Research Article

THE EFFECTS OF VOCABULARY AND GRAMMAR MASTERY ON STUDENTS' WRITING SKILLS IN RECOUNT TEXT

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Abstract: The research was performed in 9th-grade students of three (3) Private Junior High Schools in South Tangerang City. The method is an explanatory survey with quantitative research through the descriptive method, a method designed to determine if two or more variables are connected. The hypothesis test showed: 1) There are significant effects of vocabulary and grammar mastery jointly towards students' writing skill in recount text at Private Junior High School in South Tangerang City. It is proved by the Sig = 0.000 < 0.005 and F_o = 57.783. The increasing vocabulary mastery contributes 0.395, and grammar mastery contributes to the contribution 0.240 towards writing skill in recount text. 2) There is a significant effect of vocabulary mastery towards students' writing skills in recount text at Private Junior High School in South Tangerang City. It is proved by Sig = 0.000 < 0.005 and t_o 5.169. 3) There is a significant effect of grammar mastery towards students' writing skills in recount text at Private Junior High School in South Tangerang City. It is proved by Sig = 0.00 < 0.05 and t_o 4.045 this second independent variable (X_2.)

Keywords: writing skills, recount text, vocabulary, grammar

Introduction

Language is the primary tool that helps people to communicate their thoughts, feeling, and opinion. Language is the medium through which people express their experiences and ideas of the world they have carries within it cultural meaning. Every language in the world has pillars and fundamentals. People who speak the same language can communicate with others because they all know the variables of language, such as vocabulary, grammar pattern, and structure of that language. These variables are so important for people to get to know each other well around the world.

Learning English is an advantage for all students to improve their knowledge. Students of all ages learn to speak English all over the world. There are many reasons why students study English. Some students study English to perform good communication; other studies only at schools because it is on the curriculum. Harmer (2007, p. 11) stated that: "Many people learn English because they have to move into a target language community, and they need to be able to perform English well in front of their community. "Students have to master the four skills of English they are listening, speaking, reading. And writing. Listening and reading are part receptive skills while speaking, and writing is productive skills. These four essential competencies, especially in writing, benefit train students to show their ideas to other people logically. Students will understand how to use language work by studying English and knowing its structure, pronunciation, how to spell and pronoun words, its pattern, social function. Using this knowledge, students can choose how they write appropriately and in different situations. They can learn to write effectively if they are willing to learn some strategies and practice them.

Writing, one of part of four skills, becomes a part of education in learning English. Writing can help students to express themselves. It requires vocabulary and grammatical structures to do good writing. The general objective for this purpose can communicate with people worldwide, and all students need to master this skill. Writing is a skill that people in all walks of life must perform almost daily. Also, it is a means of communicating ideas and information. Good writing in English requires a bunch of vocabulary,

good grammar, and good organization. Writing is an essential form of communication in daily life instead of one of the most challenging skills to master.

Vocabulary is one of the variables in a language that needs to be master and plays an essential role in learning English. Students have to improve their vocabulary and take them to an advanced level of English words and phrases. It will help students learn the meanings of the word, how they are used, how they combine, and how they form longer expressions in the English language. Also, students can distinguish better among many words that they have already known and new ones that they have not known yet. Another part that needs to be mastered in good writing is grammar. Grammar means a set of syntactically valid formation rules of a formal language. Grammar also means studying the whole system and structure that defines the grammatical structure of a language. Grammar rules cannot be ignored in teaching communication and writing well. Studying grammar means knowing how different grammar components can be strung together to make chains of words. Sentences are acceptable and understandable if they follow the rules that are set out by the language. In English, the rule states that a subject is followed by a verb that is followed by an object.

In writing English, instead of descriptive and narrative text, students can choose how to write their ideas in recount text. Recount text is a part of writing skills the students have to master. Djuharie (2009:171) stated that: "recount text is one of text that retells about events, experiences, and actions that happens in the past." In general, the tense that is used in recount text is pat tense form. We use simple past tense when someone wants to express an action or activity in the past. Vocabulary, punctuation rules, spelling, and grammar are many problems students face in writing a text especially recount text. Students have got difficulties in writing using recount text. They do not know how to make a good sentence in simple past tense based on the situation that they want to express. Also, the lack of vocabulary makes them very hard to get stories. They make spelling and grammatical errors in writing, so they cannot produce good text. For example, students are asked to write a recount text, but they do not understand past simple tense; they could not produce a good recount text.

As there are many differences in grammar rules between Indonesian and English, the writing activity is not as simple as we describe. Since English is a foreign language in Indonesia, it requires significant efforts from students to learn the variables of English, such as vocabulary and grammar mastery. Students also have to know how to use appropriate vocabulary and grammar mastery methods, which are the parts of speech and sixteen tenses. Thus, based on the background above, the writer wants to research vocabulary and grammar mastery on the students' writing skills, particularly on writing recount text type.

Definition of Vocabulary

Vocabulary is all the words that a person knew or uses. Vocabulary is a component of language that contains all the information about the meaning and use of the words. If we want to make a good sentence with good structure, we have to know about vocabulary. Richard & Rodgers (2001, p. 37) stated that: "Vocabulary is one of the most important aspects for learning English as a foreign language." This theory means that vocabulary is one of the essential elements for students in the process of acquiring, learning, mastering, and using the English language they would like to learn.

Furthermore, the underlying purpose of vocabulary is not only to know the words but also to know the deeper meaning of words. As one of the most critical aspects, vocabulary is helpful for students to communicate in a meaningful way and master all four language skills. "Vocabulary refers to words we use to communicate in oral and print language" (Schmitt, 2010; Schmitt & Meara, 1997). It means that vocabulary is a collection of the word used in communication in a particular language. Vocabulary does not only talk about knowing the words but also the meaning and how to use them correctly in appropriate ways of communication, either in spoken or written. Based on the theories and opinions above, it can be concluded that vocabulary is an essential component of the English language or the critical aspect of English as the total amount of words that are known and used by a speaker of a language in order to learn English as a foreign language.

Definition of Grammar

Brown (2003, p. 363) stated that: "grammar is the system of rules governing the statement arrangement and relationship of words in a sentence." The statement points out that grammar is related to

the organization of language, its system or structure in general, usually taken as consisting of syntax and morphology including inflections, and also phonology and semantics. Students have to focus on grammar, words, and their components to form sentences. They also have to interact with the meaning of words covering the sound systems, the writing system, spelling, punctuation rules, and the lexicon, which all describe by learning grammar rules in suitable ways. Students have to form units of meaning and to say something correctly. Using grammar in appropriate ways, they can do well how they think, express their thoughts about something, and organize their language. Nelson (2002:1) stated that: "Grammar is the study of how words combine to form sentences." It shows here that sentences cannot be formed without any rules. Students cannot be done any assignments if they have not followed the grammar rules because it is so important to take them to an advanced level of grammar knowledge of English. It will help them learn how grammar can perform well if they would like to combine words. Also, how do students distinguish better among lots of words that they have already known?

Definition of Writing

Perkins (2005:47) stated that: "Writing considered as a complex process putting ideas down on paper to transform thoughts into words." This theory explains that in writing, a writer should think what kind of story he/she will write. Brown (2003, p. 344) stated that: "Writing is a production mode for learning, reinforcing, or testing grammatical concepts. This writing appears in controlled, written grammar exercises. "It tells that writing gets involved with all elements in a language. By learning writing correctly combined with good grammar, students can present their thoughts and ideas into a good sentence. Through writing, students can express everything they want to by using their knowledge to perform good results in written exercises. Learning this skill is an advantage for students who want to master their writing skills. A good student must fill the requirements to produce and perform a comprehensive writing piece and express how to become a writer in their daily activities.

Definition of Recount Text

Hyland (2007, 2018) stated that: "recount is a kind of genre that has social function to retell event to inform or entertaining." A recount tells about the occurrences in the past because recount means "to tell"; thus, recount text may be regarded as "text that tells again." It can be said here that recount text retells a story and experience in the past with sequence events to tell others about one activity. Students who do this kind of text to entertain how important a story is must use past simple, which is verb two with a specific adverb. It is straightforward for students to differ recount text from another text as long as students have learned more about regular and irregular verb because they are using to retell a story in recount text sentences. A recount text is a text that retells past events, generally in the order in which they happened. It indicates from this idea that recall text happens in certain occurrences in the previous experience. Students must perform these activities properly and know how to apply the patterns for this text utilizing chronological connections such as then, first, on that day—and utilizing connecting verbs.

Method

A survey is one of the research approaches that are generally used for extensive data collection, and many types of testing used are Double Regression. Kerlinger (as cited in 2006, p. 49) stated that" survey research is a study conducted on a large and small population, but the data studied is data will take from the sample population, so relative events are found between variables." The approach used was a quantitative approach that allows the recording and analysis of data research results to be exact and analyze data using statistical calculation (Sugiyono, 2016, 2017). At the same time, this analysis aims to determine the relationship between the three independent variables X_1 and X_2, with the dependent variable Y. The form of relationship examined is a causal relationship that is casual relationships. Therefore, this research will be seen clearly throughout the research design in the following figure.
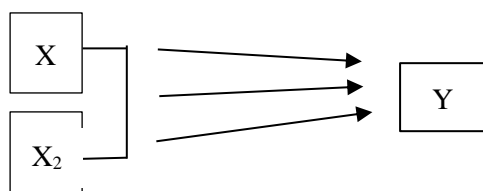
Figure 1. Variable Design

Explanation
X_1 = Vocabulary mastery
X_2 = Grammar mastery
Y = Writing skill in recount text

In order to conduct the research, the writer needs three variables before the hypothesis is tested. There are three variables of this research consist of two independent variables, vocabulary mastery (X_1) and grammar mastery (X_2), and one dependent variable, students' writing skill in recount text (Y).

Findings and Discussion

The research was done conducting by eighty students at Private Junior High School in South Tangerang City. The name of the three schools is already mentioned at the beginning of chapter three. The research consists of three variables: the first and the second as independent variables are vocabulary and grammar mastery. The third as a dependent variable is students' writing skills in recount text. The description results of three variables were done by using SPSS program version 20.0. The total of each showed in Table 1 and table descriptive statistics below:

Table 1. The Research Result of Data Description Frequencies
Statistics

		Vocabulary Mastery	Grammar Mastery	Writing Skill in Recount Text
N	Valid	80	80	80
	Missing	0	0	0
Mean		63.95	61.73	65.65
Median		64.00	64.00	66.00
Mode		68	64	60
Std. Deviation		9.118	11.760	7.502
Skewness		-.606	-.378	-.030
Std. Error of Skewness		.269	.269	.269
Kurtosis		1.548	-.244	.766
Std. Error of Kurtosis		.532	.532	.532
Range		52	52	40
Minimum		30	32	50
Maximum		82	84	90

The Data Analysis of Vocabulary Mastery (X_1)
The data of vocabulary mastery is based on fifty (50) valid multiple-choice questions given to eighty (80) students who answered by crossing a, b, c, or d. The questions were about how to master their vocabulary in writing skills in recount text. It is known that the minimum score is 30, and the maximum score is 82, mean 63.95, the median is 64, the mode is 68, and the standard deviation is 9,118.

Table 2. The Data Description of Vocabulary Mastery

Statistics		
Vocabulary Mastery		
N	VValid	80
	MMissing	0
Mean		63.95
Median		64.00
Mode		68
Std. Deviation		9.118
Minimum		30
Maximum		82

Table 3. The Data Distribution of Frequency Vocabulary

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	30	1	1.3	1.3	1.3
	44	2	2.5	2.5	3.8
	50	3	3.8	3.8	7.5
	52	2	2.5	2.5	10.0
	54	1	1.3	1.3	11.3
	56	3	3.8	3.8	15.0
	58	11	13.8	13.8	28.7
	60	10	12.5	12.5	41.3
	62	4	5.0	5.0	46.3
	64	4	5.0	5.0	51.2
	66	3	3.8	3.8	55.0
	68	15	18.8	18.8	73.8
	70	7	8.8	8.8	82.5
	72	3	3.8	3.8	86.3
	74	2	2.5	2.5	88.8
	76	2	2.5	2.5	91.3
	78	4	5.0	5.0	96.3
	80	1	1.3	1.3	97.5
	82	2	2.5	2.5	100.0
	Total	80	100.0	100.0	

Based on Table 3, it shows clearly that one (1) respondent got the minimum score, that is 30 with the range percentage 1,3% out of eighty (80) respondents, and two (2) respondents got the maximum score, that is 82 with the range percentage 2,5% out of eighty (80) respondents. In addition, fifty (15) respondents got a 68 or the same percentage of 18,8% out of the total respondents; in other words, the modes of vocabulary score is 68. Further to know clearly, the writer shows the description about the high and low vocabulary frequency as follow:
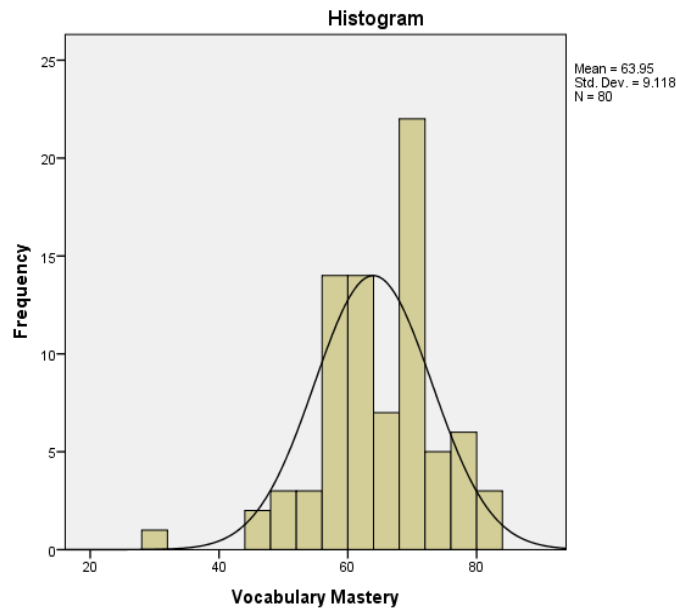
Figure 2. Histogram Polygon of Students' Vocabulary Mastery

Based on Figure 2, it is shown that the total respondents are eighty (80) students, mean of 63,95 and a standard deviation of 9,118. Its description is histogram polygon frequency above in data vocabulary mastery toward writing skill in recount text in Figure 2. It can be concluded that students' writing skills in recount text at Private Junior High School in South of Tangerang City have a normal distribution. So that the level of data distribution of students' writing skills in recount text is relatively normal because the distribution is primarily (in the majority) in the normal curve. In contrast, the data that is outside the normal curve is relatively meaningless.

The Data Analysis of Grammar Mastery (X_2)

The data of grammar mastery was based on fifty (50) multiple choice valid questions given to the eighty students who answered by crossing a, b, c, or d.

Table 4. The Data Description of Grammar Mastery

Statistics		
Grammar Mastery		
N	Valid	80
	Missing	0
Mean		61.73
Median		64.00
Mode		64
Std. Deviation		11.760
Minimum		32
Maximum		84

Table 4 shows that the maximum score is 84, the minimum score is 32, the mean is 61,73, the median is 64,00, the mode 64, and the standard deviation is 11,76. From the result, it can be said that grammar mastery towards writing skill in recount text at Private Junior High School in South of Tangerang City is good enough because they had a mean score of 61,73 as their average. To explain the data of Table 4. above, the writer performs the table in the histogram as below:
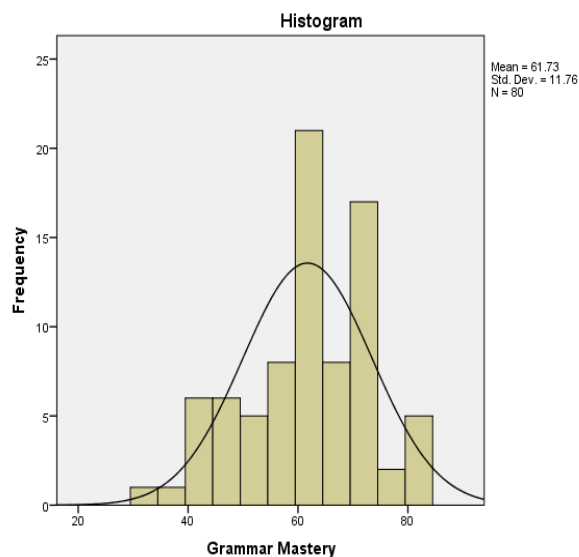
Figure 3. Histogram Polygon of Students Grammar Mastery

Figure 3 shows the total respondents are eighty (80) respondents, mean 61,73 and standard deviation 11,76. It can be concluded that students' writing skills in recount text at Private Junior High School in South of Tangerang City have a normal distribution. So that the level of data distribution of students' writing skills in recount text is normal distribution because the distribution is primarily (in the majority) in the normal curve. In contrast, the data that is outside the normal curve is relatively meaningless.

The Data Analysis of Students' Writing skill in Recount Text (Y)

The Data writing skill in recount text as a dependent variable based on the test result about writing their experience that the writer already wrote down in Chapter III. The researcher assessed eighty students, and the students were required to write down their past experiences using three tenses. They are the simple past tense, the past linking verbs, and the past continuous/progressive tense. The assessment of this instrument is used Analytic Scoring Method to analyze the result of writing skills. In this writing skill recount text, the researcher gave the result for the assessment based on four (4) indicators which are content of recount text correctly.

Table 5. The Data Description of Students' Writing skill in recount text

Statistics		
Writing Skill in Recount Text		
N	Valid	80
	Missing	0
Mean		65.65
Median		66.00
Mode		60
Std. Deviation		7.502
Minimum		50
Maximum		90

From Table 5 above, we can see that it performs that the assessment writing skill in recount text that the researcher gave to eighty (80) students, the writer gets minimum score result is 50. The maximum score is 90, and the mean is 65,65, the median is 66,00, the mode is 60, and the standard deviation is 7,502. Also, it can be said that the students' writing skill in recount text at Private Junior High School in South of Tangerang City is reasonable because they had a mean score of 65,65 as their average score. The mean score of 65,65 and the median score of 66,00 are almost identical, which means that students' writing skills

in recount text are represented. To explain the data above, the researcher performs the table in the histogram below:
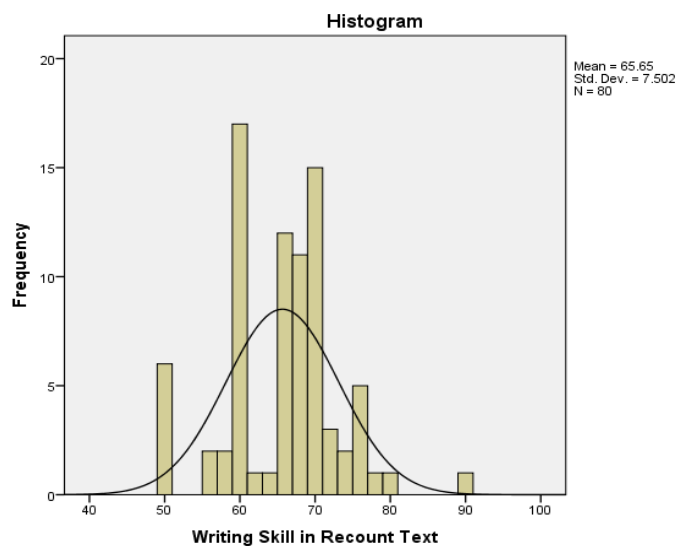

Figure 4. Histogram Polygon of Students' Writing Skill in Recount Text

Figure 4 shows the data in Table 5, and its description is histogram polygon frequency above in data writing skill in recount text in Figure 4. It can be concluded that students' writing skills in recount text at Private Junior High School in South of Tangerang City have a normal distribution. So that the level of data distribution of students' writing skills in recount text is normal distribution because the distribution is primarily (in the majority) in the normal curve. In contrast, the data outside the normal curve is relatively meaningless.

The Requirements for Analysing Data
1) Classical Assumption Tests

These classical assumption tests consist of four (4) tests: normality test, multi-collinearity test, heteroscedasticity test, and gallate usually test. The requirements tests for regression analysis, both simple and multiple linear, must perform four (4) analyses that are pair of data samples X_1 and X_2 must be gotten randomly and perform minimum sample data samples X_1 and X_2 responses for each group should be independent and normally distributed data samples X_1 and X_2 variables for each group should be homogeneous or the same. The last regression should be linear.

The first requirement had been achieved because the research sample was done randomly with eighty (80) respondents. The second and third requirements are also done, and the fourth requirement to form linear regression equation testing has been done using hypothesis testing. However, that can be said that if the new data is valid for the research and the purpose of hypothesis testing, the data has had a normal distribution assumption and is homogeneous. Therefore, it is important and valuable to test normally of the estimated error; multi-collinearity test, heteroscedasticity test, and gallate normality test.

2) Normality Tests

A normality test is used to test and determine whether the data is in the normal distribution or not so that t $_{observed,}$ partial correlation, multiple correlation, single-regression, and multiple regression can be analyzed. The requirement of a good regression is if the data has a normal distribution. On figure analysis from figure 4.2, 4.3, 4.4 show that three (3) variables, namely: vocabulary mastery (X_1), grammar mastery (X_2), writing skill in recount text (Y), are in a normal distribution. The Kolmogorov-Smirnov test in SPSS version 20 is used to strengthen their normal distribution, and the data result is stated in the following Table 6.

Table 6. The Data Description of Normality Test

One-Sample Kolmogorov-Smirnov Test				
		Vocabulary Mastery	Grammar Mastery	Writing Skill in Recount Text
N		80	80	80
Normal Parameters[a,b]	Mean	63.95	61.73	65.65
	Std. Deviation	9.118	11.760	7.502
Most Extreme Differences	Absolute	.122	.104	.119
	Positive	.080	.061	.119
	Negative	-.122	-.104	-.119
Kolmogorov-Smirnov Z		1.087	.932	1.061
Asymp. Sig. (2-tailed)		.188	.350	.210
a. Test distribution is Normal.				
b. Calculated from data.				

The data of normality test is performed to show. If the data can be analyzed for each group and has normally distributed with the hypothesis below:

H0: the samples are normally distributed.
H1: the samples are not normally distributed.

Table 6 above shows that normality test result done by one-sample Kolmogorov-Smirnov test the assumption of normality with the following requirements:

The data is said to be normal if p-value (Sig) > α = 0,05
The data is said to be abnormal if p-value (Sig) < α = 0,05

Based on the result in Table 6 above, it can be seen that the significance (Sig,) value for vocabulary is 0,188, grammar mastery is 0,350, writing skill in recount text is 0,210. The significance for all these variables is more than > 0,05, so it can be concluded that the data for all variables in this research are normally distributed.

3) Linearity Test

Linearity Test is taken to define the technique in the regression analysis whether the independent variables vocabulary mastery (X_1) and grammar mastery (X_2) and dependent variables (Y) create a linear pattern. The linearity in this research tread SPSS program version 20.0.

The Regression Linearity of the Effect of Variable X_1 towards Y

Referring to the output Table 7 below the score of Deviation from Linearity is $F_0 = 2,015$ and Sig = 0,024 < 0,05. This score shows that the equation of regression linear between vocabulary and writing skill in recount text creates a linear relation. It means that the better students' vocabulary, the better their writing skills in recount text. The output of regression linearity between vocabulary **(X_1)** towards writing skill in recount text is as below:

Table 7. The Data Regression Linearity of Variable X_1 towards Y

			Sum of Squares	df	Mean Square	F	Sig.
		ANOVA Table					
Writing Skill in Recount Text * Vocabulary Mastery	Between Groups	(Combined)	3065.840	18	170.324	7.527	.000
		Linearity	2290.499	1	2290.499	101.220	.000
		Deviation from Linearity	775.341	17	45.608	2.015	.024
	Within Groups		1380.360	61	22.629		
	Total		4446.200	79			

The Regression Linearity of the Effect of Variable X_2 towards Y

The output of regression linearity between grammar mastery (X_2) towards writing skill in recount text.

Table 8. The Data Regression Linearity of Variable X_2 towards Y

			Sum of Squares	df	Mean Square	F	Sig.
		ANOVA Table					
Writing Skill in Recount Text * Grammar Mastery	Between Groups	(Combined)	3081.560	25	123.262	4.878	.000
		Linearity	2051.409	1	2051.409	81.176	.000
		Deviation from Linearity	1030.150	24	42.923	1.698	.054
	Within Groups		1364.640	54	25.271		
	Total		4446.200	79			

Based on the output above, the score of Deviation from Linearity is Fo = 1,698 dan Sig. = 0,054 > 0,05. This score shows that the equation of regression linear between grammar mastery and writing skill in recount text creates a linear relation. It means that the better students' grammar mastery, the better their writing skills in recount text. The result of this test can be seen in the following Table 9, Table 10, and Table 11.

Table 9. The Data of Double Correlation Coefficients of The Effects of Vocabulary (X_1) and Grammar Mastery (X_2) Towards Students' Writing Skill in Recount Text (Y)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
		Model Summary		
1	.775[a]	.600	.590	4.805
a. Predictors: (Constant), Grammar Mastery, Vocabulary Mastery				

Table 10. The Data Result of Multiple Regression Equality Test of The Effects of Vocabulary Mastery (X_1) and Grammar Mastery (X_2) towards Students' Writing Skill in Recount Text (Y).

	Model	Sum of Squares	df	Mean Square	F	Sig.
		ANOVA[a]				
1	Regression	2668.331	2	1334.166	57.783	.000[b]
	Residual	1777.869	77	23.089		
	Total	4446.200	79			
a. Dependent Variable: Writing Skill in Recount Text						
b. Predictors: (Constant), Grammar Mastery, Vocabulary Mastery						

Table 11. The Data Result of Regression Coefficients Significance Test of The Effects of Vocabulary Mastery (X_1) and Grammar Mastery (X_2) towards Students' Writing Skill in Recount Text (Y)

	Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		Coefficients[a]				
		B	Std. Error	Beta		
1	(Constant)	25.572	3.872		6.604	.000
	Vocabulary Mastery	.395	.076	.480	5.169	.000
	Grammar Mastery	.240	.059	.376	4.045	.000
a. Dependent Variable: Writing Skill in Recount Text						

The Effects of Vocabulary Mastery (X_1) and Grammar Mastery (X_2) jointly towards Students' Writing Skill in Recount Text.

Tested Hypothesis:

$$H_0: \beta_{y1} = \beta_{y2} = 0$$
$$H_1: \beta_{y1} \neq 0, \beta_{y2} \neq 0$$

Means:
- H_0 = There are no significant effects of vocabulary and grammar mastery jointly towards students' writing skills in recount text.
- H_1 = There are significant effects of vocabulary and grammar mastery on students' writing skills in recount text.

Table 9 above indicates significant effects of vocabulary and grammar mastery on students' writing skills in recount text. It is stated that by the p-value Sig 0,00 < 0,05 and F_0 = 57,783. Meanwhile, in Table 11 the same line of double regression can be stated $\hat{Y}$ = 25,572 + 0,395 X_1 + 0,240 X_2. The increasing one score vocabulary mastery and grammar mastery variable will contribute 0,395 by vocabulary mastery and 0,240 by grammar mastery towards variable of writing skill recount text. Table 10 explains that vocabulary mastery and grammar mastery jointly give a contribution of 60% towards writing skills in recount text.

The Effects of Vocabulary Mastery (X₁) towards Students' Writing Skill in Recount Text (Y).

Tested Hypothesis:

$$H_0: \beta_{y1} = 0$$
$$H_1: \beta_{y1} \neq 0$$

Means:

- H_0 = There are no significant effects of vocabulary on students' writing skills in recount text.
- H_1 = There are significant effects of vocabulary and grammar mastery on students' writing skills in recount text.

From Table 11. above the writer concludes that there are significant effects of vocabulary towards students' writing skill in recount text. It proved by Sig score is $0,000 < 0,05$ dan $t_0 = 5,169$. The contribution of vocabulary mastery variable towards writing skill in recount text can be sated by following formulas:

$$KD = \text{Nilai } \beta_{x1y} \text{ x Score Correlation Partial } (r_{x1y}) \text{ x 100 \%}$$
$$KD = 0,480 \text{ x } 0,718 \text{ x 100\%} = 34,46 \text{ \%}$$

According to the calculation above, vocabulary contributes 34,46 % towards the increased writing skill in recount text.

The Effects of Grammar Mastery (X₂) on Students' Writing Skill in Recount Text (Y).

Tested Hypothesis:

$$H_0: \beta_{y2} = 0$$
$$H_1: \beta_{y2} \neq 0$$

Means:

H_0 = There are no significant grammar mastery effects on students' writing skills in recount text.
H_1 = There are significant effects of grammar mastery on students' writing skills in recount text.

Table 11. above shows that there are significant effects of grammar mastery towards students' writing skills in recount text. It proved by Sig score is $0,000 < 0,05$ dan $t_h = 4,045$. The contribution of vocabulary mastery variable towards writing skill in recount text can be sated by following formulas:

$$KD = \text{Nilai } \beta_{x1y} \text{ x Nilai Korelasi Pasialnya } (r_{x1y}) \text{ x 100 \%}$$
$$KD = 0,376 \text{ x } 0,679 \text{ x 100 \%} = 25,53 \text{ \%}$$

The Effects of Vocabulary Mastery (X₁) and Grammar Mastery (X₂) jointly towards Students' Writing Skill in Recount Text (Y).

The result of the research above, the writer concluded that vocabulary mastery and grammar mastery jointly affect the enhancement of writing skills in recount text at Private Junior High School in South Tangerang City. It means that vocabulary mastery and grammar mastery contribute to writing skills in recount text at Private School in South Tangerang City.

The Effects of Vocabulary Mastery (X₁) towards Students' Writing Skill in Recount Text (Y).

The result of the research above shows that vocabulary mastery affects the enhancement of writing skills in recount text at Private Junior High School in South Tangerang City. It means that vocabulary mastery of students gives significant contribution towards writing skill in recount text at Private School in South Tangerang City

The Effects of Grammar Mastery (X₂) on Students' Writing Skill in Recount Text (Y).

The result of the research above, the writer concluded that grammar mastery and grammar mastery jointly affect the enhancement of writing skills in recount text at Private Junior High School in South

Tangerang City. It means that high grammar mastery gives significant contribution towards writing skills in recount text at Private School in South Tangerang City

The Effects of Vocabulary Mastery (X_1) and Grammar Mastery (X_2) jointly towards Students' Writing Skill in Recount Text (Y).

The result of the research above, the writer concluded that vocabulary mastery and grammar mastery jointly affect the enhancement of writing skills in recount text at Private Junior High School in South Tangerang City. It means that vocabulary mastery and grammar mastery contribute to writing skills in recount text at Private School in South Tangerang City.

The Effects of Vocabulary Mastery (X_1) towards Students' Writing Skill in Recount Text (Y).

The result of the research above shows that vocabulary mastery affects the enhancement of writing skills in recount text at Private Junior High School in South Tangerang City. It means that vocabulary mastery of students gives significant contribution towards writing skill in recount text at Private School in South Tangerang City

The Effects of Grammar Mastery (X_2) on Students' Writing Skill in Recount Text (Y).

The result of the research above, the writer concluded that grammar mastery and grammar mastery jointly affect the enhancement of writing skills in recount text at Private Junior High School in South Tangerang City. High grammar mastery contributes to writing skills in recount text at Private School in South Tangerang City.

Conclusions

There are significant effects of vocabulary and grammar mastery on students' writing skills in recount text at Private Junior High School in South of Tangerang City. This is proved the Sig $0{,}000 < 0{,}05$ and $F_{observed}$ 57.783. The output also shows that the two independent variables of vocabulary mastery and grammar mastery have given a contribution of 60% towards the variable of students' writing skills in recount text. There is a significant effect of vocabulary mastery towards students' writing skills in recount text at Private Junior High School in South of Tangerang City. This is proved the Sig $0{,}000 < 0{,}05$ and $t_{observed}$ 5.169. The output also shows that the variables of vocabulary mastery have given the contribution of 34,46% towards the variable of students' writing skills in recount text. There is a significant effect of grammar mastery towards students' writing skills in recount text at Private Junior High School in South of Tangerang City. This result is proven the Sig $0{,}000 < 0{,}05$ and $t_{observed}$ 5.045. The output also shows the variables of grammar mastery have given.

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