

## THE CORRELATION ON STUDENTS' VOCABULARY AND GRAMMAR MASTERY TOWARDS WRITING SKILL

Xyfa Hayatita<sup>1</sup>, Satria Agust<sup>2</sup>, Gatot Subroto<sup>3</sup>  
hayatitaxyfa@gmail.com

Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Maritim Raja Ali  
Haji

### Abstract

*This research done by measuring the students' vocabulary and grammar mastery towards writing skill in recount text. The method of investigation was quantitative research with a correlational design. The population of this research was the tenth grade of SMK Negeri 5 Tanjungpinang in the Academic Year of 2019/2020 in total 102 students, and then a total of 32 students were taken from the Teknik 1 class as a sample. By using the cluster random sampling technique, the sample was taken. Collecting data was done by using three designs of the test as the instrument i.e. the picture-cued designs for the vocabulary test, the gap-filling designs for the grammar test, and the essay writing test to know the writing skill of students in the recount text. In this research, the SPSS version 19.00 was used to calculate data. Centered on the data analysis calculated using the SPSS application, it was found that the  $F\text{-count} > F\text{-table}$  is  $25.326 > 3.328$ . It goes on to say  $H_0$  is being refused, so it can be assumed that there is a significant correlation between students' vocabulary and the grammar mastery of students towards writing skill at the tenth-grade of SMK Negeri 5 Tanjungpinang in the Academic Year of 2019/2020. Therefore, if the students want to achieve good writing skill, their vocabulary and grammar mastery should be improved.*

**Keywords:** Mastery, SPSS, Writing Skill in Recount Text

### I. Introduction

In this era, many aspects are needed to support the improvement of the quality of language learning. The four aspects of listening, reading, speaking, and writing are not isolated. In the process of using the language for communication, since language is an integration of all aspects, they cannot be separated from each other. If we use a lot of vocabulary and good grammar mastery, language skills will be better. Next, proficiency in vocabulary and grammar can help students improve their language skills, especially writing skills.

In teaching English, writing skill has always been part of the syllabus (Harmer, 2018). Dalman (2015) claims that writing is the process of activity to communicate an idea or something that is desired into written form creatively. Another opinion, writing is an activity as well as integrated skills; even writing is always present in every teaching and learning process (Zainurrahman, 2013). Mulyono cited in Wiyanti & Yulianeta (2017) states that in the beginning of writing can direct them to the learning process of writing well. Besides, Eryansyah et al's (2019) states that the students would feel better doing writing tasks while using the special technique, and it allows them to produce the thoughts more easily and release their fear.

Furthermore, vocabulary is the basic source used in learning a second language (Laufer, 2014). Besides, vocabulary is an understanding of the number of words that is the basic level in

language learning (Asyiah, 2017). Thus, vocabulary is one of the important language elements considered having enough knowledge of vocabulary, the students cannot read, write, and speak in learning a foreign language (Alqahtani, 2015).

Grammar is one of the English components that give effect in speaking and writing skill (Mahendra & Thresia, 2016). Especially in written form, Because the lack of grammar mastery can make a contribution to grammatically incorrect sentences and can cause misunderstandings of what is said or written when grammar consists of the subject, predicate, object, adverb of time, place, or manner.. Therefore, grammar is an important point for active and great communication in English (Handoko, 2016). Grammar helps students to speak and absolutely to write correctly. Next, Agust (2017) found that to be able to speak and write correctly, students must know and understand the rules of the language used in communication. Furthermore, Agust & Subroto (2018) states that using a right and reliable instrument is a way for students to begin and complete the improvement of grammar techniques.

The previous studies found the similar result, the first one from Hestningsih (2016). She used quantitative with multiple correlation method in her research. She used the cluster random sampling technique, which was the total respondents are 50 students from private senior high schools in Cibinong of eleventh grade in the first semester. Collecting data was done by using two kinds of instruments, multiple choices and essay writing. Her research shows that the study gives effects among the three variables above. Next, the second one from Mahendra & Thresia (2016). The type of their research was quantitative with a correlational design. They used a saturated sampling technique with amount 45 students in the fifth semester at Muhammadiyah University of Metro. In their research, two kinds of instrument tests were used to collect the data. Their outcome reveals that the aforementioned two variables are correlated. And the last one from Mariyanah (2016). She used the descriptive analysis method to collect data for her research. The sample was obtained by using a simple random sampling technique with the total respondents i.e. 60 students taken from three schools. She used writing descriptive test and the validity, and reliability tests to collect her data on grammar and vocabulary mastery. The result of her research shows that there is a significant correlation among the three variables above.

It may not be easy to learn writing skills effectively, because several things should be considered for the choice of words used, the structure of example sentences, and their grammar. It can be inferred that writing can add vocabulary or words, as well as knowledge about everything and the grammar itself, how to set up paragraphs, selected topics, language styles, and main ideas. Some factors lead to poor student writing performance, such as students' lack of interest in writing or other things related to the theoretical study because they did not have a good vocabulary and grammar. Also, students lack creativity in expressing ideas and tend to write for a long time without considering writing rules. Another factor contributing to the low grades of students' essays is the incorrect selection of materials, media, and learning writing assessments. So, the objective of this research is to find out whether or not there is a positive and significant correlation on students' vocabulary and grammar mastery towards writing skill in recount text of the tenth-grade of SMK Negeri 5 Tanjungpinang in the Academic Year of 2019/2020.

## **II. Method**

This research was conducted in June 2020 at the tenth-grade students of SMK Negeri 5 Tanjungpinang in the Academic Year of 2019/2020. The sample consisted of 32 students that got by using cluster random sampling. Collecting data was done by using three designs of test as the instrument to investigate and to collect students' information about their vocabulary and grammar mastery towards writing skill, there are picture-cued designs for the vocabulary test, gap-filling designs for the grammar test, and the essay writing test to know the writing skill of students in recount text.

By given some instruments that explained above, the researcher can collect the data. The scoring scale of instruments can be described as follow the rubric above.

Scoring scale for controlled vocabulary and grammar mastery as follows (Kurniawan, 2012):

**Table 1.** Scoring Scale

1	Each correct score.
0	No answer or wrong.

There is the writing score rubric as follows Jacob et al's (1981) adapted from (Riani, 2016):

**Table 2.** Writing Score Rubric

No.	Aspect	Criteria	Score	Material Score
1	TOPIC	<ul style="list-style-type: none"> <li>➤ Excellent if the unity of the paragraph is appropriate to the subject.</li> <li>➤ Good, if the unity of the paragraph is mostly relevant to the subject, but lacks detail.</li> <li>➤ Fair, if the subject is poor improvement.</li> <li>➤ Very poor, if the paragraph does not show knowledge.</li> </ul>	27-30 22-26 17-21 13-16	30
2	ORGANIZATION	<ul style="list-style-type: none"> <li>➤ Excellent, if the organization is well organized, clearly stated, and cohesive.</li> <li>➤ Good, if the organization is logical but incomplete sequencing.</li> <li>➤ Fair, if the organization is non-fluent, ideas confused, lack logical development.</li> <li>➤ Fair, if the organization is non-communicative.</li> </ul>	18-20 14-17 10-13 7-9	20
3	GRAMMAR	<ul style="list-style-type: none"> <li>➤ Excellent, if the grammar is effective complex construction.</li> <li>➤ Good, if the grammar is effective but simple construction.</li> <li>➤ Fair, if the grammar is frequent error and meaning confused.</li> <li>➤ Very poor, if the grammar is dominated by errors.</li> </ul>	22-25 18-21 11-17 5-10	25
4	VOCABULARY	<ul style="list-style-type: none"> <li>➤ Excellent, if the sentence is rich of vocabulary.</li> <li>➤ Good, if the sentence is moderate with vocabulary.</li> <li>➤ Adequate, if the sentence is less of vocabulary.</li> <li>➤ Fair, if the sentence is poor of vocabulary.</li> </ul>	18-20 14-17 10-13 7-9	20
5	PUNCTUATION	<ul style="list-style-type: none"> <li>➤ Excellent, if punctuation accurately.</li> <li>➤ Good, if punctuation occasionally errors.</li> </ul>	5 4	

		➤ Fair, if frequent punctuation errors.	3	5
		➤ Very poor, if punctuation dominated by errors.	2	

### III. Result and Discussion

After the data was collected, the researcher calculates the data by several tests through SPSS Version 19 App, such as normality test to check whether or not the sample collected from the population is distributed normally, multicollinearity test to figure it out if there is a high association between the independent variables in the linear regression model, heteroscedasticity test to measure the difference in variance in regression capital from the residuals of one observation to another, multiple linear regression equation to detect the impact of independent variables on the dependent variable, and also hypothesis testing include T-Test (Partial Test), F-test (Simultaneous Test), and coefficient of determination test for the final test result.

Normal P-P Plot of Regression Standardized Residual

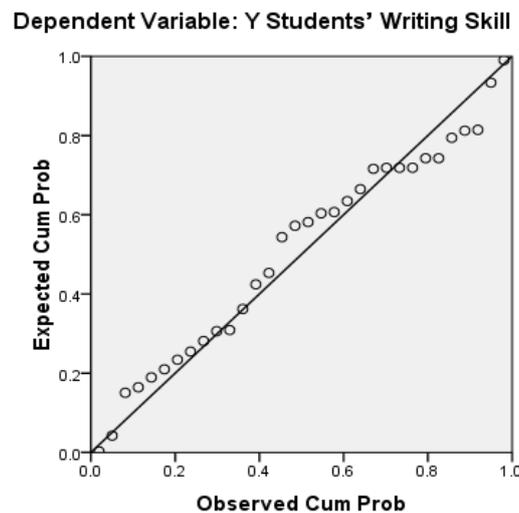


Figure 1 Data Normality Graph

The object of the normality test is to decide if data distribution matches or approaches normal distribution. By the testing criteria, the data will be normally distributed if the data distribution follows a diagonal line, they will not be normally distributed if it distribution does not follow a diagonal line. Thus, the Figure 1 informs that the data were normally distributed because the dots follow the data along the diagonal line.

Table 3. Multicollinearity Test Result

		Coefficients <sup>a</sup>					Collinearity Statistics	
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Tolerance	VIF
		B	Std. Error	Beta				
1	(Constant)	12.447	8.648		1.439	.161		
	X1 Students' Vocabulary Mastery	.452	.170	.441	2.666	.012	.460	2.174
	X2 Students' Grammar Mastery	.395	.157	.416	2.516	.018	.460	2.174

a. Dependent Variable: Y Students' Writing Skill

Multicollinearity test is the step to determine whether there are similarities between the independent variables in a model. A positive connection will derive from interactions between the independent variables. In addition, multicollinearity tests were conducted to eliminate habits around the partial impact of independent variables on the dependent variable in the decision making process. The relation between independent variables does not obtain a positive regression model. Therefore, it can be seen from the Table 3 that the Tolerance value is greater than 0 and the VIF value is <10, so it can be concluded that there is no multicollinearity.

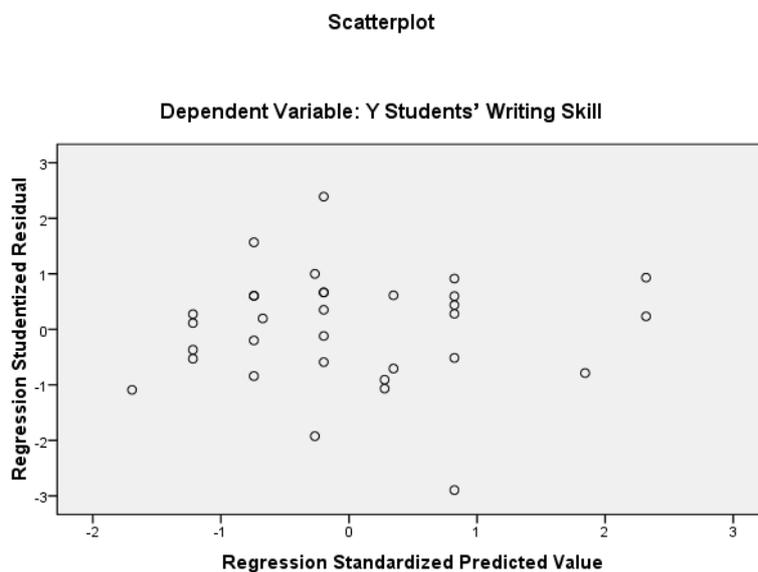


Figure 2 Heteroscedasticity Test Graph

Heteroscedasticity test is performed using graph analysis. This test was used to estimate the variation in variance of a regression capital from the residuals of one observation to another. The form of testing used by the informal method or the scatterplot graph method. In graph analysis, a regression model is considered not experiencing heteroscedasticity if the dots spread freely and do not form a certain pattern that is clear and spread both above and below zero on the Y axis. Therefore, the Figure 2 shows the random distribution of dots, and does not form a clear pattern, and there is no distribution top and bottom zero on the Y axis, which means that there is no heteroscedasticity in the regression model, so the regression model is useful for the independent variables and the dependent variable.

**Table 4.** Multiple Linear Regression Test Result

Coefficients<sup>a</sup>

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	12.447	8.648		1.439	.161		
	X1 Students' Vocabulary Mastery	.452	.170	.441	2.666	.012	.460	2.174
	X2 Students' Grammar Mastery	.395	.157	.416	2.516	.018	.460	2.174

a. Dependent Variable: Y Students' Writing Skill

Centered on Table 4, it is possible to describe:

- a) Variable of the vocabulary mastery of students and the grammar mastery of students have a positive impact on writing skill of students.

- b) The student's vocabulary proficiency coefficient is 0.452, which means that the greater the vocabulary proficiency of students, the greater the writing skill of students.
- c) The student's grammar proficiency coefficient is 0.395, which means that the greater the grammar proficiency of students, the greater the writing skill of the students.

**Table 5.** T-test Variable X1 and Y Result

		Coefficients <sup>a</sup>				Collinearity Statistics	
		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Tolerance
Model	B	Std. Error	Beta				
1 (Constant)	12.447	8.648		1.439	.161		
X1 Students' Vocabulary Mastery	.452	.170	.441	2.666	.012	.460	2.174
X2 Students' Grammar Mastery	.395	.157	.416	2.516	.018	.460	2.174

a. Dependent Variable: Y Students' Writing Skill

Derived from the results of T-test in Table 5, statistical T-test was done to test whether the independent variable (X1) has or does not have an essential relation to the dependent variable (Y). This means that the connection between the vocabulary mastery of students and the writing skill of students obtained T-count (2.666) > T-table (1.697), and the level of significance was 0.012 < 0.05. The value of 2666 is greater than 1.697, indicating that the T-count is greater than the T-table. From these results, it can be inferred that Ha is received and Ho is ignored. This shows that there is a significant correlation between the vocabulary mastery of students and writing skill.

**Table 6.** T-test Variable X2 and Y Result

		Coefficients <sup>a</sup>				Collinearity Statistics	
		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Tolerance
Model	B	Std. Error	Beta				
1 (Constant)	12.447	8.648		1.439	.161		
X1 Students' Vocabulary Mastery	.452	.170	.441	2.666	.012	.460	2.174
X2 Students' Grammar Mastery	.395	.157	.416	2.516	.018	.460	2.174

a. Dependent Variable: Y Students' Writing Skill

According to the result of Table 6, statistical T-test was done to test whether the independent variable (X2) has clear relationship or not to the dependent variable (Y). It means that the correlation between the grammar mastery of students and the writing skill of students is obtained by T-count (2.516) > T-table (1.697), and the level of significance is 0.018 < 0.05. The value of grammar mastery 2.516 is greater than 1.697 indicates a T-count greater than the T-table. From these results, it can be referred to Ha is received and Ho is ignored. This shows that there is a significant relation between the grammar mastery of students and writing skill.

**Table 7.** F-test Variable X1 and X2 towards Y Result

## ANOVA

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	2137.769	2	1068.885	25.326	.000 <sup>a</sup>
	Residual	1223.950	29	42.205		
	Total	3361.719	31			

a. Predictors: (Constant), X2 Students' Grammar Mastery , X1 Students' Vocabulary Mastery

b. Dependent Variable: Y Students' Writing Skill

F-test was used to test hypotheses that are simultaneous together. Especially significant testing of the coefficient of multiple correlation. According to the above result in Table 7, it can be mentioned that the F-count value is 25.326 and the level of significance is 0.000, while the F-table value is 3.328 and the level of significance is 0.05. Therefore,  $F\text{-count} > F\text{-table}$  is  $25.326 > 3.328$ , and a value greater than 25.326 is greater than 3.328 indicating that F-count is greater than F-table, which means that  $H_a$  is received and  $H_o$  is ignored, so it can be assumed that the vocabulary mastery of students and the grammar mastery of students are important to the writing skill of students influences.

**Table 8.** Determination Test ResultModel Summary<sup>b</sup>

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.797 <sup>a</sup>	.636	.611	6.49655	1.933

a. Predictors: (Constant), X2 Students' Grammar Mastery , X1 Students' Vocabulary Mastery

b. Dependent Variable: Y Students' Writing Skill

Based on the calculations, it can be assumed that there are positive and significant relations of students' vocabulary mastery (X1) and students' grammar mastery (X2) on the students' writing skill (Y), so these two variables can shape students' writing skill (Y). It means that there is or a direct and real connection between the vocabulary mastery of students and grammar mastery as the independent variables on the writing skill of students as the dependent variable simultaneously or in other words if students' vocabulary mastery (X1) and students' grammar mastery (X2) increased, it can also improve students' writing skill (Y). After comparing the correlation of the vocabulary mastery of students and the grammar mastery of students used F-test (Table.7), it turns out sig. the vocabulary mastery of students is 0.000 and sig. the grammar mastery of students is 0.000 so it can be said that the grammar mastery of students is more dominant.

Besides, the findings of these results are in line with previous studies from Hestningsih (2016) stating that the grammar mastery of students affects the writing skill of students of students. Research conducted by Mahendra & Thresia (2016) states that the grammar mastery of students affects the writing skill of students of students. Research conducted by Mariyanah (2016) states that the vocabulary mastery of students influences the writing skill of students of students.

Next, from the determination test results (Table. 8), it can be assumed that a coefficient of determination of 0.636 has been obtained. This shows that 63.6% of the variety in the variable students' writing skill (Y) is determined by the two independent variables namely students' vocabulary mastery (X1) and students' grammar mastery (X2).

## IV. Conclusion

Based the test results, it appears that all independent variables (the vocabulary mastery of students and the grammar mastery of students) have a positive effect on the dependent variable (the writing skill of students). This means that there is a positive and significant correlation on students' vocabulary and grammar mastery towards writing skill in recount text at the tenth-grade of SMK Negeri 5 Tanjungpinang in the Academic Year 2019/2020. Therefore, if the students need to achieve good writing skill, their vocabulary and grammar mastery should be good as well.

## V. Bibliography

- Agust, S., & Subroto, G. (2018). *Rasch Model Analysis on Grammar Tests of "Stepping the 5 Stairs A" for College Students*. Atlantis Press, 1-5.
- Alqahtani, M. (2015). *The Importance of Vocabulary in Language Learning And How to Be Taught*. International Journal of Teaching and Education, 21-34.
- Asyiah, D. N. (2017). *The Vocabulary Teaching and Vocabulary Learning: Perception, Strategies, and Correlations on The vocabulary mastery of students*. Jurnal Bahasa Lingua Scientia, 293-318.
- Dalman, H. (2015). *Keterampilan Menulis*. Jakarta: Rajawali Pers.
- Eryansyah, R., Agust, S., & Askurny, N. R. (2019). *Improving The writing skill of students Using Brainstorming Technique for grade VII (Seventh) in SMP AL-KAUTSAR Tanjungpinang*. SOJ FKIP, 1-10.
- Handoko, T. (2016). *Student's Pocket Grammar*. Yogyakarta: Real Books.
- Harmer, J. (2018). *How to Teach Writing*. England: Pearson Education Limited.
- Hestningsih, W. (2016). *The Effects of Grammar Mastery and Vocabulary Mastery towards Students Argumentative Writing*. DEIKSIS, 208-216.
- Kurniawan, D. M. (2012). *Improving Students' Reading Comprehension through Recognizing Text Organization at SMPN 3 Polokarto Sukoharjo*. Yogyakarta: Universitas Negeri Yogyakarta.
- Mahendra, O., & Thresia, F. (2016). *The Correlation Between The grammar mastery of students and Their Ability in Arranging Jumbled Words into Good Sentence*. Proceedings of the 2nd SULE, 835-850.
- Mariyanah, S. (2016). *The Influence Mastery of Grammar And Vocabulary against Descriptive Writing Skills of Students Private Smp In Tangerang Regency*. IOSR Journal of Research & Method in Education, 82-95.
- Riani, S. (2016). *Improving Students' Writing Ability in Recount Text through Indirect Feedback at The First Grade of SMA Negeri 5 Bandar Lampung*. Bandar Lampung: Universitas Lampung.
- Wiyanti, S., & Yulianeta. (2017, April 4). *Pembelajaran BIPA: Perubahan, Tantangan, Dan Peluang*. Prosiding Seminar Internasional, pp. 1-512.
- Zainurrahman. (2013). *Menulis Dari Teori Hingga Praktik*. Bandung: Alfabeta.

## VI. Regarding

Thanks to everyone who helped me to finish this research by contributing to this research. Especially, for both of my advisors, Assist. Prof. Satria Agust, S.S., M.Pd., and Assist. Prof. Gatot Subroto, S.S., M.Pd., and also all the people who participated in this research that I can not spell out one by one. A lot of gratitude. Yes, God bless you.