

THE EFFECTS OF VOCABULARY AND GRAMMAR MASTERY ON STUDENT'S ABILITY TO WRITE ENGLISH (Survey at Private Vocational School in East Jakarta)

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Abstract: This study aimed to determine the effect of mastery of vocabulary on students' ability to write English. Furthermore, to determine the effects of vocabulary and grammar mastery on students' ability to write English. The research method used was a survey method; samples were taken as many as 70 students with a simple random technique. Data collection using the instrument: tests, data analysis using descriptive statistics such as finding the mean, median, mode, standard deviation, multiple linear regression, normality test data, hypothesis testing, and inferential statistics to find the correlation coefficient with the calculated T-test and F calculated. The research process takes a month, where the researcher gives the direct tests in class XI of vocational school. The research is done from September to January 2020. The hypothesis of this study is 1) There is a significant influence of mastering vocabulary and mastering grammar together on student's ability to write English, 2) There is a significant influence of mastering vocabulary on student's ability to write English, 3) There is a significant influence of mastering grammar on student's ability to write English. The research method used statistics with the help of Microsoft Excel and SPSS 22.0. Conclusions from the results of this study's analysis: There is a significant influence of mastering vocabulary and grammar mastery on students' ability to write English at private Vocational School in east Jakarta. This is evidenced by the acquisition of Sig = 0,000 < 0,05 and F count = 9,403. Second, there is a significant influence of vocabulary mastery on students' writing English at a private Vocational School in east Jakarta. This is evidenced by the acquisition of Sig = 0,029 < 0,05 and t count = 2,229. Third, there is a significant influence of grammar mastery on student's ability to write English at a private Vocational School in east Jakarta. This is evidenced by the acquisition of Sig = 0,002 < 0,05 and t count = 3,304.

Keywords: vocabulary mastery; grammar mastery; writing skills

Introduction

Education is a process that allows students to develop attitudinal abilities and other forms of behavior in the community where they live so that they can gain or experience increased competence as a necessity of life in society. Through the government plans to organize, the state even evaluates education implementation to meet resource needs. Planning and implementing education are intended to improve human quality as a whole, including intellectual knowledge, skills, and other values. Formal and non-formal education is held to meet the community's needs in education to live adequately and competently as Indonesian citizens and as citizens of the world in this era of globalization.

Formal education in schools ranging from Basic Education to Higher Education must organize or train students with various competencies that have been arranged or determined in the curriculum in stages according to Core Competencies and Basic Competencies relevant to each subject. Efforts to improve learning success are a challenge that is always faced by everyone involved in the teaching and education profession. Many efforts have been made, many successes have not been fully fulfilled, so

they require reflection, thought, and hard work to solve the problems faced. In modern society, as it is today, there are two types of communication, namely direct communication and indirect communication. Speaking and listening are direct communication between two or more people while writing and reading activities are indirect communication.

The scope of English subjects at the Vocational Middle School includes English skills covering four aspects of skills, namely: (1) listening skills; (2) speaking skills; (3) reading skills; and (4) writing skills. The four skills are taught in an integrated manner. They are closely related to each other, adapted to students' characteristics and levels in learning languages, and directed to improve students' ability to communicate verbally or in writing. Therefore humans are guided to seek knowledge so that it is easy to socialize and understand language, especially in writing. In the school environment, writing is one of the most critical factors in describing ideas in writing. The ability to speak English verbally includes conveying actual information emotionally, expressing intellectual attitudes, and expressing moral attitudes. The ability to speak English in writing is directed so that students have a penchant for writing to increase their knowledge, convey actual information, express intellectual attitudes, express moral attitudes, and be able to use it in their daily lives. The ability to speak English in writing is also one aspect of language skills that need to be taught to students seriously. Writing learning is related to the learning process of thinking creatively. Students learning to write will be more required to continue to increase their knowledge, both related to themes, essays, or good writing techniques.

In principle, making is talking about something that is written in oral and written form. Every human being is created as a writer so that it is easy to apply this life correctly. Writing skills are one skill that still has many obstacles in its application. Many students are still less able to use words that comply with English grammar provisions correctly. Thus, many school students have not been able to compose correctly without obstacles.

The 2013 curriculum English subjects are used as a means to develop reasoning skills and skills. This is motivated by the fact that the ability to reason with Indonesian students is still deficient. From the Trends study in the International Mathematics and Science Study (TIMSS) in 2011, only five percent of Indonesian students could solve problems that needed thinking, while the remaining 95 percent only reached the middle level, namely solving memorized problems.

Writing English in writing is often considered more complicated than oral language skills because writing requires more learning and creative thinking. Writing is a productive and expressive activity so that the writer must be skilled in utilizing graphology, language structure, or mastery of vocabulary. The ability to write following essential competencies and student learning material can be carried out in composing activities. Writing uses a conventional sign system that can be seen or read to compile, record, and communicate meaning at an interactive level and directed towards achieving specific goals. Essays can be developed in various texts, namely recount text, anecdotal texts, narrative texts, explanatory texts, descriptive texts, and exposition texts. Each text has its characteristics; one type of text developed is explanatory text. To build explanatory text so that the reader quickly understands it, it is necessary to express clearly by paying attention to word choice, sentence structure accuracy, the correct choice of conjunctions, organizing solid ideas, conformity in determining examples, illustrations, and many others.

In essence, students do not realize that writing skills are a means for communication in written form. However, keep in mind that every time you get assignments, students often experience difficulties. These difficulties can be difficulties in choosing the correct vocabulary, not fluently expressing ideas in mind, or less evident in expressing their ideas. So that an essay is formed which is not well structured. The results of the essay are found in many incoherent paragraphs and cohesion.

Their writing did not meet the criteria for a good exposition essay. One of them is a student still has difficulty in arranging ideas in sequence. The 2013 curriculum maintains English as a lesson in school and emphasizes the importance of the existence of English as a deterrent and bearer of science. The 2013 curriculum explains that the approach to learning English is directed at a "text-based approach." Text-based English learning is carried out by applying the principle that (1) language should be seen as text, not merely a collection of linguistic words or rules; (2) the use of language is the process of choosing linguistic forms to express meaning; (3) language is functional, namely the use of language cannot be separated from the context because the form of language that is used reflects ideas, attitudes,

values, user ideology; and (4) language is a means of forming human thinking skills. In connection with these principles, it is necessary to realize that each text has its structure different from the other.

Meanwhile, the text structure is a reflection of the structure of thinking that can be used in social and academic life. Only in that way, the student then constructs their knowledge through observing, questioning, associating, analyzing, and presenting data adequately. Texts or writings can be broken down into various types, such as descriptions, recounts, procedural, reports, explanations, expositions, news, advertisements, negotiations, pantun, anecdotes, short stories, novels, and historical fiction. All types of text can be grouped into story texts, factual texts, and response texts. The last two groups are non-literary texts, each of which can be further divided into report texts and procedural texts, transactional texts, and expository texts. Meanwhile, story text is a literary text broken down into narrative texts and non-narrative story texts.

Exposition essays are essays that try to expose, explain, or inform something that functions to expand the reader's knowledge, views, or insight. Mastery of vocabulary chosen by students will be poured through sentences in the form of paragraphs so that an essay or writing will be formed; of course, arranged sentences will form a good sentence structure if students master grammar, sentences that are good and correct are produced. Thus, the student will become skilled in writing. Considering the above issues are pretty important, the researcher is interested in research to test the relationship between mastery of vocabulary and grammar to write English texts. For this reason, the research departs from the assumption that mastery of vocabulary affects writing ability. Both have a significant effect. Besides, mastery of one's grammar also affects the ability to write so that the mastery of vocabulary, mastery of grammar, and writing ability positively affect each other. Based on the description above further, this research is entitled: "The Effects Of Vocabulary And Grammar Mastery On Student's Ability To Write English" at Private Vocational School in East Jakarta.

Method

The method used in this research is survey research. This method, according to Sugiyono (2013: 11), understanding of survey methods is "Research carried out using questionnaires as a tool studied is data from samples taken from the population so that it is found relative events, distribution, and relationships between variables, sociological and psychological." The purpose of survey research is to provide a detailed description of the background, traits, and characteristics typical of a case or event of a general nature. In the preparation of this thesis, data and information are needed by the nature of the problem so that the data and information obtained are sufficiently complete to be used to discuss existing problems; the methods used in this study are descriptive analysis methods and associative research methods. According to Sugiyono (2013: 206), what is meant by the method of descriptive analysis is "Descriptive analysis method is a statistic used to analyze data by describing or describing data that has been collected as it is without intending to make conclusions that apply generally or generalizations."

In this method, the collected data must describe how much mastery of vocabulary and mastery of student' English grammar in preparation and doing something to write English. With the associative research method, it is expected that two research variables, namely mastery of vocabulary and mastery of English grammar, can serve to explain and build on the ability of the student to write English. Limitation of the problem is done because so many problems are contained in the identification of problems. For this study to be more focused and the results to be real, this study is limited to vocabulary mastery and grammar on the ability of students to write English in class XI Private Vocational Schools in East Jakarta. Vocabulary mastery as the first independent variable (X_1), grammar mastery as the second variable (X_2), affects the ability of students to write English as a dependent variable (Y). This research was carried out to class IX students at Private Vocational School in East Jakarta from September 2019 to January 2020.

The focus of research explaining the relationship between variables that are interrelated constellations can provide precise data. This research can be described in the research design as follows:

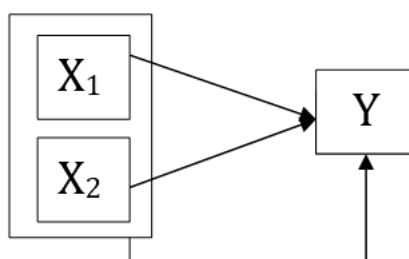


Figure 1. The variables in the current research

Information:

X₁= free variable Vocabulary Mastery

X₂= independent variable Grammar mastery

Y = dependent variable English Writing Ability

---► = the effects of independent variables together on dependent variables (Y)

Population, Sample, and Data Collection

The population can be distinguished between sampling population and target population (Mantra LP3ES 2006: 152) as the sampling population in this study were all student of class XI at Private Vocational School in East Jakarta, while the target population was 70 students of class XI who were randomly selected who were eligible to be taken as research samples. The population in this study were all students of class XI at Private Vocational School in East Jakarta.

The sample is part or representative of the population studied. Named sample research because if we intend to raise the study's conclusions as something that applies to the population. (Arikunto, 2006: 132). The same thing was stated by Sarwono Jonatan, who defined the sample as a sub of a set of elements chosen to be studied. (Sarwono 2006: 111). For proper sampling, a separate knowledge is needed in the form of a minimum sampling technique of 10%. In this study, because the population members were 691 students, 70 sample students were taken.

Data collection in this study was carried out using the scheduling test of vocabulary mastery tests, grammar mastery tests, and English writing proficiency tests. While the techniques performed by the data are carried out in steps, as follows:

1. Carry out vocabulary mastery tests and grammar mastery tests by giving multiple choice questions (multiple choice tests) provided by researchers.
2. Carry out English writing ability tests.
3. Check all the test results that have been given to the respondents.
4. Give the value of all student tests, and then these values are tabulated data for this study's variables.

The instruments used in this study were: (1) the test of the ability to write English based on the questions provided with the assessment items that had been designed, (2) the vocabulary mastery test, and (3) the grammar mastery test. For free tests (vocabulary mastery), use a dichotomous scoring system, 0 for wrong answers and 1 for correct answers. This grading system also applies to the independent variables of grammar mastery. As for the ability to write English, the data used is non-nicotinic.

The validity of the questionnaire instruments use the moment product conversion coefficient (Arikunto, 2012: 87) with the formula:

$$r_{xy} = \frac{n \cdot \sum XY - \sum X \cdot \sum Y}{\sqrt{(n \cdot \sum X^2 - (\sum X)^2)(n \cdot \sum Y^2 - (\sum Y)^2)}}$$

Note:

r_{xy} = correlation coefficient

n = many respondents

x = score built instrument rating scale that is calculated validity

y = total score

Suryabrata (2005: 181) in the testing process to determine whether the instrument is valid or not, then the value of r_{xy} ($r_{\text{calculate}}$) is consulted with the value of r_{tabel} pada $\alpha = 0.05$, provided that: the instrument item is said to be valid if $r_{xy} > r_{\text{tabel}}$, and invalid if $r_{xy} < r_{\text{table}}$.

Reliability testing of learning outcomes instruments was carried out for all test items using the formula Kuder Richardson 20 (KR-20), namely (Sugiono, 2008: 186) :

$$r_{ii} = \left(\frac{k}{k-1} \right) \left(1 - \frac{\sum p_i q_i}{S^2} \right)$$

Where:

r_{ii} = test reliability coefficient

k = number of items

$P_i q_i$ = the yield of times P_i and q_i

P_i = proportion answered correctly for item number i

q_i = proportion answers wrong for item number i

S^2 = total score variant

The device is said to be reliability if $t_{\text{count}} > t_{\text{table}}$. According to Sudijono (2001: 209), in giving an interpretation of the coefficient of reliability of the test (r_{ii}), the benchmark is generally used as follows: (1) If r_{ii} is equal to or more remarkable than 0,70 means a reliable test; (2) If r_{ii} is smaller 0,70 means an unreliable test.

Results and Discussion

Research of data description

1. Data analysis of vocabulary mastery variables (X_1) scores obtained from respondents has an average of 75,86, with a standard deviation of 16,565, a median of 77,00, a minimum score of 30, and a maximum score 100. The number of questions in the vocabulary mastery instrument is 30 items with multiple choice objective test (multiple choice) consisting of five answer choices (a, b, c, d, and e) with one correct answer, four other answers as distractors. The correct answer is given a score of 1, and the wrong answer is given a score of 0, then one score of each question is 0,033, or the average score is 75,86, this shows that the average score of respondents' vocabulary mastery is high. The standard deviation score was 16,565, indicating the differences in answers among respondents were high. This shows that the respondents' vocabulary mastery varies.
2. Data Analysis of Grammar Mastery Variables (X_2) scores obtained from respondents has an average of 77,59 with a standard deviation of 17,919, a median of 77,00, a minimum score of 33, and a maximum score of 100. The number of questions in the grammar mastery instrument is 30 items with multiple choice objective test (multiple choice) consisting of five answer choices (a, b, c, d, and e) with one correct answer, four other answers as distractors. The correct answer is given a score of 1, and the wrong answer is given a score of 0, then one score of each question is 0,033, or the average score is 77,59.
3. Data Analysis Student's ability to write English Variables (Y) scores obtained from respondents has an average of 66,57 with a standard deviation of 12,641, a median of 68,00, a minimum score of 34, and a maximum score of 88. This shows that the average ability of students to write English of respondents included high. The standard deviation score of 12,641 shows the differences in answers between respondents, including high. This shows that the ability of students to write English from respondents is quite diverse.

Testing Data Normality

In Table 2. it can be seen that the value in the Sig column in the Kolmogorov-Smirnov method for all samples of vocabulary 0,060 and ability to write English 0,610 are greater than 0.05. However, one sample of grammar 0,028 is lower than 0,05, and it is not normally distributed. So H_0 is accepted. In other words that the data from all the samples in this study are normally distributed.

Linearity Testing of Regression

Linearity testing in this study used the following hypothesis:

H_0 : the regression line is the relationship between the variable X and the linear variable Y

H_1 : the regression line for the relationship between variable X and variable Y is not linear

in the ANOVA table 4.3. from the calculation results of the linearity regression test line by the SPSS 22 application program, as follows :

1. In Table 3. it can be seen that the value in the Sig column line deviation from Linearity = 0,696 for all samples is more than 0,05, so H_0 is accepted; in other words, the regression line is the relationship between the X_1 variable and the linear Y variable.
2. In Table 4. it can be seen that the value in the Sig column deviation line from Linearity = 0,499 for all samples is more than 0,05, so H_0 is accepted. In other words that the regression line is the relationship between the X_2 variable and the linear Y variable.

Research Hypothesis Testing

1. From Table 5, it is seen that the value of Sig = 0,000 and $F_{count} = 9,403$, while $F_{table} = 3,13$. Because the Sig value $< 0,05$ and $F_{count} > F_{table}$, H_0 is rejected, which means that the regression coefficient is significant. In other words that there is a significant influence of the independent variables on vocabulary mastery (X_1) and grammar mastery (X_2) together on the dependent variable student's ability to write English (Y).
2. From Table 4.7. seen that the value of Sig = 0,029 and $t_{count} = 2,229$, while $t_{table} = 1,67$. Because the Sig value $< 0,05$ and $t_{count} > t_{table}$, H_0 is rejected, which means that there is a significant influence of the independent variable X_1 (Vocabulary mastery) on the dependent variable Y (student's ability to write English).

From Table 4.7. seen that the value of Sig = 0.002 and $t_{count} = 3,304$, while $t_{table} = 1.67$. Because the Sig value $< 0,05$ and $t_{count} > t_{table}$, H_0 is rejected, which means that there is a significant influence of the independent variable X_2 (Grammar mastery) on the dependent variable Y (the ability of students to write English).

Conclusions

There is a significant effect in mastering Vocabulary and Grammar Mastery together on student's ability to write English at private Vocational School in East Jakarta. This is evidenced by the acquisition of Sig = 0,000 and $F_{count} = 9,403$. There is a significant effect in mastering Vocabulary on student's ability to write English at private Vocational School in East Jakarta. This is evidenced by the acquisition of Sig = 0,029 and $t_{count} = 2,229$. There is a significant effect in mastering grammar on students to write English at private Vocational School in East Jakarta. This is evidenced by the acquisition of Sig = 0,002 and $t_{count} = 3,304$.

Table 1
Recapitulation of Normality Test Results
One-Sample Kolmogorov-Smirnov Test

	Vocabulary	Grammar	Ability to write English
N	70	70	70
Normal Parameters ^{a,b}	Mean	75,86	77,59
	Std. Deviation	16,565	17,919
Most Extreme Differences	Absolute	,158	,175
	Positive	,158	,118
	Negative	-,148	-,175
Kolmogorov-Smirnov Z	1,325	1,464	,760
Asymp. Sig. (2-tailed)	,060	,028	,610

a. Test distribution is Normal.

b. Calculated from data.

Table 2
Between Variables X₁ and Y Variables
ANOVA Table

	Sum of Squares	df	Mean Square	F	Sig.
Ability to write english * Vocabulary	2264,620	12	188,718	1,228	,287
Between Groups	1013,988	1	1013,988	6,597	,013
Deviation from Linearity	1250,632	11	113,694	,740	,696
Within Groups	8760,523	57	153,693		
Total	11025,143	69			

Table 3
Relationship Between Variable X₂ with Y Variables
ANOVA Table

	Sum of Squares	df	Mean Square	F	Sig.
Ability to write english * Grammar	3214,345	12	267,862	1,955	,046
Between Groups	1778,171	1	1778,171	12,976	,001
Deviation from Linearity	1436,174	11	130,561	,953	,499
Within Groups	7810,798	57	137,032		
Total	11025,143	69			

Table 4.5.
Correlation Coefficient of Variables X₁ and X₂ on Y Variables

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,468 ^a	,219	,196	11,335

a. Predictors: (Constant), Grammar, Vocabulary

Table 4.6.
the Significance of Influence of Variables X₁ and X₂ with Y

ANOVA ^a					
Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	2416,360	2	1208,180	9,403	,000 ^b
1 Residual	8608,782	67	128,489		
Total	11025,143	69			

a. Dependent Variable: Ability to write English

b. Predictors: (Constant), Grammar, Vocabulary

Table 4.7.
The Results for Regression Variables X₁ and X₂ on Variable Y

Coefficients ^a					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	32,665	8,086		4,040	,000
1 Vocabulary	,186	,084	,244	2,229	,029
Grammar	,255	,077	,362	3,304	,002

a. Dependent Variable: Ability to write English

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