

ABSTRACT

Yerinta, Agatha Pepy. 2014. **The Contribution of Web-Based Grammar Practice to Students' Grammatical Competence and Writing Skill.** Yogyakarta: Sanata Dharma University.

It has been long and widely believed that grammatical competence has significant influence in the development of writing skill. Communicative grammar teaching integrated with writing is believed to be the best way in developing grammar competence that leads to the improvement of writing skill. As the emergence of technology in education, *ELTGallery* is implementing web-based grammar practices for a writing course with the aims of developing students' grammatical competence as well as their writing skill. Starting from this notion, this research was conducted to find out whether the participants' (1) web-based grammar practices is related to their grammatical competence; (2) web-based grammar practices is related to their English writing achievement; and eventually it is aimed at (3) describing and interpreting the interview results of the research participants, particularly concerning their experience in conducting web-based grammar practices to find out the contribution of web-based grammar practices to their grammatical competence and writing skill.

Approaching the problems under the mixed-method approach, this research employed correlational study to answer the first and second research problems, and interview to answer the third research problem. The data were gathered through testing and interviews that were conducted to the students of English Letters in Writing 1 course. The data analysis was conducted through correlational analysis, followed by description and interpretation of participants' interview results regarding the contribution of web-based grammar practices for their grammatical competence and writing skill.

The research found out that: (1) there is positive correlation between students' web-based grammar practices and their grammatical competence ($r=0.770$ at $p=0.00$ for grammar score and $r=0.453$ at $p=0.00$ for sentence complexity score); (2) there is positive correlation between students' web-based grammar practices and their writing skill ($r= 0.711$ at $p=0.00$ for passage writing and $r=0.913$ at $p=0.00$ for writing final achievement). These results are also supported by the results of qualitative analysis through the description and interpretation of participants' interview results. The resultsshowed that web-based grammar practices improved students' grammatical competence and writing skill in some aspects, which are Article, Pronoun, and Tenses.

The research findings bring about some practical implications that web-based grammar practices can be used to develop and assess students' grammatical competence and writing skill. It is recommended for further research to focus more on the practical use of web-based learning.

ABSTRAK

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Kompetensi grammar sudah lama terbukti dan dipercayai memiliki pengaruh terhadap perkembangan keterampilan menulis. Pengajaran grammar dan pengajaran menulis yang diintegrasikan secara komunikatif dipercaya menjadi cara yang terbaik dalam mengembangkan kompetensi grammar, yang mengarah pada perkembangan keterampilan menulis. Perkembangan ilmu teknologi dalam pendidikan menjadi dasar terbentuknya *ELTGallery*, dengan menerapkan latihan grammar berbasis web (*web-based grammar practices*). Latihan grammar berbasis web dalam mata kuliah *writing* tersebut bertujuan untuk mengembangkan kompetensi grammar dan keterampilan menulis siswa. Bertolak dari gagasan tersebut, penelitian ini dilakukan untuk meneliti apakah (1) latihan *web-based grammar* siswa berhubungan dengan kompetensi grammar mereka; (2) latihan *web-based grammar* siswa berhubungan dengan keterampilan menulis mereka, dan pada akhirnya penelitian ini bertujuan untuk (3) mendeskripsikan dan menginterpretasikan hasil interview siswa tentang kontribusi latihan *web-based grammar* terhadap kompetensi grammar dan keterampilan menulis siswa.

Dengan menggunakan pendekatan *mixed-method*, penelitian ini menerapkan studi korelasional untuk menjawab pertanyaan pertama dan kedua, serta menggunakan interview untuk menjawab pertanyaan ketiga. Data dikumpulkan melalui tes and interview untuk siswa program studi Sastra Inggris dalam mata kuliah *Writing 1*. Analisis data dilakukan melalui analisis korelasional, yang diikuti dengan deskripsi dan interpretasi hasil interview tentang kontribusi latihan *web-based grammar* terhadap kompetensi grammar dan keterampilan menulis siswa.

Hasil penelitian menunjukkan bahwa: (1) ada korelasi positif antara hasil latihan grammar siswa dengan kompetensi grammar mereka ($r=0.770$ at $p=0.00$ untuk *grammar score* dan $r=0.453$ at $p=0.00$ untuk *sentence complexity score*); (2) ada korelasi positif antara hasil latihan grammar siswa dengan keterampilan menulis mereka ($r= 0.711$ at $p=0.00$ untuk *passage writing* dan $r=0.913$ at $p=0.00$ untuk *final writing*). Hasil tersebut didukung oleh hasil penelitian kualitatif dari deskripsi dan interpretasi interview siswa. Hasil deskripsi dan interpretasi ini menunjukkan bahwa *web-based grammar practices* meningkatkan kompetensi grammar dan keterampilan menulis siswa dalam beberapa segi, yakni *Article*, *Pronoun*, dan *Tenses*.

Hasil penelitian ini memberikan implikasi bahwa *web-based grammar practices* dapat digunakan sebagai sarana untuk mengembangkan dan mengukur kompetensi grammar dan keterampilan menulis siswa. Penelitian selanjutnya dianjurkan untuk lebih fokus terhadap penggunaan *web-based learning* secara praktis.