135) states that “writing is a complex and difficult to be taught because it requires mastery not only of grammatical and rhetorical devices but also of conceptual and judgmental elements”. What we want to write depends on the topic which is chosen.

This means that the content of the composition depends on the topic itself. Hughes (1995:99) states that “writing is somewhat mechanistic and topics are limited to highly predictable content areas and personal information tied to limited language experience”.

Writing is an activity which is never finished and continuously to make the improvement, because writing is a process to make valuable composition. Oshima and Hogue (1999:3) state that “writing is a process, not a product.”

Writing is a useful activity to convey information through a written text. Siahaan (2007:215) states that “writing is a psychological activity of the language user to put information in the written text.”

The learners often find the difficulties in writing where they must transfer their idea into foreign language in order to produced meaningful idea. Richards and Renandya (2003:302) state as follows:

There is no doubt that writing is the most difficult skill for L2 learners to master. The difficulty lies not only in generating and organizing idea but also in translating these ideas into readable text. The skills involved in writing are highly complex L2 writers have to pay attention to higher level skills of planning and organizing as well as lower level skills of speaking, punctuation, word choice and so on. The difficulty becomes even more pronounced if their language proficiency is weak.

It means that second language learners find difficulties in writing for generating and organizing idea. Moreover, they get difficult to translate their ideas. They will find complex problem in writing of second or foreign language if their language proficiency is weak. Thus, it can be concluded that writing is complex and difficult process of transferring idea and information based on the topic which requires mastery not only grammatical and rhetorical devices but also conceptual and judgmental elements.

9. Writing Skill

Skill is the potency which can be developed to make better in our life. Meanwhile, writing is complex and difficult process of transferring idea and information based on the topic which requires mastery not only grammatical and rhetorical devices but also conceptual and judgmental elements. Thus, it can be stated that writing skill is a potency which can be developed in processing of transferring idea and information based on the topic which requires mastery not only grammatical and rhetorical devices but also conceptual and judgmental elements.

There are some steps which must be followed to produce a good writing. The first step is free writing. Oshima and Hogue (1999:6) state that “free writing is a brainstorming activity in which you write freely about a topic because you are looking for a specific focus”. Free writing is useful to decide the important thing which wants to explain in writing. There are some procedures in free writing, Oshima and Hogue (1999:6) explain as follows:

1. Write the topic at the top of your paper
2. Write as much as you can about the topic until you run out ideas. Include such supporting items as facts, details and examples which come into your mind about the subject
3. After you have run out of ideas, reread your paper and circle the main idea(s) that you would like to develop
4. Take that main idea and free write again

After doing free writing, the next step is making outline. Outlining is useful to arrange ideas to make systematic writing. Wishon and Burks (1980:371) state that “an outline is an arrangement of the topics or ideas in the form of a numbered list. This list shows the order and relationship of the ideas”. Outlining will help lead in writing to make better composition, as the subject of the composition and its purpose are clearly stated. Outlining will make the composition complete and in logical order. It will

eliminate ideas which are not related to the subject and to avoid repetition. The last step in writing are writing and revising until produce a final copy to hand in.

In writing, there are many types of text. These types of text are called as genre. Djuhari (2007:7) states that “genre is specific culture and has purpose, steps and language features which have correlation with its purpose, culture and steps which the meaning needs to be interpreted through social context and culture.” A genre has specific purpose for the reader and listener. Hence, one with the others has different purpose. Harmer (2007:113) states that “a genre is a type of writing which members of a discourse community would instantly recognize for what it was.” In a composition, there is specific structure to distinct with the others. Martin (1997) quoted by Djuharie, 2007:9) “genre is guided, structured, systematic and activity which has orientation in specific purpose”. Thus, it can be concluded that a genre is a type of writing which is a part of discourse community would instantly recognize for what it was and it has specific generic structure and language features.

In this research, descriptive text will be analyzed. Descriptive text has a purpose to describe a particular person, place or thing. It has generic structure and language features

Descriptive Text

- a. Social function of descriptive is to describe and reveal a particular person, place or thing in detail.
- b. Generic structure
 - 1) Identification

Identifying the phenomenon to be described
 - 2) Description

Describing the phenomenon is parts, qualities, and characteristics or description of the object like shape, size, color, etc.

c. Language features

- 1) About particular person or thing
- 2) Using figurative language: similarly
- 3) Using simple present tense

The example of describing place as follows:

Title	Gua Tabuhan Is a Lively Unique Cave
Identification	<p>In the cave nyi (mrs) Kamiyem and ki (mr) Padmo sit on a stone. Nyi kamiyem will sing a song and ki Padmo will beat the drum. Joining them are people called wiyogo which are drummers and other gamelan musicians.</p> <p>What makes this unique is that they mix gamelan with the sound of nature. The visitors dance, forgetting all problems.</p>

Description	<p>Many tourists go to this cave. Maybe you are interested in going there too. But you don't know where it is. Gua tabuhan is located near Pacitan in East Java. It is situated in a lime hill called Tapan, in Tabuhan, Wareng village. The route is easy. Along the road there is beautiful tropical scenery to enjoy-rice fields, coconut palms and birds.</p> <p>East of the cave peddlers sell souvenirs. The drink and food peddlers are on the north. People sell agates on the cave terraces. Somehow, it is like a fair.</p> <p>It is said that the cave is the only place where nature produces sounds like the music of gamelan. Nyi Kamiyem, the well down pesinden (traditional Javanese singer) from the village of Gabuhan, who often sings in the cave, does not doubt it.</p> <p>Gua Tabuhan did not use to welcome visitor. According to Kartowiryo (90), village elder, gua Tabuhan used to be a hiding place for robbers. It was believed to be a sacred place. No one dared go inside. However, Wedana (chief of a district) Kertodiprojo, went to the cave to find out what was wrong. He found out that the cave was inhabited by the annoying evil spirits. The people chased the spirits away.</p> <p>The cave is dark, so people need light, and a local guide will lead the way sometimes visitors bump their heads against the sharp rocks on the ceiling.</p>
-------------	--

Inside the cave there is a plain. Big stone which is believed to be the prayer mat of Pangeran Diponegoro, one of the Indonesia heroes who fought against the Dutch. It is said that Pangeran Diponegoro used to seclude himself in the cave. Some people now use the place for meditation.

There is a stream in the cave, in the east corner, which can only be seen outside. However, it can be heard from inside.

Besides the cave, Watu Karang, a beach nearby, is good to visit. By the way, want different souvenirs? You can find them in Donorodjo village where agate craftsmen work. So, have a nice journey.

The other example of writing in descriptive text is describing about things which is stated as follows:

My Toy

I have a toy. It is a doll, a bear doll and I call it Teddy. Teddy bear is an American origin. My dad bought it as a present for my tenth birthday anniversary last year.

My doll is small, fluffy and cute. It has got thick brown fur. When I cuddle it, the fur feels soft. Because my Teddy bear is a doll, I do not need to feed it. I wash it at the laundry at least once a month. Every night, Teddy accompanies me sleeping. When I am at school, Teddy stays in my bed. Teddy bear is a really nice, adorable and charming toy. I love my Teddy bear very much.

The last example of writing in descriptive text is describing about person which is stated as follow:

My Best Friend

I have a lot of friends in my school, but Dinda has been my best friend since junior high school. We do not study at the same class, but we meet at school every day during recess and after school. I first met her at junior high school orientation and we have been friends ever since.

Dinda is good looking. She is not too tall, with fair skin and wavy black hair that she often puts in a ponytail. At school, she wears uniform. Other than that, she likes to wear jeans, casual t-shirt and sneakers. Her favorite t-shirts are those in bright colors like pink, light green and orange. She is always cheerful. She is also talkative but friendly.

B. Thinking Framework

Based on theories above, it can be stated that thinking framework of this research as follows:

1. The effects of students' perception on teacher's pedagogical competence and grammar mastery jointly towards students' writing skill in descriptive text

A teacher has to have four competences. One of them is pedagogical competence. The teacher who has pedagogical competence means that he/she will be able to recognize students' character, develop curriculum, master in theories of study and principles of learning, do educated learning, recognize and develop students' potency, communicate with the students and do evaluation.

Pedagogical competence should be had and developed by the teacher to support teaching and learning process. If a teacher has good pedagogical competence, he/she can build positive perception of the students. It means that the students will be more serious in study, so it can increase and develop students' knowledge and skill.

In English, there are three language aspects. One of them is grammar. Grammar is a rule which is used to arrange unit of language becomes correct sentence. Grammar is very important in studying English. If the students master in grammar, they will be able to make correct sentence. It will improve students' writing skill. The students' perception which is positive about teacher's pedagogical competence and their grammar mastery will improve students' writing skill, especially in descriptive text.

2. The effect of students' perception on teacher's pedagogical competence towards students' writing skill in descriptive text

A good teacher will be able to recognize students' character. Every student will have different character. Moreover, each student has different potency which can be developed. The teacher's challenge is to recognize and develop students' potency. The teacher also should be able to communicate with the students, so he/she can share his/her knowledge and will be able to help students' problem in learning. In order to share the knowledge well, the teacher should master in theories and principles of learning. The teacher also should give the material which is appropriate with the students and society's need. To do all of the tasks, the teacher should have pedagogical competence.

Students have perception on their teacher's pedagogical competence. If the teacher has good pedagogical competence, the students will be able to develop their potency and will be more enthusiasm in study. It can increase students' skill in descriptive writing. Hence, the students' perception on teacher's pedagogical competence can increase students' writing skill in descriptive text.

3. The effect of grammar mastery towards students' writing skill in descriptive text

Grammar is an aspect of language which can be learned. A student who master in grammar, he/she can arrange unit of language becomes a good sentence. It is caused that in grammar there is rule which make easier to arrange unit of language become sentence.

If the students master in grammar, they will be able to make a good composition. It is caused that the students are able to arrange unit of language become word, some words become phrase, some phrases become clause, some clauses become sentence and then, some sentences become paragraph. Good arrangement of sentence will make easier of the reader to understand the message of a composition, so it will avoid misunderstanding and ambiguity.

The students who master in grammar will be able to make a good composition. Thus, grammar mastery can improve students' writing skill in descriptive text.

C. Hypothesis

Hypotheses in this research are stated as follows:

1. There are any significant effects of students' perception on teacher's pedagogical competence and grammar mastery jointly towards students' writing skill in descriptive text.
2. There is a significant effect of students' perception on teacher's pedagogical competence towards students' writing skill in descriptive text.
3. There is a significant effect of grammar mastery towards students' writing skill in descriptive text.

CHAPTER III

RESEARCH METHODOLOGY

A. Place and Time of the Research

1. Place of the research

This research is going to be held at the tenth grade of SMK Al Asiyah, SMK Insan Kreatif and SMK Generasi Madani which is located in Bogor. These schools are chosen because the students have difficult in writing and these schools also represent the private vocational high schools in Bogor.

2. Time of the Research

This research is going to be done at the first semester of 2016-2017 academic years. The research will begin in September. Table of the research is shown below:

Table 3.1
Time Schedule of the Research

No	Activity Items	Month				
		August	September	October	November	December
1.	Planning					
	1.1.Arranging Proposal	√				
	1.2.Arranging Instrument		√			
	1.3.Instrument Try out		√			
2.	Implementing					
	2.1.Collecting Data			√		

	2.2.Analyzing Data			√		
3.	Accomplishing					
	3.1.Reporting				√	
	3.2.Revising the report				√	
	3.4.Finalizing the Report					√

B. Method of the Research

This study emphasizes on the effects of students' perception on teacher's pedagogical competence and grammar mastery jointly towards students' writing skill in descriptive text. It means there are two independent variables and one dependent variable. Variable X1 as the first independent variable (students' perception on teacher's pedagogical competence) and variable X2 as the second independent variable (grammar mastery) which influence variable Y as dependent variable (students' writing skill in descriptive text). The method which is used is survey method with multi correlation technique.

This research will be seen clearly in the following figure:

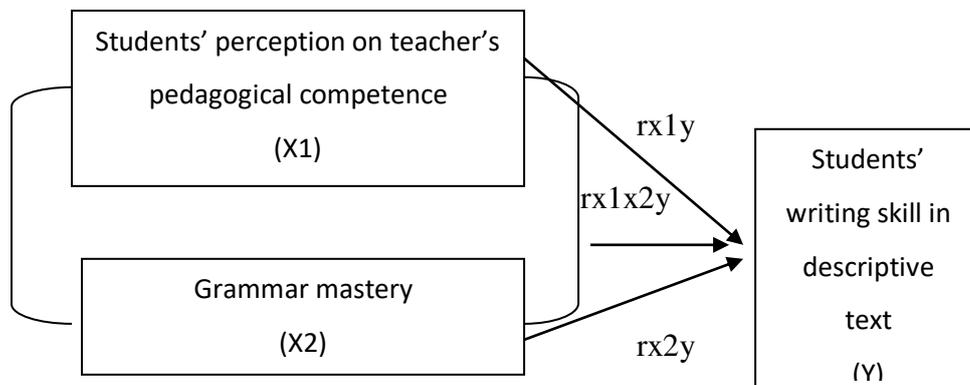


Figure 3.1
Research Design

Y = level of students' writing skill

$rx1y$ = the effect of students' perception on teacher's pedagogical competence towards students' writing skill in descriptive text

$rx2y$ = the effect of grammar mastery towards students' writing skill in descriptive text

$rx1x2y$ = the effect of students' perception on teacher's pedagogical competence and grammar mastery jointly towards students' writing skill in descriptive text

C. Population and Sample

1. Population

A population is a set or collection of all elements possessing one or more attributes of interest. It is a group to whom the researcher would like to generalize the result of the study. Population of this research is 750 students which can be classified that there are 289 students from SMK Al Asiyah, 67 students from SMK Generasi Madani and 394 students from SMK Insan Kreatif.

2. Sample

Sample is a part of population. It represents the population. The sampling technique which is used for this survey research is a cluster simple random sampling. It means taking a sample in cluster, random and in a simple way. In choosing the sample, there are three schools which are chosen. In this research, there are 90 students as sample. It is taken 12% from population. It means that thirty students from each school are selected to become samples. As a result, there are ninety students in tenth grade at the first semester academic year 2016-2017 to become samples in this survey research.

D. Technique of Data Collection

The researcher finds out on the field research to collect the data. The data are students' perception on teacher's pedagogical competence, students' grammar mastery and students' writing skill. The data are collected by giving one kind of questionnaire and one kind of objective test for independent variable and also a set of written test for dependent variable. Both questionnaire and objective test are given to ninety students from three schools which are set as sample.

E. Research Variables

There are three variables in this research. They are students' perception on teacher's pedagogical competence as the first independent variable (X1), students' grammar mastery as the second independent variable (X2) and students' writing skill in descriptive text as dependent variable (Y).

F. Research Instrument

1. Definition of The First Independent Variable : Students' Perception on Teacher's Pedagogical Competence

a. Conceptual Definition

Pedagogical competence is an ability to manage students' learning like recognizing students' character, planning and implementing of learning activity, evaluation and developing students' potency.

b. Operational Definition

Teacher's pedagogical competence is a score based on the result of questionnaire refers to students' perception on their teacher's pedagogical

competence in recognizing students' character, mastering in theories of study and principles of learning, developing curriculum, doing educated learning activity, developing students' potency, communicating with the students and doing evaluation when teaching English writing. In this case, likert scale is used by stating strongly agree (5), agree (4), neither agree nor disagree (3), disagree (2), and strongly disagree (1). For negative statement, it will be strongly agree (1), agree (2), neither agree nor disagree (3), disagree (4), and strongly disagree (5).

c. Blueprint of Instrument

The blueprint of instrument is presented as follows:

Table 3.2

The Blueprint of Students' Perception on Teacher's Pedagogical Competence

No	Variable	Indicators	Number	Total
1	Students' Perception on Teacher's Pedagogical Competence	1. Recognize students' character	8, 9	2
		2. Master in theories of study and principles of learning	2, 4, 5, 6, 11, 12, 23, 24, 28	9
		3. Do educated learning	1, 3, 13, 20, 30	5
		4. Recognize and develop students' potency	14, 21, 25, 29	4
		5. Communicate with	15, 16, 17, 27	4

		the students		
		6. Do evaluation	7, 10, 18, 19, 22, 26	6
		Total Items		30

2. Definition of The Second Independent Variable : Grammar Mastery

a. Conceptual definition

Grammar mastery is a process of getting skill about description of rules that govern how units of languages combine together to form sentences.

b. Operational Definition

Grammar mastery is measured through a set of objective test which consists of thirty numbers. The students have to master how to make a correct sentence by choosing the answer. This grammar test related to descriptive writing which is used present tense, future tense, pronoun, noun phrase and adjective order. In measuring the students' score, the calculation is getting 1 if the answer is correct and will get 0 if the answer is incorrect. The maximum score will be thirty and the minimum score will be zero.

c. Blueprint of Instrument

The blueprint of instrument of grammar mastery is presented as follows:

Table 3.3
Blueprint of Grammar Mastery Instrument

No	Dimension	Indicators	Number	Total
1	Material of grammar at tenth grade of	1.Present tense	1, 2, 3, 4, 5, 21, 22	7
		2.Future tense	6, 7, 8, 23, 24	5
		3.Pronoun	9, 10, 11, 12, 13, 14,	10

	vocational high school		15, 16, 25, 26	
		4.Noun phrase	17, 27, 28	3
		5.Adjective order	18, 19, 20, 29, 30	5
		Total Items		30

3. Definition of Dependent Variable : Writing Skill

a. Conceptual definition

Writing skill is a potency which can be developed in processing of transferring idea and information based on the topic which requires mastery not only grammatical and rhetorical devices but also conceptual and judgmental elements.

b. Operational definition

Writing skill is the objectives that can be expressed as knowledge, understanding, skill and attitude after participating in learning activity. It is measured by using written test and it is designed based on curriculum. The score reflects to the students' ability in writing of descriptive text.

c. Blueprint of Instrument

The blueprint of instrument of writing skill is presented as follows:

Table 3.4

Blueprint of Writing Skill Instrument

Content
30-27 excellent to very good: knowledge, substantive
26-22 good to average: some knowledge of subject, adequate range
21-17 fair to poor: limited knowledge of subject , little substance
16-13 very poor: does not show knowledge of subject, non substantive
Organization
20-18 excellent to very good: fluent expression, ideas clearly stated

17-14 good to average: somewhat choppy, loosely organized but ideas stand out 13-10 fair to poor: non fluent, ideas confused or disconnect 9-7 very poor: does not communicate, no organization
Vocabulary 20-18 excellent to very good: sophisticated range, effective word/idiom choice and usage 17-14 good to average: adequate range, occasional errors of word/idiom form, choice, usage but meaning is not obscured 13-10 fair to poor: limited range, frequent errors of word/idiom form, choice, usage 5-7 very poor: essentially translation, little knowledge of English vocabulary
Language use 25-22 excellent to very good: effective complex constructions 21-18 good to average: effective but simple constructions 17-11 fair to poor: major problems in simple/complex constructions 10-5 very poor: virtually no mastery of sentence construction rules
Mechanics 5 excellent to very good: demonstration mastery of convention 4 good to average: occasional errors of spelling, punctuation 3 fair to poor: frequent errors spelling, punctuation 2 very poor: no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing

The test is adapted from Writing English Language Test by J.B. Heaton (1989:146).

G. The Result for Instrument's Try Out

1. Pedagogical Competence

a. Validity Test of Pedagogical Competence

Kind of validity measured in this research is validity internal consistency by using Pearson Product Moment. The result gained through the measurement then, it is compared to table of product moment. If r_{observer} is bigger than r_{table} , hence the item of instrument is valid and vice versa. The validity of data is presented after all the measurement is done completely.

For the instrument of students, perception on teacher's pedagogical competence and writing skill are not dichotomy, so the data would be

parametric. Thus, the validity test is done by using correlation of product moment. The formulation is presented as bellow:

$$r = \frac{n\sum xy - \sum x \cdot \sum y}{\sqrt{n\sum x^2 - (\sum x)^2} \sqrt{n\sum y^2 - (\sum y)^2}} \quad (1)$$

Which:

r = coefficient correlation of x and y

x = total score (for independent variable)

y = total score (for dependent variable)

n = total of respondent

After conducting the first try out for these instrument to non sample of 30 students, it is found that several items of instrument are invalid. For instrument of pedagogical competence, the invalid questionnaires are: 5, 7, 8, 9, 12, 13, 14, 21, and 29

The researcher needs to conduct another try out for the instrument until all items are valid. Therefore, the instrument can be used as tools of measurement in this research.

b. Reliability Test of Pedagogical Competence

The result for reliability for this research is presented by using Alpha-Cronbach as follows:

$$r_{11} = \left\{ \frac{k}{k-1} \right\} \left\{ 1 - \frac{\sum Si^2}{St^2} \right\} \quad (2)$$

Which:

r_{11} = reliability of instrument

k = total of valid items

$\sum Si^2$ = total of item variance

St^2 =total of variance

If the coefficient of reliability is bigger than 0,7, it means that this instrument is reliable. Based on the calculation of reliability for this instrument, it is gained that of reliability is 0,790. Because the result is bigger than 0,7, it brings that this instrument is reliable and can be able to used as tools for measurement of this research.

2. Grammar Mastery

a. Validity Test of Grammar Mastery

Since the gained data is dichotomy, so the validity of grammar mastery instrument is measured by using point bi-serial technique, and the formula is stated as follows:

$$r_{bis} = \frac{M_p - M_k}{SD} \times \sqrt{\frac{p}{q}} \quad (3)$$

r_{bis} = coefficient correlation of point biserial

M_p = the average score for those who got the correct answer

M_t = the average of total score

St =s standard of deviation of total score

p = level of difficulty

q = 1- p

After conducting the first try out for this instrument to non sample of 30 people. It is found that there are several items which are invalid, they are: 1, 2, 3, 5, 6, 11, 13, 21, 23, and 27. All the invalid items are revised and replaced by another items and re try out to make the instrument can be valid.

b. Reliability Test of Grammar Mastery

The reliability is gained through computation by using the Spearman-Brown. The formula is presented as follows:

$$r = \frac{2rI2}{(1+rI2)} \quad (4)$$

If the coefficient of reliability is bigger than 0.7, it means that this instrument is reliable. By calculating using SPSS version 20 for windows, it is gained that the reliability score for the instrument is 0,811. It means that it is higher than 0,7. Hence, this instrument can be used for measurement of the research.

H. Technique of Data Analysis

1. Descriptive Analysis

Descriptive analysis is done by presenting the data in the form of frequency distribution table, polygon graphic, and also histogram for each research variable. Furthermore, there are group of data which will be analyzed. They are mean, median, mode, standard of deviation, skewness and kurtosis. Then, the tabulation is performed by SPSS 20 for windows. The manual formulation will be presented below:

a. $\text{Mean} = \frac{\sum Y_i}{n} \quad (5)$

$\sum Y_i$ = total score from n to j

n = total sample

b. $\text{Mode} = b + P \left(\frac{b_1}{b_1 + b_2} \right) \quad (6)$

b = the border of interval class and the most frequency

P = the swap of interval class

b1= frequency of mode class-frequency of previous interval class

b2= frequency of mode class-frequency of upcoming interval class

$$c. \text{ Median} = b + P \left(\frac{\frac{1}{2}n - F}{f} \right) \quad (7)$$

b= the under limit where the median lies

n=total data or sample

F=total of all frequencies before median class

f=frequency of median class

$$d. \text{ Standard deviation} = \frac{\sqrt{\frac{\sum Y^2 - (\sum Y)^2}{n}}}{n1} \quad (8)$$

$\sum Y$ = total score from n to j

n= total sample

2. Prerequisite Tests for Data Analysis

The prerequisite tests are done to find out whether the collected data is worthy enough to be analyzed later on by using statistical tool. The prerequisite tests are normality and linearity test for the research. The prerequisite tests are performed by using SPSS 20 for windows.

a. Normality Test

The normality test is done by using Lilliefors test with criteria if the score of $L_{observed} < L_{table}$. It means that the data comes from normal population or vice versa. The score of $L_{observed}$ is gained through calculation by using manual formula. It is shown as follow:

$$Z_i = \frac{Y_i - Y}{s_i} \quad (9)$$

Y_i = data from each sample

\bar{Y} = the average

S_i = standard of deviation

The score of $F(Z_i)$ is gained by following rule of rigid normal distribution which then is also counted the score of probability for $F(Z_i) = P(Z < Z_i)$. The score of $L_{observed}$ is gained from the biggest score as the result of subtraction between $F(Z_i)$ and $S(Z_i)$ while the score of L_{table} is gained from the table of Lilliefors.

b. Linearity Test

The test of linearity for regression line for this research is done by using F test which the formula is presented as follows:

$$F = \frac{S^2_{TC}}{S^2_E} = \frac{\frac{JKTC}{k-2}}{\frac{JK(E)}{n-k}} \quad (10)$$

Where:

$JKTC = JK_{res} - JK_E$; is called the sum mismatch squares

$JK_E = \sum \left\{ \sum_k y_i^2 \left| \frac{(y_i)^2}{n} \right. \right\}$ is called the sum of fallacy squares while k is re-grouping

for data x

$JK_{res} = \sum y_i^2 - JK(b|a) - JK(a)$, is called the sum of residual squares.

$(\backslash a), JK(a) = \frac{(\sum y_i)^2}{n}$, is called the sum of regression squares (a)

The score of $F_{observed}$ is then compared to the score of F_{table} with $\alpha = 5\%$. The criteria for linearity test is if $F_{observed} > F_{table}$, it means that the regression line is linear

3. Testing of Hypothesis

After all data analysis requirement test was met and found out that the data is feasible to be further processed, so the next step is to test each proposed hypothesis. Hypothesis test using partial correlation technique, multiple correlations, a simple linear regression and a correlation test both partial and multiple. These will use SPSS 20.0 program. The criteria of the test are as follows:

a. Correlation Analysis

1) The calculation and test of Significance Partial Correlation Coefficient.

The result of calculation partial correlation coefficient can be seen from the output of SPSS program through correlation analysis namely, in significance table from the correlation table from the correlation coefficient stated by the remark of the table below:

- For ** (two stars) means the correlation coefficient is significant in a real standard of 1 %
- For * (one star) means the correlation coefficient is significant in a real standard of 5%, means it is not significant in a real standard 1%.
- For those which do not have a sign means the correlation coefficient is not significant.

2) The Calculation and the Test of Significance Double Correlation Coefficient.

The result of double correlation coefficient can be seen from the output SPSS program through the regression analysis in the model Summary. The significance of correlation coefficient was tested manually or the computer aids the application of Microsoft Excel. The formula of the test is:

$$F = \frac{\frac{R^2}{k}}{\frac{1-R^2}{n-k-1}}$$

Where:

R = Ry.12 ie. Double Correlation Coefficient

n = the amount of sample

k = the amount of independent variables

b. The Regression Analysis

1) The calculation of Regression Line Equation

The result of regression line calculation can be seen from the output SPSS program through the regression analysis namely; Coefficient^a table. The coefficient, regression line equation was shown in by the number in B column for unstandardized Coefficients.

Coefficient						
Model		Unstandardized		Standardized	t	Sig.
		Coefficients		Coefficient		
		B	Std. Error	Beta		
		a₀				
1	(Constant)	a₁				
	X1	a₂				
	X2					
a. Dependent Variable : Y						

From the table above, the regression equation is $\hat{Y} = a_0 + a_1X_1 + a_2X_2$

2) The test of Regression Significance

a) For the Partial Regression

For the partial regression significance test was carried out by paying attention to the score in t column or Sig. column in the coefficients table.

For the partial regression, the effect of X1 variable, while for the partial regression, the effects of X2 towards Y using the score t and Sig. in row X2 variable.

- If using *Sig.column*, so the significance criteria is:

“If Sig. < 0,05 so the regression is significant”

- If using *t column*, so the significance criteria is:

“If $t_{observed} > t_{table}$ so the regression is significant”

$F t_{table}$ is chosen based on the statistical test rule in the t distribution namely; a real standard α and $dk=n-2$, where n is the number of samples.

b) For the Double Regression

The result of the double regression test can be seen from the output of SPSS program through the regression analysis namely; in the table of ANOVA^b F column or Sig.

ANOVA ^b						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression					
	Residual					
	Total					
a. Predictors: (Constant), X ₁ , X ₂						
b. Dependent Variable : Y						

After all the prerequisite tests fulfilled, the data need advanced processing. The following step would be the test for hypothesis. This test uses multiple correlation technique. This test is done to find out the effects among variables. They are students' perception on teacher's pedagogical competence, grammar mastery and writing skill in descriptive text. This test is presented by using SPSS version 20 for windows.

I. Statistical Hypothesis

The statistical hypotheses for this research are stated as follows:

1. Hypothesis 1

H₀: $\beta_1 = \beta_2 = 0$ there are no effects of students' perception on teacher's pedagogical competence and grammar mastery jointly towards students' writing skill in descriptive text

H₁: $\beta_1 \neq 0, \beta_2 \neq 0$ there are any effects of students' perception on teacher's pedagogical competence and grammar mastery jointly towards students' writing skill in descriptive text

2. Hypothesis 2

H₀: $\beta_1 = 0$ there is no effect of students' perception on teacher's pedagogical competence towards students' writing skill in descriptive text

H₁: $\beta_1 \neq 0$ there is an effect of students' perception on teacher's pedagogical competence towards students' writing skill in descriptive text

3. Hypothesis 3

H0: $\beta_2=0$ there is no effect of grammar mastery towards students' writing skill in descriptive text

H1: $\beta_2 \neq 0$ there is an effect of grammar mastery towards students' writing skill in descriptive text

Where:

β_1 =variable coefficient for students' perception on teacher's pedagogical competence

β_2 =variable coefficient for grammar mastery

CHAPTER IV

RESEARCH FINDINGS

A. The Description of Data

1. The Data of Students' Writing Skill in Descriptive Text

The data of students' writing skill are obtained from the score of 90 students which become sample in this research. The minimum score is 54 and the maximum score is 90. The average score is 71,97, median is 72,50, mode is 75 and standard deviation is 7,658.

Table 4.1
The Statistical Data of Students' Writing Skill Statistics

Statistics		
Students' Writing Skill In Descriptive Text		
N	Valid	90
	Missing	0
Mean		71.97
Median		72.50
Mode		75
Std. Deviation		7.658
Minimum		54
Maximum		90

From the result of statistics above, it can be said that the students' writing skill in descriptive text at Private Vocational High Schools in Bogor is not good enough because they have 71,97 as their average score. It is lower than standard criterion of those schools. They have 75 as minimum English score. Then, it can be seen that the average score and median score is almost the same. They are 71,97 and 72,50. It means that the data of students' writing skill is quite representative.

The histogram is showed to explain the data clearly as follows:

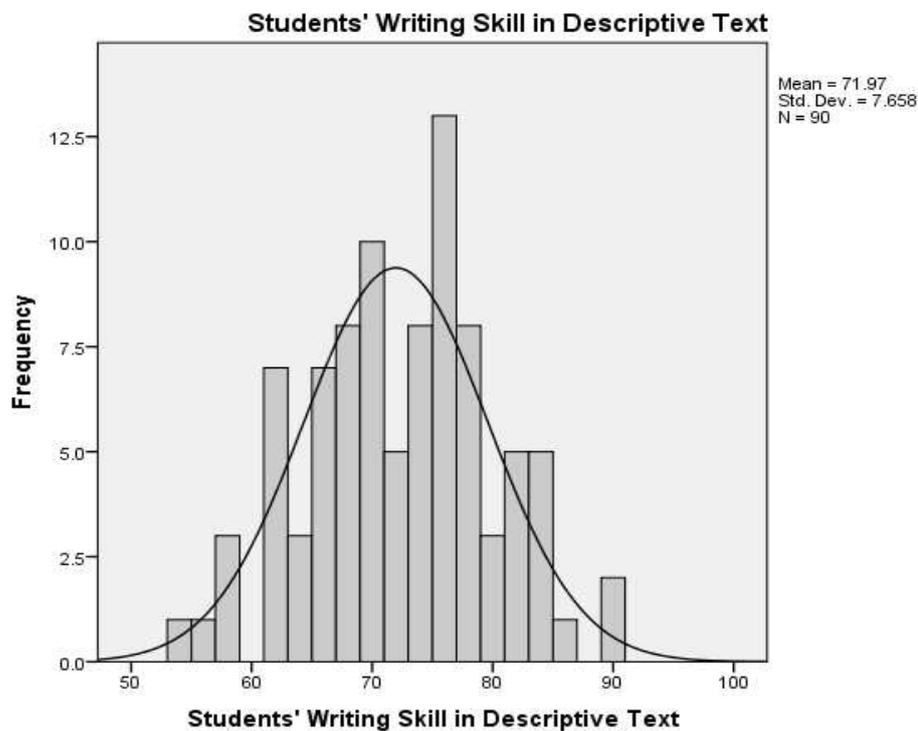


Figure 4.1

Histogram and Polygon for Variable of Students' Writing Skill in Descriptive Text

From histogram and polygon above, it can be stated that the data of students' writing skill in descriptive text at Private Vocational High Schools in Bogor spread normally.

2. The Data of Students' Perception on Teacher's Pedagogical Competence

The data of students' perception on teacher's pedagogical competence are obtained from the result of questionnaire which is filled by 90 students as sample. From the research, it is showed that the minimum score is 105 and the maximum score is 149. Then, the average score is 123,06, median is 121,00, mode is 119 and standard deviation is 9,656

Table 4.2
The Statistical Data of Students' Perception on Teachers' Pedagogical
Competence

Statistics		
Students' Perception On Teacher's Pedagogical Competence		
N	Valid	90
	Missing	0
Mean		123.06
Median		121.00
Mode		119
Std. Deviation		9.656
Minimum		105
Maximum		149

From the result of the counting above, it can be said that students' perception on teacher's pedagogical competence at Private Vocational High Schools in Bogor is good enough. It is denoted by average score is 123,06 which is higher than median. Standard deviation of students' perception on teacher's pedagogical competence is 9,656 or 7,84 % from average score. It means that disparity answer among students of the questionnaire is low. Thus, students' perception on teacher's pedagogical competence is almost homogenous. Based on the data, it can be seen that the average score and median are almost the same. They are 123,06 and 121,00. It means that the data of students' perception on teacher's pedagogical competence is quite representative. To explain the data clearly, it is showed a histogram as follows:

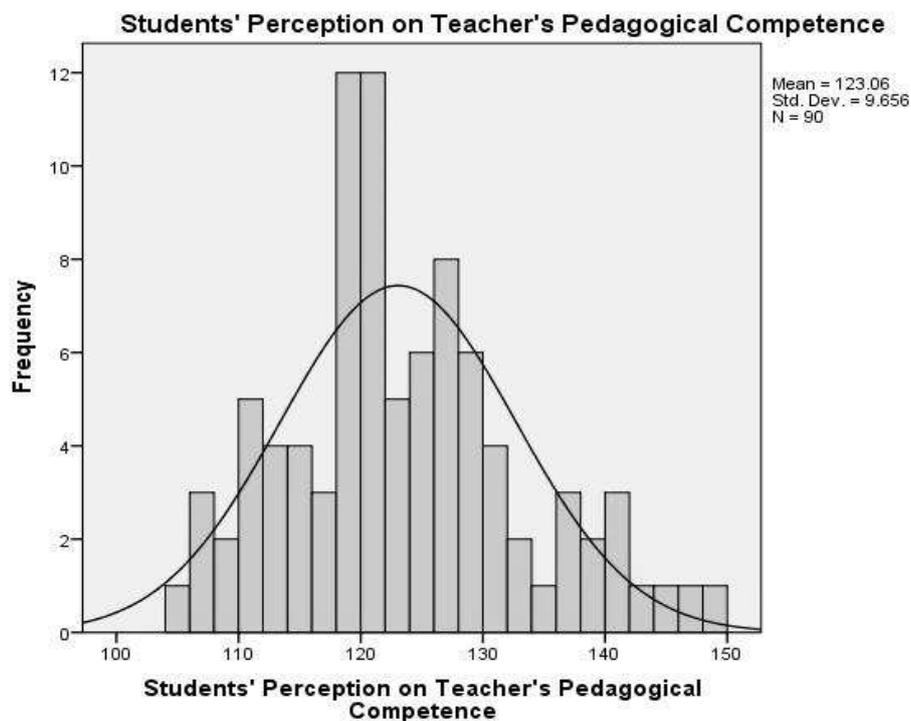


Figure 4.2

Histogram and Polygon for Variable of Students' Perception on Teacher's Pedagogical Competence

From frequency of histogram and polygon above, it can be concluded that students' perception on teacher's pedagogical competence at Private Vocational High Schools in Bogor spreads normally.

3. The Data of Students' Grammar Mastery

The data of students' grammar mastery are obtained from the result of grammar test. The test consists of 30 items in multiple choices for 90 students. Each item will be given 1 for one correct answer and 0 for one incorrect answer. From the research, it is showed that the minimum score is 27 and the maximum score is 90. Then, mean of students' grammar mastery is 58,10, median is 57,00, mode is 80,00 and standard deviation is 17,387

Table 4.3
The Statistical Data of Students' Grammar Mastery

Statistics		
Grammar Mastery		
N	Valid	90
	Missing	0
Mean		58.10
Median		57.00
Mode		80
Std. Deviation		17.387
Minimum		27
Maximum		90

From the result of counting above, it can be stated that students' grammar mastery at Private Vocational High Schools in Bogor is good enough. It is denoted by average score 58,10 which is higher than median 57,00. Standard deviation of students' grammar mastery is 17,387 or 29,925% from average score. It means that the disparity of students' answers in grammar is relatively high. Hence, students' grammar mastery is not homogenous.

Based on the data, it can be seen that average score and median are almost the same. They are 58,10 and 57,00. It means the data of students' grammar mastery is quite representative. It is showed a histogram to explain the data clearly as follows:

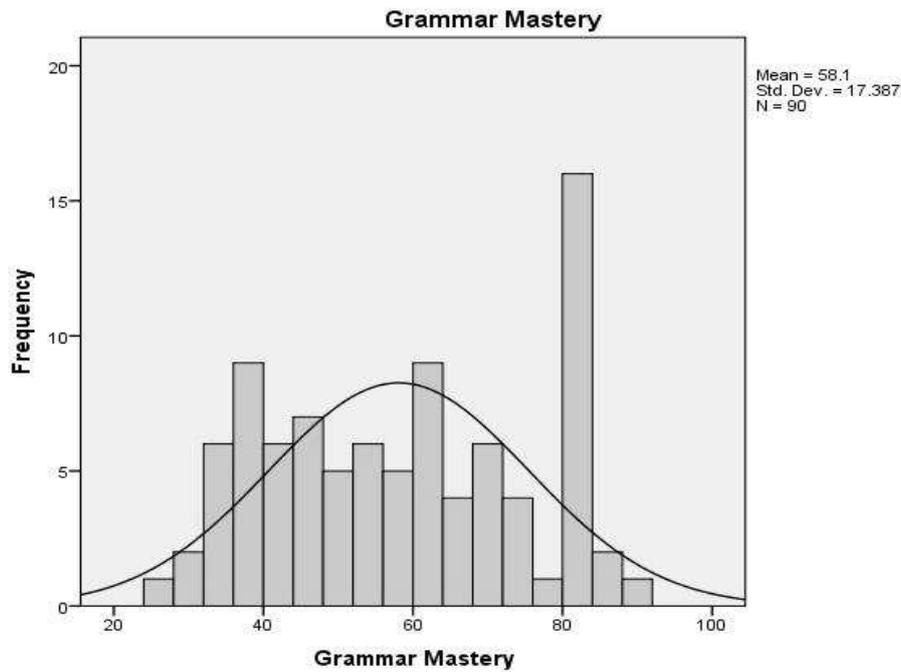


Figure 4.3

Histogram and Polygon for Variable of Grammar mastery

From frequency of histogram and polygon above, it can be concluded that students' grammar mastery at Private Vocational High Schools in Bogor spreads normally.

B. Prerequisite Tests of Data Analysis

The prerequisite tests are done to find out whether the collected data is worthy enough to be analyzed. The prerequisite tests of this research are normality test and linearity test among dependent variable and independent variables. In this research, prerequisite tests are performed by using SPSS version 20 for windows.

1. Classical Test Assumptions

Before doing regression analysis, classical test assumptions are needed to be done to know if the data are distributed normally. In this research, there are some

classical test assumptions like normality, multicollinearity and heteroscedasticity, and galat normality test.

a. Normality test

Hypothesis for normality test are as follows:

H0: The data of sample is distributed normally

H1: The data of sample is not distributed normally.

Normality test uses SPSS version 20 for windows. Normality of data is “if p value (sig.) > 0,05, H0 will be accepted”. It means the data of sample have normal distribution.

Table 4.4

The Recapitulation of Normality Test One Sample Komogorov-Smirnov Test

One-Sample Kolmogorov-Smirnov Test				
		Students' Writing Skill In Descriptive Text	Students' Perception On Teacher's Pedagogical Competence	Grammar Mastery
N		90	90	90
Normal Parameters ^{a,b}	Mean	71.97	123.06	58.10
	Std. Deviation	7.658	9.656	17.387
Most Extreme Differences	Absolute	.094	.099	.107
	Positive	.046	.099	.088
	Negative	-.094	-.056	-.107
Kolmogorov-Smirnov Z		.888	.940	1.017
Asymp. Sig. (2-tailed)		.410	.340	.252
a. Test distribution is Normal.				
b. Calculated from data.				

From the data above, it can be seen that sig. from all sample is more than 0,05. They are 0,340 for Students' perception on teacher's pedagogical competence, 0,252 for grammar mastery and 0,410 for students' writing skill. It means that Ho is accepted and distribution of data is normal.

b. Multicollinearity Test

Multicollinearity test is used to know if there is perfect correlation between independent variables which are researched. Regression and correlation analysis cannot be done if there is multicollinearity in this research. Multicollinearity test is done by using SPSS version 20 for windows. It is stated that multicollinearity does not happen if variables have Tolerance $> 0,01$ and VIF (Variance Inflation Factor) < 10 .

Table 4.5
Multicollinearity Test

Coefficients ^a			
Model		Collinearity Statistics	
		Tolerance	VIF
1	(Constant)		
	Students' perception on teacher's pedagogical competence	.927	1.029
	Grammar mastery	.927	1.029

The result of multicollinearity test above is Tolerance $0,927 > 0,01$ and Variance Inflation Factor (VIF) $1,029 < 10$. Thus, it can be said that there is no multicollinearity between students' perception on teacher's pedagogical competence and grammar mastery in this multiple regression analysis.

c. Heteroscedasticity Test

Heteroscedasticity test is used to know if there is disparity variance from residual of one observation to the other observation in regression model. If variance from residual of one observation to the other observation is constant, it can be said as homoscedasticity. If the variance has disparity, it will be heteroscedasticity. Regression model will be accepted if it has homoscedasticity or it does not have heteroscedasticity.

To know if there is heteroscedasticity or not, it can be seen from plot between prediction score of dependent variable in ZPRED and its residual or SRESID. If there is not certain pattern in scatterplot between SRESID and ZPRED in which the plot spreads disorderly above and below of zero in Y axis, it does not have heteroscedasticity.

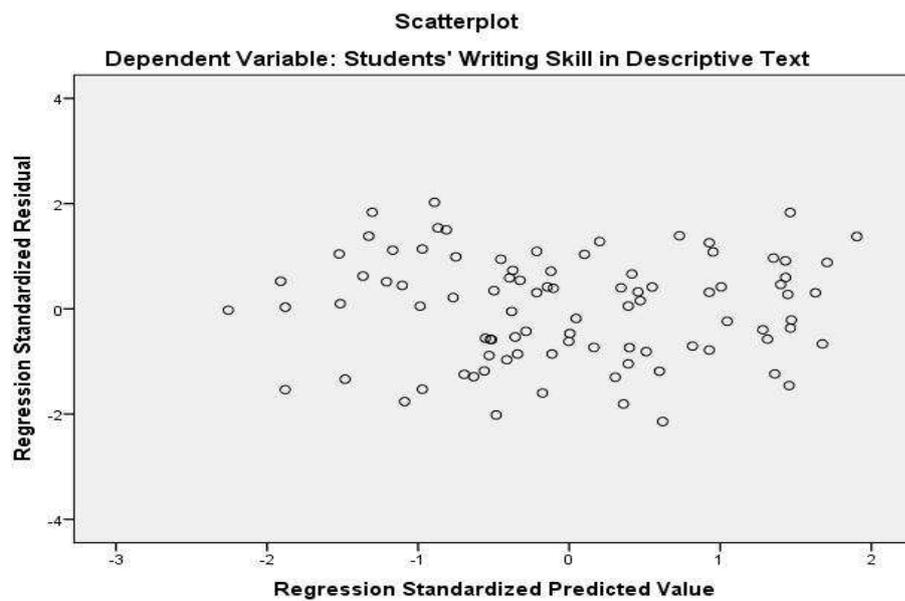


Figure 4.4
Scatterplot Heteroscedasticity Test

Based on Scatterplot above, it is denoted that the plot spreads disorderly and it does not show certain pattern. The plot spreads above and below of 0 (zero) in Y axis. It denotes that there is no heteroscedasticity in this regression model. Hence, it can be used to predict students' writing skill based on students' perception on teacher's pedagogical competence and grammar mastery.

d. Galat Normality Test

Normality test is used to know if interfering variable or residual has normal distribution or not in regression model. The result of normality test is showed as follows:

Table 4.6
Galat Normality Test

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		90
Normal Parameters ^{a,b}	Mean	0E-7
	Std. Deviation	6.30430275
Most Extreme Differences	Absolute	.088
	Positive	.061
	Negative	-.088
Kolmogorov-Smirnov Z		.836
Asymp. Sig. (2-tailed)		.487
a. Test distribution is Normal.		
b. Calculated from data.		

Based on the table above, it denotes that hypothesis test which conveys residual distribution in this regression analysis has normal distribution. It is denoted by score of $Z=0,836$ and $\text{sig.} = 0,487 > 0,05$. It means that prerequisite test for regression analysis is fulfilled.

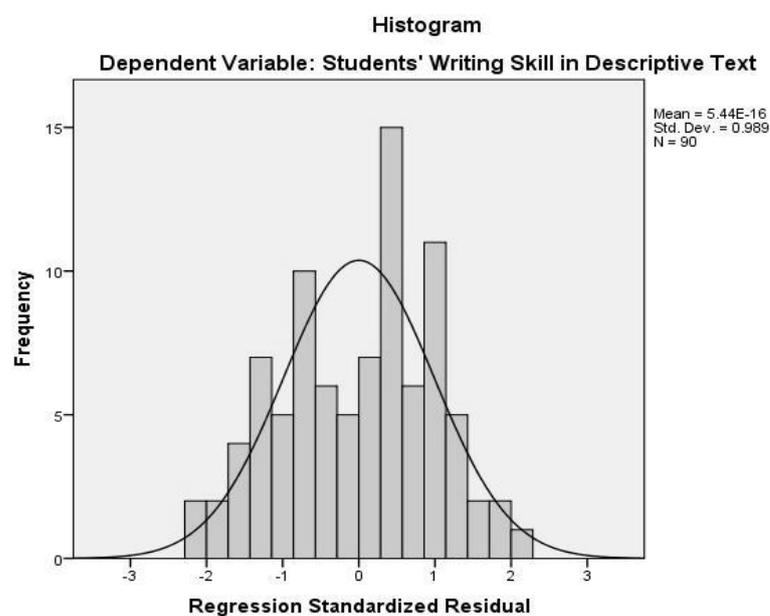


Figure 4.5
Histogram and Curve of Galat Normality Test

Based on histogram above, it can be seen that histogram denotes normal distribution because it is not sideways on the left or on the right.

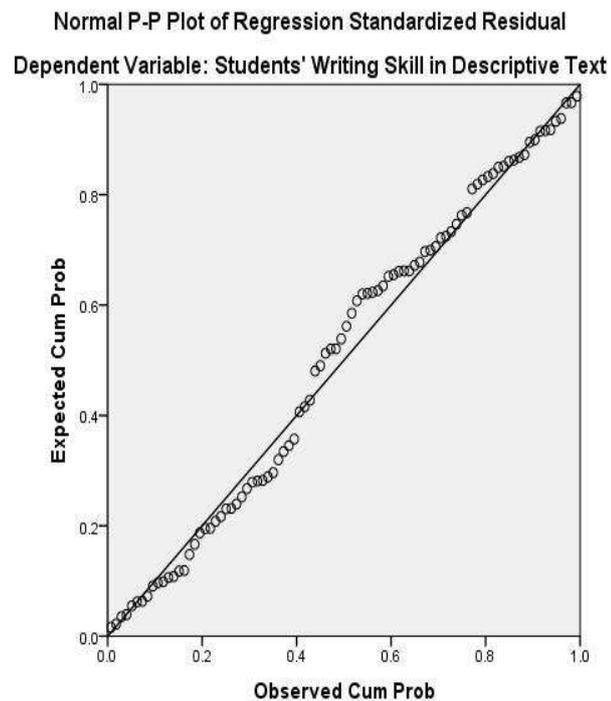


Figure 4.6
P-P Plot of Regression Standardized Residual

From P-P plot test above, it can be seen that plot spreads around diagonal line and it has same direction with diagonal line. Hence it can be said that data are distributed normally.

2. Linearity Test

Linearity test is done to determine the technique in regression analysis if independent variables (X_1 and X_2) and dependent variable (Y) has linear form. In this research, linearity test uses SPSS version 20 for windows.

- a. Linearity of Regression Line The Effect of Students' Perception on Teacher's Pedagogical Competence (X1) towards Students' Writing Skill (Y)

The test result of linearity of regression line between X1 and Y can be seen from the table as follows:

Table 4.7

Linearity Test Result of Regression Line the Effect of Students' Perception on Teacher's Pedagogical Competence (X1) and Students' Writing Skill (Y)

ANOVA Table			Sum of Squares	df	Mean Square	F	Sig.
Students' Writing Skill In Descriptive Text * Students' Perception On Teacher's Pedagogical Competence	Between Groups	(Combined)	2169.812	37	58.644	1.000	.493
		Linearity	463.939	1	463.939	7.912	.007
		Deviation from Linearity	1705.873	36	47.385	.808	.748
	Within Groups		3049.088	52	58.636		
	Total		5218.900	89			

Based on the data above, it can be seen the counting result of deviation from linearity with $F_o = 0,808$ and $sig. = 0,748 > 0,05$. Because $sig.$ is more than $0,05$, it is said that the regression line which indicates the effect of students' perception on teacher's pedagogical competence towards students' writing skill is linear.

- b. Linearity of Regression Line The Effect of Grammar Mastery (X2) towards Students' Writing Skill (Y)

The test result of linearity of regression line between X2 and Y is showed as follows:

Table 4.8
Linearity Test Result of Regression Line the Effect of Students' Grammar
Mastery (X2) and Students' Writing Skill (Y)

ANOVA Table							
		Sum of Squares	df	Mean Square	F	Sig.	
Students' Writing Skill In Descriptive Text Grammar Mastery *	Between Groups	(Combined)	2225.721	19	117.143	2.740	.001
		Linearity	1444.631	1	1444.631	33.785	.000
		Deviation from Linearity	781.090	18	43.394	1.015	.455
	Within Groups	2993.179	70	41.760			
	Total	5218.900	89				

Based on the table above, it is showed that the counting result of deviation from linearity has $F_o=1,015$ and $sig. = 0,455 > 0,05$. Because $sig.$ is more than $0,05$, it can be concluded that the regression line which indicates the effect of of students' grammar mastery towards students' writing skill is linear.

C. Testing Hypothesis

Testing hypothesis is done based on what is written in chapter III. The result of testing hypothesis can be seen from the table as follows:

Table 4.9
The Recapitulation Result of Multiple Correlation Coefficients of the Effects
Variables of X1 and X2 towards Y

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.568 ^a	.322	.307	6.376
a. Predictors: (Constant), Grammar Mastery, Students' Perception On Teacher's Pedagogical Competence				

Table 4.10
The Recapitulation Result for Regression Coefficient Significant Test of the
Effects Variables of X₁ and X₂ towards Y

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1681.663	2	840.832	20.681	.000 ^b
	Residual	3537.237	87	40.658		
	Total	5218.900	89			
a. Dependent Variable: Students' Writing Skill In Descriptive Text						
b. Predictors: (Constant), Grammar Mastery, Students' Perception On Teacher's Pedagogical Competence						

Table 4.11
The Recapitulation Result for Linear Regression Equality Test of the Effects
Variables of X₁ and X₂ towards Y

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	38.335	8.679		4.417	.000
	Students' Perception On Teacher's Pedagogical Competence	.171	.071	.216	2.415	.018
	Grammar Mastery	.216	.039	.490	5.473	.000
a. Dependent Variable: Students' Writing Skill In Descriptive Text						

1. The Effect of Students' Perception on Teacher's Pedagogical Competence and Grammar Mastery Jointly towards Students' Writing Skill in Descriptive Text.

The hypothesis is as follows:

$$H_0: \beta_{y1} = \beta_{y2} = 0$$

$$H_1: \beta_{y1} \neq 0 \text{ and } \beta_{y2} \neq 0$$

Where:

H₀: There are no effects of students' perception on teacher's pedagogical competence and grammar mastery jointly towards students' writing skill in descriptive text

H1: There are any effects of students' perception on teacher's pedagogical competence and grammar mastery jointly towards students' writing skill in descriptive text

Based on the data of table 4.10, it denotes that $\text{sig.} = 0,000 < 0,05$ and $F_0 = 20,681$. It means that H_0 cannot be accepted and H_1 is accepted. Thus, there are significant effects of students' perception on teacher's pedagogical competence and grammar mastery jointly towards students' writing skill in descriptive text.

Meanwhile, regression equation is $\hat{Y} = 38,335 + 0,171X_1 + 0,216X_2$. It means that increasing of one score for students' perception on teacher's pedagogical competence and grammar mastery give contribution 0,171 from X_1 and 0,216 from X_2 towards students' writing skill in descriptive text. From the table of 4.9, it can explain that students' perception on teacher's pedagogical competence and grammar mastery jointly give contribution 32,2% towards students' writing skill in descriptive text.

2. The Effect of Students' Perception on Teacher's Pedagogical Competence towards Students' Writing Skill in Descriptive Text

The hypothesis is as follows:

$$H_0: \beta_{y1} = 0$$

$$H_1: \beta_{y1} \neq 0$$

Where:

H_0 : There is no effect of students' perception on teacher's pedagogical competence towards students' writing skill in descriptive text

H_1 : There is an effect of students' perception on teacher's pedagogical competence towards students' writing skill in descriptive text

Based on table 4.11, it is stated that there is significant effect of students' perception on teacher's pedagogical competence towards students' writing skill in descriptive text. It is proved by sig. $0,018 < 0,05$ and $t_{observed} = 2,415$.

Contribution of students' perception on teacher's pedagogical competence towards students writing skill in descriptive text as follows:

$$KD = \text{score } \beta_{x_1y} \times \text{parcial correlation score } (r_{x_1y}) \times 100 \%$$

$$KD = 0,216 \times 0,298 \times 100 \% = 6,44 \%$$

From the result above, it can be said that contribution of students' perception on teacher's pedagogical competence is for increasing 6,44 % of students' writing skill in descriptive text.

3. The Effect of Grammar Mastery towards Students' Writing Skill in Descriptive Text

The hypothesis is as follows:

$$H_0: \beta_{y_2} = 0$$

$$H_1: \beta_{y_2} \neq 0$$

Where:

H0: There is no effect of grammar mastery towards students 'writing skill in descriptive text

H1: There is an effect of grammar mastery towards students' writing skill in descriptive text

From table 4.11, it can be said that there is significant effect of grammar mastery towards students' writing skill in descriptive text. It is proved by sig. $0,000 < 0,05$ and $t_{observed} = 5,473$.

Contribution of grammar mastery towards students' writing skill in descriptive text as follows:

$$KD = \text{Score } \beta_{x_2y} \times \text{Parcial Correlation score } (r_{x_2y}) \times 100 \%$$

$$KD = 0,490 \times 0,526 \times 100 \% = 25,77 \%$$

From the result above, it can be said that contribution of grammar mastery is for increasing 25,77 %

D. Interpretation of the Research Findings

1. The Effect of Students' Perception on Teacher's Pedagogical Competence and Grammar Mastery Jointly towards Students' Writing Skill in Descriptive Text.

Based on the result of the research, it can be concluded that students' perception on teacher's pedagogical competence and grammar mastery jointly give positive effect to increase students' writing skill in descriptive text at Private Vocational High Schools in Bogor. It means that students' perception on teacher's pedagogical competence and grammar mastery give significant effect to increase students' writing skill in descriptive text at Private Vocational High Schools in Bogor.

Writing is one skill which is important. By writing, someone can convey his/her ideas. Someone's writing is unique, because a writer will put and develop his/her idea differently with the others. In writing, a composition should be arranged systematically in order to make the others are not difficult to read. Someone can communicate indirectly with the others through writing. Writing also is used as medium to give information and to develop science from a research which has been done. Writing also can be used as an inspiration. In addition, it can be used as an occupation to get the money by putting our creative ideas through a composition in fiction or nonfiction.

The teacher has important role of succession in teaching and learning process. How the teacher teaches the students, if the teacher has competence or not, and how the teacher's attitude will influence the students. It makes different students' perception on their teacher.

In learning English, there are four skills such as listening, speaking, reading and writing. Moreover, there are some language aspects like vocabulary, grammar and pronunciation. These skills are related to each other. Someone can write English well if he/she often reads and hears English. Furthermore, he/she can speak English fluently if he/she reads, writes and listens English well.

Language aspects have influence in English skills. As the example, if the students are mastery in vocabulary, they will be easier to comprehend the text and to write a composition. Moreover, they will have no difficult in speaking and listening English. Besides that, grammar gives influence to English skills. Mastery in grammar makes students' utterance will be easier to be understood by the others. Mastery in grammar also will make a composition is written in good arrangement. Moreover, it makes easier to understand the meaning and message of a composition. The other aspect is pronunciation. Pronunciation has important role so that students' utterances well be understood by the others and avoid misunderstanding. Furthermore, it is useful in order to make a listener will know the message of a speaker. Good pronunciation makes easier the other people to write what are uttered by us.

2. The Effect of Students' Perception on Teacher's Pedagogical Competence towards Students' Writing Skill in Descriptive text

Based on the result of the research, it can be concluded that students' perception on teacher's pedagogical competence gives positive effect to increase students' writing skill in descriptive text at Private Vocational High Schools in Bogor. It means that students' perception on teacher's pedagogical competence gives significant effect to increase students' writing skill in descriptive text at Private Vocational High Schools in Bogor.

In teaching and learning process, the teacher has important role. A teacher should have four competences. They are pedagogical, professional, personal and social competences. In pedagogical competence, a teacher should make lesson plan. Lesson plan is used as hint in teaching and learning process. In pedagogical competence, the teacher should do learning process well, recognize students' character, use teaching media and evaluate teaching and learning process. The teacher also should have professional competence. He/she should master the material and develop his/her knowledge. A teacher also should have good personality because he/she is a model for the students. The teacher should be polite, friendly and responsible on his/her duties to educate the students. In addition, the teacher should have social competence. He/she should be able to live with society, recognize his/her environment and outgoing.

Four teacher' competences support education. If the teacher has good pedagogical competence, he/she will make teaching and learning process more active, effective, innovative and interested. The students will more motivate in studying English. It means that they can improve their achievement. Professional competence is important. If the teacher has good professional competence, the students will be easier to understand the lesson, so it will make easier in teaching

and learning process. In addition, there is personal competence. If the teacher has good personality, the students will be more motivated to study and they will imitate what their teacher does. Moreover, there is social competence. If the teacher has good social competence, the societies will give their trust to the teacher and institution to do learning process. It will make positive perception about the role of teacher in education program.

The explanation above reflect how important the teacher's competences and language aspects are. It has correlation with English skills. Hence, the teacher should apply their knowledge and improve his/her competence in teaching.

3. The Effect of Grammar Mastery towards Students' Writing Skill in Descriptive Text

Based on the result of the research and theory which have been explained before, it can be concluded that grammar mastery gives positive effect to increase students' writing skill in descriptive text at Private Vocational High Schools in Bogor. It means that grammar mastery gives significant effect to increase students' writing skill in descriptive text at Private Vocational High Schools in Bogor.

Mastery is a process of learning in order to make someone has skill or knowledge. Meanwhile, grammar is a description of rules that govern how units of languages combine together to form sentences. Hence, grammar mastery is a process of getting skill about description of rules that govern how units of languages combine together to form sentences.

Mastery in grammar is very important to create coherent of sentences and to make easier of understanding the sentence. The understanding of basic components and relationships between sentences is valuable not only for helping both writers understand the conventions of standard English but also for helping both writers

and readers understand how sentences work together to create coherent, meaningful text. Grammar makes easier of understanding how to create coherent between sentence and knowing the meaningful of the text.

There are two kinds of meaning in grammatical form. One of them is representational function which is to represent the world experience it. The other is interpersonal function which is to influence how things happen in the world. The kinds meanings realized by grammar enables us to use language to describe the world in terms of how, when, and where things happen and interpersonal. That is grammar facilitates the way we interact with the other people when, for example, we need to get things done using language. Representational function reflects the way we perceive the world.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

From the result of the research, it can be concluded as follows:

1. There are any significant effects of students' perception on teacher's pedagogical competence and grammar mastery jointly towards students' writing skill in descriptive text at Private Vocational High Schools in Bogor. It is proved by sig. $0,000 < 0,05$ and $F_o = 20,681$. Students' perception on teacher's pedagogical competence and grammar mastery jointly give contribution 32,2 % towards students' writing skill in descriptive text
2. There is a significant effect of students' perception on teacher's pedagogical competence towards students' writing skill in descriptive text at Private Vocational High Schools in Bogor. It is proved by sig. $0,018 < 0,05$ and $t_{observed} = 2,415$. Variable of students' perception on teacher's pedagogical competence gives contribution 6,44 % to increase students' writing skill in descriptive text
3. There is a significant effect of grammar mastery towards students' writing skill in descriptive text at Private Vocational High Schools in Bogor. It is proved by sig. $0,000 < 0,05$ and $t_{observed} = 5,473$. Variable of grammar mastery gives contribution 25,77 % to increase students' writing skill in descriptive text.

B. Suggestion

There are some suggestions which can be stated after doing the research as follows:

1. For the Students

- a. The students have to be more active in studying English, especially in grammar and writing.
- b. The students should review the material which has given by the teacher.
- c. The students should practice regularly in making composition and in grammar.
- d. The students should be brave to give question to the teacher if they find difficulties in grammar or in writing
- e. The students should pay attention what their English teacher explain.
- f. The students should develop their knowledge in English

2. For the Teachers

- a. The teachers should improve their pedagogical competence because the students have perception on their teachers' pedagogical competence and it has the effect on students' writing skill.
- b. Grammar learning should be established in teaching and learning process because grammar mastery has the effect on students' skills, especially in writing.
- c. The teachers should give direction to the students how to write a composition well.
- d. The teachers should give regular exercise of grammar to increase students' mastery in grammar.
- e. The teachers should give information to the students about their mistake and error in grammar and how to correct it.

- f. The teachers should become a good model of using correct grammar in speaking and in writing.
 - g. The students should be given more practice to improve their skill in writing.
 - h. The teachers should give correction of students' grammar error and mistake in writing and give explanation how to correct it.
 - i. The teachers should be more to recognize students' character, master in theories of study and principles of learning, develop curriculum, do educated learning activity, develop students' potency, communicate with the students and often do evaluation.
3. For the Institution
- a. The schools should give support to the teachers to improve their pedagogical competence.
 - b. The schools should provide many relevant English books in order to increase the teachers' and students' knowledge.

The researcher hopes that the result of this research can give contribution to the students, teachers and institution. There are some effects of students' perception on teacher's pedagogical competence and grammar mastery towards students' writing skill, so this research can be considered in order to improve education.

BIBLIOGRAPHY

- Azar, Betty Schramper. (1993). *Understanding and using English grammar: second edition*. Jakarta: Binarupa Aksara
- Budiningsih, Asri. (2005). *Belajar dan pembelajaran*. Jakarta: Rineka Cipta
- Bull, Victoria. (2008). *Oxford dictionary* (p.271). UK: Oxford University Press
- Carter, Ronald and Mc.Carthy, Michael. 2008. *Cambridge grammar of English*. Cambridge: Cambridge University Press
- Djuharie, Otong Setiawan. (2007). *Genre*. Bandung: Yrama Widya
- Dubin, Fraida and Olshtain, Elite. (1986). *Course design*. Cambridge: Cambridge University Press
- Hakim, Adnan. (2015). *Cotribution of competence teacher (pedagogical, personality, professional competence and social) on tha performance of learning*. Kendari: the IJES
- Hamalik, Oemar. (2009). *Dasar-dasar pengembangan kurikulum*. Bandung: PT. Remaja Rosdakarya
- Harmer, Jeremy. (2007). *How to teach English*. London: Longman
- Haussamen, Brock. 2003. *Grammar alive: a guide for teachers*. New York: National Council of Teachers of English
- Heaton, J.B. (1988). *Writing English language tests*. London: Longman
- Hewings, Ann and Hewings, Martin. (2005). *Grammar and context*. London: Routledge Taylor and Francis group
- Hughes, Arthur. (2002). *Testing for language teachers*. Cambridge: Cambridge University Press
- Ihsan, Fuad. (2013). *Dasar-dasar pendidikan*. Jakarta: Rineka Cipta
- Irwantoro, Nur and Suryana Yusuf. (2016). *Kompetensi pedagogik*. Surabaya: Genta Group Production
- Leonard, George. (1992). *Mastery the keys to success and long term fulfillment*. England: A Plume Book

- Lynch, Tony and Anderson, Kenneth. (2013). *Grammar for academic writing*. University of Edinburgh: English Language Teaching Centre
- Mulyasa. (2009). *Implementasi kurikulum tingkat satuan pendidikan*. Jakarta: Bumi Aksara
- Murcia, Marianne Celce and Freeman, Diane Larsen. (1999). *The grammar book*. USA: Heinle and Heinle Publishers
- Nunan, David. (2005). *Practical English language teaching grammar*. Singapore: Mc.Graw Hill
- Oshima, Alice and Hogue, Ann. (1999). *Writing academic English: third edition*. London: Longman
- Parrott, Martin. (2009). *Grammar for English language teachers*. Cambridge: Cambridge University Press
- Pateda, Mansoer. (1988). *Aspek-aspek psikolinguistik*. Gorontalo: Nusa Indah
- Reynold, John and Janzen, Claine Fletcher. (2000). *Concise encyclopedia of special education* (p.68). New Jersey: John Wiley and Sons.Inc
- Richards, Jack C. (2001). *Curriculum development in language teaching*. Cambridge: Cambridge University Press
- Richards, Jack C. and Renandya, Willy A. (2003). *Methodology in language teaching: an anthology of current practice*. Cambridge: Cambridge University Press
- Rusman. (2009). *Manajemen kurikulum*. Bandung: Rajawali Press
- Sanjaya, Wina. (2008). *Pembelajaran dalam implementasi kurikulum berbasis kompetensi*. Jakarta: Kencana Prenada Media group
- Saud, Udin Syaefudin. (2010). *Pengembangan profesi guru*. Bandung: ALFABETA
- Siahaan, Sanggam. (2007). *Issues in linguistics*. Yogyakarta: Graha Ilmu
- Suardi, Edi. (1979). *Pedagogik*. Bandung: Angkasa
- Sujiono, Yuliani Nurani. (2010). *Mengajar dengan portofolio*. Jakarta: PT.Indeks
- Surya, Muhamad. (2010). *Landasan pendidikan: Menjadi Guru yang Baik*. Bogor: Ghalia Indonesia
- Thonhowi, Ahmad. (1991). *Psikologi pendidikan*. Bandung: Angkasa

- Thornbury, Scott. (2007). *How to teach grammar*. England: Longman Pearson
- Tirtarahardja, Umar and Sulo, La. (2005). *Pengantar pendidikan*. Jakarta: Rineka Cipta
- Todd, Loreto. (2000). *An introduction to linguistics*. Singapore: Pearson Education Asia
- Westbrook. (2013). *Pedagogy, curriculum, teaching practices and teacher education in developing countries*. UK: University of Sussex
- Wishon, George E. and Burks, Julia M. (1980). *Let's write English*. New York: Litton Educational Publishing