

The Effect of Vocabulary and Grammar Mastery Toward Students Writing Descriptive Text at Junior High School State in South Tangerang

Lilik Pujiani¹, Noviana Lestari², Lisa Agustini³, Bayu Hari Yudanto⁴

^{1,2,3,4} English Literature Department, Pertiwi University

e-mail: lilik.pujiani@pertiwi.ac.id¹, noviana.lestari@pertiwi.ac.id²,
lisakhafour27.aslisa08@gmail.com³, Bayuhari.yudanto@pertiwi.ac.id⁴

Abstrak

Penelitian ini bertujuan untuk menguji pengaruh penguasaan kosakata dan tata bahasa terhadap keterampilan menulis. Penelitian ini dilakukan di SMPN 6 dan SMPN 1 Tangerang Selatan. Metode penelitian yang digunakan adalah survei deskriptif dengan menggunakan beberapa sampel dari populasi dan instrumen tes untuk pengumpulan data. Uji hipotesis menunjukkan bahwa: 1) terdapat pengaruh yang signifikan antara penguasaan kosakata dan penguasaan tata bahasa secara bersama-sama terhadap kemampuan menulis teks deskriptif siswa di SMP Negeri di Tangerang Selatan. Hal ini dibuktikan dengan nilai Sig. 0,000 < 0,05 dan $F_0 = 35.857$. 2) terdapat pengaruh yang signifikan antara penguasaan kosakata terhadap kemampuan menulis teks deskriptif siswa di SMP Negeri di Tangerang Selatan. Hal ini dibuktikan dengan nilai Sig. 0,000 < 0,05 dan $F_0 = 3,995$. 3) terdapat pengaruh yang signifikan antara penguasaan tata bahasa terhadap kemampuan menulis teks deskriptif siswa di SMP Negeri di Tangerang Selatan. Hal ini dibuktikan dengan nilai Sig. 0,000 < 0,05 dan $t = 4,708$.

Kata Kunci: *Kosakata, Penguasaan Tata Bahasa, Keterampilan Menulis*

Abstract

This study aimed to examine the effects of vocabulary and grammar mastery towards writing skill. This research is conducted at SMPN 6 and SMPN 1 Tangerang Selatan. The method of the research was a descriptive survey using some samples from the number of the population and using test instrument for data collection. The hypothesis test showed that: 1) there are any significant effects of Vocabulary mastery and Grammar mastery altogether towards Student 's writing Descriptive text at state of junior High School in south Tangerang. It is proved by the score of Sig. 0.000 < 0.05 and $F_0 = 35,857$. 2) there is a significant effect of Vocabulary mastery towards Student 's writing Descriptive text at state of junior High School in south Tangerang. It is proved by the score of Sig. 0.000 < 0.05 and $t_0 = 3.995$. 3) there is a significant effect of grammar mastery towards student 's writing Descriptive text at state of junior High School in south Tangerang. It is proven by the score of Sig. 0.000 < 0.05 and $t_0 = 4.708$.

Keywords: *Vocabulary, Grammar Mastery, Writing Skill*

INTRODUCTION

Entering the era of globalization, the nations in the world have to make changes in various aspects of human life including education. The education is very important need for any individual as a human resource development infrastructure. The ability to write becomes one of a primary priority to support educational success, especially mastering of foreign languages, one of them is English. It cannot be negotiable that a condition of success of someone facing globalization by using English. Regarding to education in Indonesia, government considers English as a first foreign language and becomes a compulsory subject from elementary until university. Language plays an important role in developing, intellectual, social, emotional of the students, and it is the key to the success in learning all of the fields of study. It is therefore, the curriculum of language at school is to prepare the students to achieve the competence in which the students are able to reflect their own experience and other people 'experience, to express their opinions and emotions,

and to understand variety of meaning. Language is expected to help the students know their own culture, participate in the society by using the language. In Indonesia, English is considered as a first foreign language and becomes a compulsory subject from Elementary to University.

The success of learning English is closely connected with the mastery of four language skills, namely listening, writing, speaking and reading. All four skills are important to be learn. Writing as one of English four skills must be mastered by students although it may not be easy. For language learners, it is the most difficult skill because they must generate and organize ideas by constructing words into meaningful sentence. (Pasand and Haghi.2013;98) Stated that Writing is one of the most important skills in learning a foreign language. It involves the development of ideas and experience with the subject.

In order to understand the language, Grammar and vocabulary is an important element of a language. Mastering the grammar of a language will affect the mastery of language skills. Therefore, in studying language formally, grammar is a subject that should be studied in depth. The students need to be given adequate provision of grammar so that they have good language skills. Grammar, for many students, is considered a difficult and unattractive subject. They do not like learning grammar and therefore they cannot have good achievement in learning it.

Even students who have learnt grammar for some years in college still get difficulty to construct good and correct sentences. Some students still make grammar mistakes when they write their graduating paper and lecturers have to work hard helping them correcting the mistakes. Grammar is the structure a meaning system of language, because the features of a language, such as sounds, words, formation and arrangement of words, et cetera. Grammar is a way of people to transform words formation. All languages have grammar, and each languages have its own grammar. People who speak the same language are able to communicate because they intuitively know the grammar system of that language that is the rules of making meaning

In learning English, one of the four skills that is important to be mastered is writing. It plays a great role in communication. The existence of writing mastery is very important to express or convey the writer idea to others. In writing, one component of English is vocabulary. Vocabulary also plays an important role, because the mastery of vocabulary will influence understanding of phrases, sentences, and paragraphs in order to gain reasonable comprehension and to have reasonable success at guessing from the contex. From the statement above, it means that the students also have to master vocabularies or words while they are listening to the text, stories, monologue or dialogues. In learning vocabulary, there are many words in the lexicon of a language.

In Junior high school, the vocabulary mastery is more or less 2500 words for non-language department. Besides, in most lessons' units, the number of new words is commonly very large and too much demanding for the learner who will naturally fail to retain them, most of the words will be forgotten during or soon after the lesson. It can be concluded that learning English particularly vocabulary is very important for supporting the ability of writing. Without mastering vocabulary, one will face difficulties in improving the ability of communication with others, without grammar very little can be conveyed.

Language skills are closely related to the ability to think. Learning language often reflects his thoughts. The more ones' critics think the brighter and the clearer way of thinking this ability can be obtained with practice and guidance. Similarly with writing skill that has to be obtained by the process of learning or practicing perseverance. Writing skill may not only just through theory, but should diligently study and practice. Good writing will produce a good essay, in this case is a narrative essay. Writing is one of the skills in English which should be mastered by anyone who studies English.

Writing is the way of using symbols like letters of the alphabet and punctuation marks to communicate thoughts or ideas in writing. Within writing, it is important for understanding the basic system of language. In English this covers the understanding of grammar, punctuation, semantics and vocabulary which is also needed, such as correct spelling and formatting. A writer can write for personal pleasure and for people else who are known or unknown. Some examples of human writing include essays, business materials, fiction, articles, letters, just notes or even for other

people or for our daily activities. In writing, there are four main types of writing, namely expository, descriptive, persuasive, and narrative.

Writing skill becomes very important for students because by writing students can measure language skills and measure their vocabulary mastery. In addition, students can also express ideas that have been difficult to express verbally. Descriptive text is one genre that must be taught to students at the elementary school level so the descriptive text is further developed in junior high school. Therefore, the teacher should have many references related to the type of descriptive text. This is to minimize the sense of boredom on students and at the same time create great excitement in the subject of students to learn more about Descriptive text. Writing a descriptive text is an existing writing competence and ask students can express their feelings, ideas, to others through descriptive writing activities. The ability to write descriptive text can be mastered by students through many and regular exercises and practices so that students will be easier to express in writing activities. In connection with writing skills, students are expected to be able to write descriptive text.

Ideally students are able to write descriptive texts in accordance with the rules of writing included in the steps of the descriptive text which consists of generic structures that include identification, and description, and use language features such as simple present tense, adjective, and conjunction. In addition, any kinds of writing including descriptive text, it should be built by having selected vocabulary words which encourage to produce and contains moral values.

Junior high school students in Indonesia face many problems in learning writing descriptive text, it may happen through all Indonesian young students since English is a second language in the country. Having many vocabulary words is one thing that should belong to young learners when they are starting to describing something if they are lack of vocabulary words, they will find many difficulties to develop descriptive test to be interested to be read by readers.

Beside of vocabulary words mastery, Grammar mastery takes one of the important roles in building good writing. Some students consider hard and tough to be learned, but some students find grammar is fascinating and enjoying. A good and understandable descriptive text needs correct grammatical sentences. It is why a descriptive text written in correct ungrammatical sentences will be very difficult to be understood and cannot convey real meaning. Many things should be considered in having descriptive text writing. Grammar and vocabulary mastery are some of them which effects the success of descriptive text writing. Grammar and vocabulary mastery seen by junior high school students as stumbles in doing good writing.

METHOD

This research was conducted by using survey method, through a quantitative approach in which writer attempt to obtain as complete a picture as possible from observed phenomena and interviews, surveyed data, then tried to draw conclusions based on data that has been obtained that can be relied on statistically, which in the end the results of processing this data can be drawn into a conclusion.

The population of this study were all of the students at Junior High school 6 south Tangerang and junior highs school 1 south Tangerang; the objects of the research are Grade 8 (eight). Research Variables In this Research, there are three variables that consist of two independent variables and one bound variable (dependent variable). Two independent variables are referred to the Mastery of grammar (X1) and vocabulary Mastery (X2) while a dependent variable is the student 's ability to writing descriptive text (Y). To collect the data; the researcher finds out on the field research. The data are namely: vocabulary mastery, grammar mastery and student 's writing narrative text. The data are collected by giving 2 kinds of questionnaire for independent variable, and one set of objective tests for independent and dependent variable. Both questionnaire and objective test are given to 80 students from 2 schools.

After getting the data, the writer analyzes the data in the form of frequency distribution tables, charts / bar charts for each variable. In addition, each variable will be carried out and analyzed the size and location, such as the mean, mode, and median, and deviation measures such as range, variance, standard deviation, tenderness and kurtosis.

RESULT AND DISCUSSION

The writer analyzes the data from the tests given to the students of Junior High School 6 South Tangerang. The data were taken to find student's vocabulary mastery and Grammar mastery toward writing skill. The objective of test was given to the 80 respondents which all the data were previously found to be valid and reliable through the try outs. The aim of the analysis was to find out and gave the information of the research findings based on the data and variables of the research subject. Therefore, all data will be analyzed by using *Statistical Program for Social Science (SPSS) version 22.0 for Windows* in order to get the results of the relationships among variable.

Table .1 Description of Research Data Statistics

	Vocabulary Mastery	Grammar Mastery	Writing Skill
<i>N Valid</i>	79	79	79
<i>Missing</i>	0	0	0
<i>Median</i>	75.35	86.50	87.34
<i>Mode</i>	78	92	88
<i>Std. Deviation</i>	10.363	10.083	8.234
<i>Minimum</i>	48	56	62
<i>Maximum</i>	100	100	100

The range of the score is 62 – 100. It means that the minimum score is 62 and the maximum score is 100. The writing descriptive text level of the respondents is on the average 87.34 (*mean*), the standard deviation is 8,234, *median* 88.00 and *mode* 88. The score of standard deviation is 8,234. It shows that the disparity of Writing Descriptive Test among the respondents is relatively low. It is concluded that writing descriptive text level of the respondents is homogenous. From the description of table 4.1 above, we either can see that the average score and *median* score is exactly the same, by 87,34 and 88,00. It means that data of Writing Descriptive Test level is representative.

Testing of Hypothesis

Table 2. The Recapitulation Result of Multiple Correlation Coefficients of The Effects of Vocabulary mastery and Grammar mastery towards Students' Writing Descriptive Text Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.697 ^a	.485	.472	5.983

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

b. Dependent Variable: Writing Descriptive Text

Table 3. The Recapitulation Result for Regression Coefficient Significant Test of the Effects of Grammar mastery (X1) and Vocabulary mastery (X2) towards Students' Writing Descriptive Text (Y).

ANOVA ^a					
Model		Sum of Squares	df	Mean Square	F
1	Regression	2567.188	2	1283.594	35.857
	Residual	2720.584	76	35.797	
	Total	5287.772	78		

a. Dependent Variable: Writing Descriptive Text

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

Table 4. The Recapitulation Result for Linear Regression Equality Test of the Effects of grammar mastery (X1) and Vocabulary mastery (X2) towards Students' Writing Descriptive Text (Y).

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	34.009	6.358		5.349	.000
	Vocabulary Mastery	.296	.074	.373	3.995	.000
	Grammar Mastery	.359	.076	.439	4.708	.000

This research is conducted to find out the effects of Vocabulary mastery and Grammar mastery altogether towards the student 's Writing Descriptive Test. Overall the interpretation is stated as follows:

The Effects of Grammar mastery and Vocabulary mastery Altogether towards Student 's Writing Descriptive Text. From data description gained after analyzing the correlation, we may get the coefficient of correlation which is stated by 0.697. It means that there is an effect of independent variables: X1 (Vocabulary mastery) and X2 (Grammar mastery) altogether towards the dependent variable Y (student 's Writing Descriptive Test). Meanwhile, from the regression analysis we may get the linear regression equation as follows: $\hat{Y} = 34,009 + 0.296X1 + 0.359X2$.

According to the constant number stated by 34,009, it shows that at the lowest level of Vocabulary mastery and Grammar mastery, it will be difficult for a student to achieve the comprehension in reading. While scores of regression coefficient stated consecutively by 0.296 and 0.359, they show us about the affirmative correlation of independent variables X1 (Vocabulary mastery) and X2 (Grammar mastery) altogether towards dependent variable Y (student 's Writing Descriptive Text). From significance of the regression coefficient which was also carried out with the SPSS program, it was found that the regression coefficient was significant, which was indicated by the value of Sig = 0.000<0.05, which meant that there was a positive influence on the independent variable X1 (Vocabulary mastery) and X2 (Grammar Mastery) together with the dependent variable Y (Writing Descriptive text).

The Effect of Vocabulary mastery towards Student 's Writing Descriptive Text From the hypothesis test, it is attained that *Sig value* is 0.000 < 0.05 and tobserved is 3,995 as the consequence H0 is rejected which means there is a significant effect of independent variable X1 (Vocabulary) towards the dependent variable Y (student 's Writing Descriptive Text). Thus, from the data above the writer comes to the conclusion that both Vocabulary mastery affects significantly towards the student 's writing narrative text. Since it is seen that Sig value is stated by 0.000 < 0.05 and $t_{hitung} = 3,995$ it brings consequence that H0 is rejected and automatically H1 is accepted.

The Effect of Grammar towards Student's Writing Descriptive Text. From the hypothesis test, it is attained that *Sig value* is 0.000 > 0.05 and tobserved is 4,708 as the consequence H0 is rejected which means there is a significant effect of independent variable X2 (Grammar mastery) towards the dependent variable Y (student 's Writing Descriptive Text). Thus, from the data above the writer comes to the conclusion that both Grammar mastery affects significantly towards the student 's Writing Narrative Text. Since it is seen that Sig value is stated by 0.015 < 0.05 and $t_{hitung} = 4,708$ it brings consequence that H0 is rejected and automatically H1 is accepted

CONCLUSION

Based on the results of hypotheses testing and discussion of research findings, some conclusions of this research can be presented: first, there are any significant effects of Vocabulary mastery and Grammar mastery altogether towards Student 's writing Descriptive text at state of junior High School in south Tangerang. It is proved by the score of $Sig. 0.000 < 0.05$ and $F_0 = 35,857$. Second, there is a significant effect of Vocabulary mastery towards Student's writing Descriptive text at state of junior High School in south Tangerang. It is proved by the score of $Sig. 0.000 < 0.05$ and $t_0 = 3.995$ and the last, there is a significant effect of grammar mastery towards student 's writing Descriptive text at state of junior High School in south Tangerang. It is proven by the score of $Sig. 0.000 < 0.05$ and $t_0 = 4.708$

REFERENCE

- Hawing, Martin. (2009). *Advance Grammar In Use*. Cambridge: Cambridge University Press.
- Hunt, A. & Beglar, D. (2002). *Current Research and Practice in Teaching Vocabulary*. Cambridge: Cambridge University Press
- Hyland, K. (2004). *Second Language Writing*. Cambridge: Cambridge University Press
- Murphy, Roymond. (2012). *4-ed. English Grammar In Use*. Cambridge: Cambridge University Press.
- Neuman, S. B. and Dwyer, J.(2009). *Missing in Action: Vocabulary Instruction in pre-k*. New York: The Reading Teacher
- Thornburry, Scott. (2002). *How To Teach Vocabulary*. New York: Pearson Education Limited
- Rivers, W. M. (1981). *Teaching Foreign – Language Skills (2nd Ed.)*. Chicago: University of Chicago Press.
- Schmitt, N. (2000). *Vocabulary in Language Teaching*. Cambridge: Cambridge University Press
- Richard, Jack C. and Renandya Willy A. (2002). *Methodology in language Teaching*. Cambridge: Cambridge University Press
- Richards, Jack C. and Schmidt, R. (2010). *Longman dictionary of language teaching and applied Linguistics*. London: Pearson Education Limited
- Weigle, Sara Cushing. (2002). *Assessing Writing*. Cambridge: Cambridge University Press