

THE EFFECT OF VOCABULARY MASTERY AND GRAMMAR ON STUDENTS' WRITING SKILLS IN NARRATIVE TEXT

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Abstract: This study aims to analyze the effect simultaneously and partially of mastery of vocabulary and grammar of writing English narrative texts. The research method used is a survey with correlation and regression analysis that is by connecting data showing the mastery of vocabulary and grammar with From the result of data analysis of research, it can be concluded that: (1) there is a significant influence of mastery of vocabulary and grammar of the ability to write English narrative texts, this is proved by $Sig = 0.000 < 0.05$ and $F_{count} = 38.284$; (2) there is a significant influence of mastery of the vocabulary of the ability to write English narrative texts, the value of $Sig = 0.006$ pieces of evidence this and $t_{count} = 2.879$; and (3) there is the significant influence of mastery of the grammar of the ability to write English narrative texts, this is proved by $Sig = 0.000$ and $t_{count} = 4.379$.

Keywords: mastery of vocabulary, mastery of grammar, writing ability, English narrative text

Introduction

Nowadays, people in Indonesia have entered the era called the globalization era. The growth of technology and the improvement of modern human resources have created many changes, one of which is in the life of international socializing. To get quality outreach results among countries requires the right way of communicating. For this matter, it has been agreed that several languages that can be used in the world of international communication, one of which is English.

As a country with identity and its language, Indonesia is required to be able to compete in the global arena. English subjects are compulsory subject matter that must be provided in education, especially the world of education in vocational schools. Therefore, the education curriculum in Indonesia has provided foreign language subjects such as English to support students' ability to speak fluent foreign languages. To improve students' quality and quality in English, many methods continue to be applied to students.

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The primary function of language is to communicate. In communicating, every speaker must try to make what is in his mind clearly and clearly. He wants his message to be well understood by the listener. However, this is often difficult to do; the process of delivering messages is often hampered due to several factors, for example, the interference and limitations in language skills (including grammar and vocabulary) that are often experienced by language learners. When the foreign words are written in a particular text or reading, we already know the meaning. Thus, we, who previously only wanted to develop the ability to speak, will simultaneously develop the ability to hear and read. The

description above shows that writing is critical to mastering a language, especially English. English is not merely communicated verbally, but can also be in the form of writing because it can accommodate more ideas and impressions if we know and apply the right writing techniques because it can hone vocabulary, grammar, and pronunciation. In certain situations, for example, applying for a job, we are expected to write self-qualifications in English. Also, good writing will be useful to promote ourselves to the desired company or job.

Studying language means learning vocabulary. This means that vocabulary is an essential element in a language. A language can have meaning because of its vocabulary. An extensive vocabulary will help express ideas more clearly without using much repetition of words. According to Akhadiah (2012: 95), mastery of vocabulary can be distinguished based on two angles, namely quantitative and qualitative angles. The use of quantitative vocabulary means the scope of vocabulary mastered by someone from a language, while mastering vocabulary qualitatively means understanding the meaning of vocabulary mastered by someone.

Kridalaskna (2003: 75) defines vocabulary as a component of language that demands all information about the meaning and usage of words and the richness of words that a speaker or writer of a language has. Meanwhile, Fries (2009: 31) says that vocabulary is an essential aspect of learning a language. Therefore, students who master much vocabulary will be more comfortable to master a language than other students who do not have much vocabulary.

Besides, with a lot of vocabulary, a person can speak English better. Therefore, students must have much vocabulary to make it easier for them to learn a foreign language. The same opinion was expressed by Tarigan (2005: 2), that the quality of one's language ability depends on the quantity and quality of their vocabulary. The richer the vocabulary a person has, the greater the likelihood of being skilled in the language.

From some of the above meanings, it can be concluded that the vocabulary is the smallest language unit with a free nature, can be spoken, and contains an understanding, and is a wealth of words that someone has to understand the reading. In communication, vocabulary is essential. The choice or use of the vocabulary used reflects a person's ability. The more or varies the vocabulary, the higher the level of ability. To find out the vocabulary that someone has, we can use various vocabulary tests. A vocabulary test is a test that is intended to measure students' ability to vocabulary in a language that is both receptive and productive. The vocabulary test must assess the ability of students' vocabulary. Then it must consider the selection of materials or vocabulary to be tested and the selection of forms and ways of testing.

According to Nurgiyantoro (2001: 213), factors that need to be considered in choosing the material to be tested are 1) vocabulary test materials; who pay attention to (a) the level and type of school; (b) the level of difficulty of vocabulary, (c) passive and active vocabulary, and (d) general, unique vocabulary, and expressions; 2) The vocabulary test levels used by using Bloom's taxonomy in the vocabulary test include vocabulary tests: (a) the memory level, (b) the level of understanding, (c) the level of application, and (d) the level of analysis.

Memory level vocabulary tests (C1) require students to remember the meanings, synonyms/antonyms, definitions, terms, or expressions in the reading. Vocabulary level comprehension tests (C2) require students to understand meaning, purpose, understanding or express in other ways. The application-level vocabulary test (C3) requires students to choose and apply certain words, terms, or expressions in a reading. So, this test is productive. Analysis level vocabulary test (C4) in this test, students are required to perform brain activities (cognitive) in the form of analysis, either in the form of an analysis of the vocabulary tested or applied.

Based on the opinions mentioned above, it can be said that mastery of vocabulary does not mean mastering the entire vocabulary. Even in the first language (first language / L1), mastery of vocabulary will increase along with one's experience and require time. The explanation implies that mastery of vocabulary is the ability to actively understand and use vocabulary by enriching students' vocabulary to be the teacher's goal in language learning. Tarigan explained that to improve the quantity and quality of students' vocabulary, this meant: 1) improving the lives of students; 2) improve the level of mental abilities of students; 3) improve the level of the conceptual development of students; 4) sharpen the students' critical thinking processes; and 5) broadening the horizons of students' lives, so

teachers must utilize various word development techniques in the process of teaching and learning vocabulary. (Tarigan, 2005: 23).

Grammar competence is an aspect of communication ability that includes lexical knowledge (language/dictionary and rules of morphology (form), syntax \ (sentence science) semantics (meaning/meaning) and phonology (sound) "It can be concluded that grammar is the rules that are around the language. In learning English, the material and learning tasks in teaching materials are usually organized into two cycles, namely the oral cycle. Written cycle Oral cycle emphasizes the development of oral language skills, namely listening and reading. This relates to communication. In contrast, the written cycle develops written language skills, namely reading and writing. Of course, this is related to the grammar itself, which contains various rules.

Under the principle of integration of language learning, the two cycles develop all four language skills in an integrated manner. Both the oral and written cycle comprises four types of learning activities: opening, explaining the target language, explaining the elements of language, and practicing communication in the target language in a guided or free manner. Learning activities are developed to make students learn English through activities to understand and use English to express ideas and feelings naturally. In learning, the teacher is expected to act as a facilitator, feeder, and encourage students to be brave in using the target language to communicate accurately and meaningfully.

Grammar will make it easy for those who learn it to be applied in oral communication. Even now, more likely to test the English language skills by giving written tests that mostly test grammar such as national exams, TOEFL, even to enter the work world yang, tested is about grammar. This is explained by the theory of N. Chomsky and M. Halle the sound pattern of English in the book "An Introduction to Language" sixth edition by Froinkin (1993) said that we, using the term "grammar" with systematic ambiguity, on one side of the term this is directed to a firm theory developed by linguists and is intended as a description of the ability of the speaker, on the other hand, this term refers to the ability itself (We use the term "grammar" within systematic ambiguity. On the one hand, the term referred to the linguist's explicit theory and proposed a description of the speaker's competence. On the other hand, it refers to this competence itself) It can be concluded that the language of a language is sound and sound patterns, the basic unit of meaning, such as words, and the rules that combine them to form new sentences. English language skills cover four main aspects, namely: listening, writing, and reading. Grammar has always been a central aspect of the language; English is no exception. It is undeniable that English grammar covers four aspects of these language skills. Oxford (2009: 29) states that grammar intersects and overlaps with these four language skills.

The ability possessed by humans is a fundamental provision. This ability has evolved over the past centuries to enrich itself and achieve the development of culture and higher education. In the Indonesian dictionary, ability comes from the word "able," which means power (able to do something, can, be, rich, have disproportionate assets). Ability is the ability to do something. A person is said to be capable if he can do something he must do. According to Chaplin (2007: 23), "ability" (ability, skill, dexterity, talent, ability) is power (power) to do an action. According to Robbins (2000), the ability can be innate or is the result of practice or practice).

While Slameto (2010: 56) argues that ability is a skill consisting of three types, the ability to deal with and adapt to new situations quickly and effectively, knowing/using abstract concepts effectively, knowing relationships, and learning them quickly, from this understanding, it can be concluded that the ability (ability) is the ability or the potential to master a skill that is innate or is the result of training or practice and is used to do something that is realized through its actions. Each individual has different levels of ability to act.

Writing is one of the abilities that a person must possess to produce good writing. Choose the right terms and vocabulary according to the ideas conveyed, using the spelling that complies with the applicable spelling regulations. Spelling accuracy includes how to write letters, how to write words, how to write uptake elements, and the use of punctuation. If a writer fulfills all, he will produce writing that has norms/rules of language to show a logical and systematic relationship. Writing skills do not just learn grammar and knowledge of writing regularly and directed. Writing skills cannot be separated from thinking someone because thinking is a mental process in determining an idea of thoughts and ideas. A person's language will reflect his thoughts. The process of being able to write a narrative text

will involve the ability to reason. Then the activity of writing narrative text can be said as a process of reasoning. Writing skills are essential for every student because many assignments and obligations are written in writing. From childhood until college in writing, there are still many who have difficulty. From this understanding, it can be concluded that the ability (ability) is the ability or the potential to master an innate skill or result from training or practice and is used to do something that is realized through its actions. Each individual has different levels of ability to act.

Methods

This research belongs to explanatory research with a quantitative approach, data analysis techniques, and hypothesis testing using simple and multiple regression and correlation analysis techniques. For calculation and testing, computer assistance is used through the SPSS version 24 application program.

The hypothesis in this study are as follows:

1. There is a significant influence in mastering vocabulary and grammar together to write English narrative texts.
2. There is a significant influence of vocabulary mastery on the ability to write English narrative texts.
3. There is a significant effect of grammar mastery on the ability to write English narrative texts.

The population of this research is the XI grade students of Private Vocational High School (SMK) in the Jagakarsa sub-district of South Jakarta in 2019/2020, which is limited to students of the XISMK Darrussalam Private Vocational School and Wijaya Kusumah Private Vocational School in South Jakarta City in 2019/2020 with the many population members are 533 students. The number of sample members is determined using the Slovin formula so that a sample of 60 students is obtained. For sample selection techniques, a combination of the cluster, proportional, and random techniques are used.

1. Instrument for measuring variable vocabulary

This instrument is in the form of a test of 30 items in the form of multiple-choice with four answer choices developed from indicators: (1) Mastery of vocabulary; (2) Mastery of word equivalents; and (3) understanding of idioms.

2. Instruments for measuring Grammar Mastery variables

This instrument is in the form of a test of 30 items in the form of multiple-choice with four answer choices developed from the indicators: (1) Use of to be for all types of Tenses; (2) Use of personal pronouns for all types of tenses; (3) Use of verbs (Verb) for all types of tenses; (4) Time usage for all types of Tenses; and (5) Changing the sentence to the Question sentence.

3. Measurement of variable Ability to Write English Narrative Texts

The ability to write English narrative texts is measured through respondents' work/work in writing/writing in English narration with themes/topics/titles provided by researchers. The evaluation criteria for writing/writing in the form of exposition are as follows:

Table 1. Criteria for Evaluation of Narrative Writing in English

No	Indicator	Score of Criteria
1	Content	1 – 30
2	Organization	1 – 20
3	Grammar	1 – 15
4	Structure of sentence and vocabulary	1 – 25
5	punctuation	1 – 15
Total of Score		7-100

Results and Discussion

Data analysis related to data presentation, testing data requirements, and those related to hypothesis testing was carried out with the help of the SPSS version 24 application program. The results related to hypothesis testing are as follows:

Table 2. Results of Calculation of Multiple Correlation Coefficients The Effect of Variables X1, X2, and X3 on Y Variables

Model Summary

Model	Square	Adjusted R Square	Std. The error of the Estimate
1	757 ^a	.558	5.15520

- a. Predictors: (Constant), Penguasaan_Tata_Bahasa, Penguasaan_Kosakata
- b. Dependent Variable: Kemampuan_Menulis_Teks_Narasi_Bahasa_Ingggris

Table 3. Results of Calculation of Equation of Multiple Regression Lines and Analysis of Partial Influence of X1, X2, and X3 Variables on Y Variables

Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients		Sig.
		Std. Error	Beta		
(Constant)	4.736	.792		.250	.000
Penguasaan_Kosakata	.237	.082	.29	.879	.006
Penguasaan_Tata_Bahasa	.310	.071	.500	.379	.000

- a. Dependent Variable: Kemampuan_Menulis_Teks_Narasi_Bahasa_Ingggris

Table 4. Recapitulation of Calculation Results for the Significance of Regression Coefficient Testing Simultaneous Effects of Variables X1, X2, and X3 on Variable Y

ANOVA^a

Model	Sum of Squares	df	Mean Square		Sig.
Regression	2034.898		017.449	8.284	.000 ^b
Residual	1514.836	7	6.576		
Total	3549.733	9			

- a. Dependent Variable: Kemampuan_Menulis_Teks_Narasi_Bahasa_Ingggris
- b. Predictors: (Constant), Penguasaan_Tata_Bahasa, Penguasaan_Kosakata

From the correlation analysis obtained by the multiple correlation coefficient, the influence of the independent variable of vocabulary mastery (X1) and grammar mastery (X2) together on the ability to write English narrative text (Y) is equal to 0.757. From the test results obtained that the correlation coefficient is significant; in other words that there is a significant influence on the independent variable

of vocabulary mastery (X1) and grammar mastery (X2) together on the ability to write English narrative text (Y).

While the determination coefficient is 57.3%, indicating that the magnitude of the contribution of mastering co-words and grammar together to write English narrative texts is 57.3%, the rest (42.7%) due to other factors' influence examined.

To test the hypothesis through regression analysis, the calculation results are shown in Table 3. and Table 4, From Table 3. obtained by the regression line's equations representing the influence of variables X1 and X2 in stages Y variable $Y^{\wedge} = 34.736 + 0.237X1 + 0.31X2$. Constant value = 34.736 indicates that with the lowest vocabulary mastery and grammar mastery of students, it is difficult for them to achieve good learning pretensions. In contrast, the regression coefficient values of 0.237 and 0.31 indicate that there is a positive influence of X1 independent variables (vocabulary mastery) and X2 (grammar mastery) together with the dependent variable Y (the ability to write English narrative texts). The regression coefficient also shows that for each increase in one value in the vocabulary mastery variable, there will be an increase in writing English narrative text by 0.237. There will be an increase in the ability variable writing English narrative text of 0.31 units for each increase in one value in the student's grammar mastery variable.

Conclusions

Based on the description of research data and after analysis, it can be concluded that:

1. There is a significant influence of mastery of vocabulary and grammar together on writing English narrative text in vocational high school students in the Jagakarsa sub-district, South Jakarta. This is proven by the value of Sig = 0,000 < 0.05 and Fcount = 38.284.
2. There is a significant influence of vocabulary mastery on writing English narrative text of Vocational School students in the Jagakarsa sub-district of South Jakarta. This is evidenced by the value of Sig = 0.006 < 0.05 and tcount = 2.879.
3. There is a significant influence of grammar mastery on writing English narrative text of private vocational students in the Jagakarsa sub-district, South Jakarta. This is evidenced by the value of Sig = 0,000 < 0.05 and tcount = 4.379. Suggestions that the author can convey on this occasion are as follows:
 1. English teachers should always guide students in improving vocabulary mastery because mastery of vocabulary is crucial and will always be useful to improve writing skills.
 2. English teachers should always guide students in improving mastery of grammar because mastery of grammar is essential and will always be useful to improve writing skills.
 3. Teachers and managers of educational institutions should combine the mastery of vocabulary and mastery of grammar from their students with improving learning achievement in English subjects significantly to improve student competence in writing.

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