

THE EFFECTS OF VOCABULARY AND GRAMMAR MASTERY ON STUDENTS' WRITING SKILL IN DESCRIPTIVE TEXT
(Surveys at Private Junior High Schools in Serang Banten)

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Abstract

This research is aimed to get empirical data and analyze the effects of vocabulary and grammar mastery on writing skill in descriptive text at private junior high schools in Serang Banten. This research is done by Kolmogorov-Smirnov method, ANOVA Table, Proportional Correct for testing the item difficulties, by biserial coefficient, and by Kuder Richarsson testing. The research was held at Privates Junior High Schools in Serang Banten. Data collective done by giving test for writing skill (make a composition or an essay about an object description), test for vocabulary mastery (multiplechoice/ 35 items), and test for grammar mastery (multiplechoice/ 35 items) given to class at MTs Al Ma'arif, MTs Nurul Basmallah and MTs Nurul Huda. The result of study identifies there are effects between Vocabulary and Grammar Mastery towards Student's Writing Skill in Descriptive Text ($F_o = 18.748$ and $Sig = 0,000 < 0,05$; coefficient of 0.666 and the coefficient determination of 81.5%). There is effect of Vocabulary Mastery towards Student's Writing Skill in Descriptive Text ($Sig = 0.026 < 0,05$ and $ttest = 2,301$; while $ttable = 1,88$). There is effect of Grammar Mastery towards writing skill in Descriptive Text ($Sig = 0.002 < 0,05$ and $ttest = 3,656$ while $ttable = 1,88$).

Keywords: Descriptive Text, Grammar, Grammar Mastery, Vocabulary, Writing.

Abstrak

Penelitian ini bertujuan untuk mendapatkan data empiris dan menganalisis pengaruh penguasaan kosakata dan tata bahasa terhadap keterampilan menulis teks deskriptif siswa SMP Swasta di Serang Banten. Penelitian ini dilakukan dengan metode Kolmogorov-Smirnov, Tabel ANOVA, Proportional Correct untuk uji kesukaran butir soal, dengan uji koefisien biserial, dan dengan uji Kuder Richarsson. Penelitian ini dilaksanakan di SMP Swasta di Serang Banten. Pengumpulan data dilakukan dengan pemberian tes keterampilan menulis (membuat karangan atau karangan tentang deskripsi objek), tes penguasaan kosakata (pilihan ganda/35 item), dan tes penguasaan tata bahasa (pilihan ganda/35 item) yang diberikan kepada kelas di MTs Al Ma'arif, MTs Nurul Basmallah dan MTs Nurul Huda. Hasil penelitian mengidentifikasi ada pengaruh antara Penguasaan Kosakata dan Tata Bahasa terhadap Keterampilan Menulis Siswa dalam Teks Deskriptif ($F_o = 18,748$ dan $Sig = 0,000 < 0,05$; koefisien 0,666 dan koefisien determinasi 81,5%). Ada pengaruh Penguasaan Kosakata terhadap Keterampilan Menulis Siswa dalam Teks Deskriptif ($Sig = 0,026 < 0,05$ dan $titung = 2,301$; sedangkan $tabel = 1,88$). Ada pengaruh Penguasaan Tata Bahasa terhadap keterampilan menulis dalam Teks Deskriptif ($Sig = 0,002 < 0,05$ dan $titung = 3,656$ sedangkan $tabel = 1,88$).

Kata Kunci: Kosakata, Tata Bahasa, Kemampuan Tata Bahasa, Menulis, Teks Deskripsi

1. Introduction

Writing is important because writing can provide useful information for others who need it. It requires the ability to combine words to become good sentences and have meaning. (Lessard-Clouston, 2013) states that vocabulary is central to English language teaching. Without sufficient vocabulary, students cannot understand others or express their own ideas. Also, (Said, 2021) states that vocabulary is a list or collection of what which have meaning it contains more than one. It means that the vocabulary refers a list of some words of content used to express the idea or the other means it is used for public communication. (Tousch et al., 2012) said that using structured vocabulary is the capital for success.

Writing is important in learning English to help students. It requires the ability to combine words into good sentences and have meaning Vocabulary, along with sound system, grammar and culture, is one of the most important elements in learning English. (Khan et al., 2021) said that Vocabulary development is particularly less investigated aspect of language learning. Few research has been conducted on vocabulary learning strategies, emotional self-regulation strategies, foreign language anxiety, and language performance in learning additional or third languages (Lumbreras, Jr. & Rupley, 2020). Students who want to learn English as their first foreign language should first learn these elements. Based on (Cameron, 2001), vocabulary is fundamental to using the foreign language as discourse, since vocabulary is both learnt from participating in discourse, and is essential to participating it. Based on that, vocabulary gives an important part for language learning in foreign language, because vocabulary is a basic for people to communicate in a foreign language and an important thing to learn English. Thus, writing is important in learning English to help students write. It requires the ability to combine words into good sentences and have meaning. Vocabulary, along with sound system, grammar and culture, is one of the most important elements in learning English. Students who want to learn English as their first foreign language should first learn these elements. Vocabulary, along with many factors, is an important part of learning English. Without mastering vocabulary, it is impossible to master English well. The more students learn vocabulary, the easier it is for students to improve their English.

According to (Brown & others, 2000), grammar is the system of rules governing the conventional arrangement and relationship of words in a sentences. It means that when we make a sentence we must pay attention the grammar. It is because grammar is a system to arrange some of words when we make a sentence. Then, (Larsen-Freeman, 2009) said that grammar is one of three dimensions of language that are interconnected. It can be concluded that grammar is the important things as a rule of sentences. Also, (Styati & Rodliyah, 2021) said that proficiency and interaction between students are important in writing activities because when students are proficient and given a chance to interact, communicate and collaborate with others, they tend to produce a good writing as a result of their collaboration. It means that grammar is very useful to support students' writing skills and increase vocabulary so that they can communicate well and can be applied to writing.

According the author's observations at three schools that students' English writing skills are still relatively low. Also, (Hapsari et al., 2018) said that Students in Indonesia generally face similar problems in writing, such as grammatical weakness, poor vocabulary and, more specifically, a weak ability to express their thoughts clearly. Similarly, the interest of learning the language, the majority of students appear mediocre. Moreover the problem of writing activities that can be drawn from the number of publications in Indonesia is still far below from other countries, especially developed countries. It means that in general the low problem of writing descriptive texts still needs attention and this can be done by getting used to reading as well as writing.

Writing skills is also a linguistic skill of the language, because by having the skills to write the student can do linguistic language at the same time by having various vocabulary, phrase, and sentence used in process of writing activity, as told by (Davies & Pearse, 2000) writing is probably the linguistic skill that is least used by most people in their native language. Meanwhile, based on the

statement of (Oshima et al., 2007) Writing is an iterative process, a process of revision and rewriting. Writing is by no means a one-step action. It's a continuous creative act. Writing is not a one-step action and must be continuous and repeated in order to get good and quality results.

(Swan, 2005) defines that a grammar shows how words are combined, arranged, or modified to reveal a particular meaning. (Coghill & Magedanz, 2003) moreover states that the grammar of a language is a set of rules that determine its structure. Grammar determines how words are arranged to form meaningful units. Based on the explanations, the researchers conclude that grammar is an important thing for students to arrange the sentences. Therefore, these rules are not always consciously understood, as the rules we refer to are rules that almost no one thinks of, but in most cases people can easily make their language easier. And I want to be able to use it naturally. Grammar is a rule of how to combine words and their components into sentences.

This research is aimed to get empirical data and analyse the effects of vocabulary and grammar mastery on writing skill in descriptive text at private junior high schools in Serang, Banten, West Java, Indonesia

2. Method

This study emphasizes on the effect of English vocabulary and grammar mastery towards student's writing descriptive text. The researcher used a survey with an analysis of the regression as the method in this research. Whereas the data and information in this research will be taken by questionnaire and test.

Therefore, this survey is clearly visible throughout the survey design in the following figure.

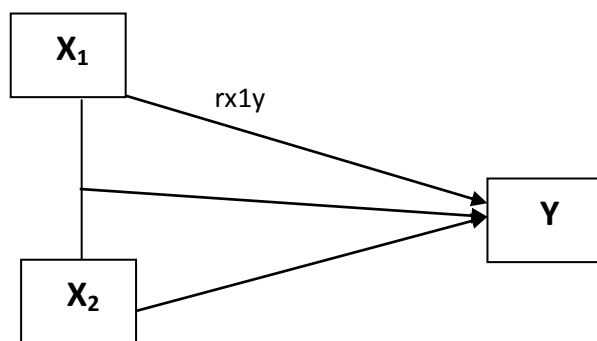


Figure 1.

Research Design

X₁ : Vocabulary mastery as independent variable

X₂ : Grammar mastery as independent variable

Y : Student's writing descriptive text as dependent variable

Sugiyono (Sugiyono, 2013) states that this population is an area of generalization consisting of: Objects or subjects with specific qualities and characteristics are determined by the researcher under investigation and conclusions are drawn from them.

The object of the research class VIII, the total numbers of students from the three schools are being surveyed 50 students.

Table 1. Sample

No.	Name of School	Total Number of Students	Counts Proportion	Sample
1	MTs. AL - MA'ARIF RANCALUTUNG	150	150/500x50=15	15
2	MTs. NURUL HUDA	200	200/500x50=20	20
3	MTs. NURUL BASMALAH	150	150/500x50=15	15
Total		500		50

2.1 Research Instrument

The data will be collected by giving 1 kind of objective test for independent variables, and a set of written test for dependent variable. Both written test and objective test are given to 50 students from 3 schools, which are set as samples. For the tests in multiple-choice forms are vocabulary mastery and grammar mastery. For vocabulary mastery and grammar mastery the respondents are tested in 35 problems with four option (A,B,C, and D), and written test for descriptive test. The results of the effects of vocabulary mastery and grammar mastery towards student's writing skill in descriptive text are analyzed with to (tobserved) in significance grade 5% ($\alpha = 0,05$) and degree of freedom (df) = n-2.

Data collection is done by distributing questionnaires to respondents so that data can be taken. Furthermore, it is data analysis vocabulary mastery done by studying the instrument which is suitable analyzed by data analysis vocabulary mastery, as follows:

2.1.1 Normality Test

Normality test is used to determine whether the data in this research is normal or not. Testing normality of the sample should be done by Liliefors test with the determination $L_{observed} < L_{table}$. If this term is fulfilled, then the data is derived from normal population. With F value (Z_i) is guided by the distribution of normal standard, then will be calculated the value of F probability ($Z_i = P(Z < Z_i)$) $L_{observed}$ is obtained from the biggest value of total decrease between F (Z_i) and S value. L_{table} is obtained from Liliefors table. The result of research data is normal distribution if the value of $L_{observed} < L_{table}$ on significant level of 0.05.

2.1.2 Hypothesis Test

The collective data is modified into interval data and then analyzed by SPSS 20.0. As for the purpose of hypothesis test, the analysis measurement taken is multiple regressions. Thus, it will be found that how big the influence of both independent variables (Vocabulary Mastery and Grammar Mastery) towards dependent variable (Students'skill in writing descriptive text), both individually and jointly.

3. Results

Researchers tried to understand the distribution of data obtained from the study results and comparing the distribution of data obtained from the results of research conducted to be calculated. We performed a descriptive data analysis to find the data range, mean, median, mean, and standard deviation. These data represent statistical descriptions from the results of calculations and tests performed by the computer application program SPSS 20, as well as their analysis and interpretation.

Table 2. Descriptive Data Research Statistics

		Vocabulary Mastery	Grammar Mastery	Writing Skill in Descriptive Text
N	Valid	50	50	50
	Missing	0	0	0
Mean		54.3	54.66	84.48
Median		53.5	54	85
Mode		52 ^a	50	80
Std. Deviation		8.43	9.271	6.893
Skewness		0.079	-0.144	-0.184
Std. Error of Skewness		0.337	0.337	0.337
Kurtosis		0.036	-0.33	-0.777
Std. Error of Kurtosis		0.662	0.662	0.662
Range		39	37	25
Minimum		33	33	70
Maximum		72	70	95

a. Multiple modes exist. The smallest value is shown

3.1 The Data Analysis of Vocabulary Mastery (X1)

A vocabulary score of from 50 respondents shows an average of 54.30, a standard deviation of 8.430, a median of 53.50, a minimum score of 33, and a maximum score of 70. There were 35 questions given as the instrument for vocabulary mastery. Based on statistics table above, student's vocabulary mastery are categorically low. Compared to the minimum completeness criteria based on the curriculum for English is 70, it shows that the average score was below criteria based on the curriculum. Students's score above 70 are only 3 students from 50 respondents. Next, based on the minimum score, there were 4 students (2.8%) who could answer 14 questions from 35 questions given. It was indeed the score very low. The score for standard deviation is 8.430 or quite the same with 15.52% from the average. It shows that different answers between respondents were in the middle level. It also shows that the data score of vocabulary mastery of the respondents are various. From the description, it can be seen that between the average score and the median are almost the same, they are 54.50 and 53.50. It shows that the data score of vocabulary mastery from this research is quite representative. In order to describe the existing data range clearly of the students' vocabulary mastery variable

3.2 The Data Analysis of Grammar Mastery Variable (X2)

The score of Vocabulary Mastery which was obtained from 50 respondents shows the average is 54.66 with the standard deviation of 9.271, median of 54.00, minimum score of 33 and maximum score 72. There were 35 questions given as the instrument for grammar mastery. Based on the above data, student's grammar mastery are categorically low. Compared to the minimum completeness criteria based on the curriculum for English is 70, it shows that the average score was below criteria based on the curriculum. Students's score above 70 are only 9 students from 50 respondents. Next, based on the minimum score, there were 5 students (7.2%) who could answer 14 questions from 35 questions given. It was indeed the score very low. The score for standard deviation is 9.271 or quite the same with 16.96% from the average. It shows that different answers between respondents were in the middle level. From the description, it can be seen that between the average score and the median are almost the same, they are 54.66 and 54.00. It shows that the data score of grammar mastery from

this research is quite representative. In order to describe the existing data range clearly of the students' grammar mastery variable, it can be seen the description about the high and low of the student's score grammar frequency.

3.3 The Data Analysis of Writing Skill in Descriptive Text (Y)

The score of writing skill data that was obtained from the respondents has the average of 84.48, with the standard deviation of 6.893, the median of 85.00, the minimum score 70 and the maximum score of 95. It shows that the average score of writing skill is quite good. If we consider the score limit of minimum completeness criteria of 70.00 for students' writing capability, so the respondents who can be stated complete are 41 students or 82.5%. So it can be seen from respondents' completeness levels the ability of writing skill of respondents is good. The score of standard deviation of 6.893 or the same with 8.12% from the average, it shows that the answer differences between the respondents are in the middle level. It also shows that the data score of writing skill from the respondents are various enough. In order to describe the existing data range of writing skill variable.

3.4 The Normality Test

The calculation was carried out by computer through the application of SPSS 20. Based on the program, the criteria of the normality data "if p value (sig) > 0.05 so H₀ is accepted", it means that the sample of data has a normal distribution. The score of p value (sig) is the number that exists in a sig column inside the result/output table of the normality test from SPSS program. In this case a Kolmogorov-Smirnov method is used. The result can be seen in Table 4.2

**Table 3. The Result of Normality Test
One-Sample Kolmogorov-Smirnov Test**

		Vocabulary Mastery	Grammar Mastery	Writing Skill in Descriptive Text
N		50	50	50
Normal Parameters ^{a,b}	Mean	54.3	54.66	84.48
		8.43	9.271	6.893
Most Extreme Differences	Absolute	0.114	0.069	0.148
	Positive	0.114	0.068	0.142
	Negative	-0.072	-0.069	-0.148
Kolmogorov-Smirnov Z		0.809	0.491	1.049
Asymp. Sig. (2-tailed)		0.53	0.97	0.221

a. Test distribution is Normal.

b. Calculated from data.

From the table 3 above, it can be seen that Sig column of Kolmogorov-Smirnov method for all samples are greater than 0.05 (>0.05), so H₀ is accepted. In other words, that the data of all samples in this research has a normal distribution.

3.5 The Linearity of Regression Line Test

The calculation was carried out by computer through the application SPSS 20 program. Based on the program, the criteria of linearity data "if Sig > 0.05, so H₀ is accepted", it means that regression value is linear. The score of Sig is the number that exists in the column of Sig line Deviation from Linearity in ANOVA table, the calculation result of regression line linearity by SPSS program.

3.5.1 The Relation of Regression Line Linearity between Variable X1 and Variable Y

The result calculation of the relation of regression line linearity test between variable X1 and variable Y can be seen in Table 4.3.

Table 4.
The Calculation of the Relation of Regression Line Linearity Test Result between Variable X1 and Variable Y

Model		ANOVA ^a				
		Sum of Squares	df	Mean Square	F	Sig.
Writing Skill in Descriptive Text * Vocabulary Mastery	Between Groups	1406.73	24	58.614	1.59	0.128
		665.004	1	665.004	18.036	0
		741.726	23	32.249	0.875	0.625
	Within Groups	921.75	25	36.87		
	Total	2328.48	49			

a. Dependent Variable: ROA

b. Predictors: (Constant), DER, CR

From the table 4 above, it shown that the score in column Sig line Deviation from Linearity (0.625) is more than 0.05 (>0.05), so that H_0 is accepted, in other words that the regression line between variable X1 and variable Y is linear. In other words, the equation of regression line between vocabulary mastery and students' writing skill in descriptive text forms linear pattern. It means, that the better of the student's ability of vocabulary mastery, the ability of writing skill in descriptive text is good as well.

3.5.2 The Linearity of Regression Line, the Relation between Variable X2 and Variable Y

The result of regression line linearity test, the relation between variable X2 and variable Y can be seen in Table below

Model		ANOVA Table				
		Sum of Squares	df	Mean Square	F	Sig.
Writing Skill in Descriptive Text * Grammar Mastery	Between Groups	1468.18	26	56.468	1.51	0.161
		887.417	1	887.417	23.725	0
		580.763	25	23.231	0.621	0.877
	Within Groups	860.3	23	37.404		
	Total	2328.48	49			

a. Dependent Variable: ROA

b. Predictors: (Constant), DER, CR

The above table is shown that the score in the column Sig line Deviation from Linearity (0,877) is more than 0.05 (>0.05), so that H_0 is accepted. In other words, that the regression line between variable X2 and variable Y is linear. In other words, the equation of the regression line between student's grammar mastery and the student's writing skill in descriptive text forms the linear pattern. In other words, the better students' grammar mastery, the ability of writing skills in descriptive text good as well.

Test of hypothesis was carried out with the purpose of answering the formulation of the problems which has been determined after research data has met the requirement. Based on what was

written at the end of Chapter III, test of hypothesis carried out with the intention to answer formulation of the problem

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.666 ^a	0.444	0.42	5.25

a. Predictors: (Constant), Grammar Mastery, Vocabulary Mastery

ANOVA^a

	Sum of Squares	df	Mean Square	F	Sig.
Regression	1,033	2	517	19	.000b
Residual	1,295	47	28		
Total	2328.48	49			

a. Dependent Variable: Writing Skill in Descriptive Text

b. Predictors: (Constant), Grammar Mastery, Vocabulary Mastery

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
	(Constant)	52.565	5.376		9.778	0
1	Vocabulary Mastery	0.239	0.104	0.293	2.301	0.026
	Grammar Mastery	0.346	0.095	0.465	3.656	0.001

a. Dependent Variable: Writing Skill in Descriptive Text

4. Conclusion

Based on the results of the discussion, it can be concluded that writing skills are influenced by vocabulary and grammar. It can be shown that there are significant effects of vocabulary and grammar mastery jointly on student's writing skill in descriptive text at private junior high schools in Serang Banten. It is proved by the value of Sig 0,000 < 0,05 and Fobserved =18.748, Also, there is significant effect of vocabulary mastery on student's writing skill in descriptive text. It is proved by the value of Sig 0,026 < 0,05 and tobserved = 2.301 and there is significant effect of grammar mastery on student's writing skill in descriptive text. It is proved by the value of Sig 0,001 < 0,05 and tobserved = 3.656. it means that teachers must provide more knowledges related to writing English and assist them in writing learning process.

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