



## The Effectiveness of Vocabulary Mastery and Grammar Management on English Description Text Writing Skills

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**Abstract:** This study is an attempt to determine the effect of vocabulary and grammar management on English description text writing skill at SMKN 1 Indramayu. The method used is survey. The inference analysis used is descriptive correlational research and multiple linear regression. The population in this study was 266 and a sample 70 respondents were taken from grade XI. The results of this study are proven by the acquisition of Sig. = 0.000 <0.05 and F observe = 192,939. 2) There is a significant effect of vocabulary mastery on English descriptive text writing skills, this is proven by the acquisition of Sig. = 0.000 <0.05 and T observe = 10,831. 3) There is a significant effect of grammar mastery on English descriptive text writing skills, this is proven by the acquisition of Sig. 0.000 <0.05 and T observe = 6.984.

**Keywords:** *Vocabulary Mastery, Grammar Management, Writing Skill*

### INTRODUCTION

Currently this world has entered the era of industrial revolution 4.0, including Indonesia. A number of parties disclose that the world of education in Indonesia also needs to prepare itself to enter this 4.0 revolution by making number of changes in applying learning method at school. Klaus Schwab (2016) stated that the first three foundations of the industrial 4.0 literacy revolution are data literacy with ability to read, analyze and use information in the digital world. Second technological literacy involves understanding the working methods of machine and application technology and the third human literacy, which must be able to understand aspects of humanities, communication and design.

This shows not only technological literacy but also demands one's own ability to communicate with a foreign language, in this case is English. English has been set as an international language, business and technology languages. English proficiency is one of the keys to mastering the era of industrial revolution 4.0.

English proficiency is also one of the important conditions in the world of education. Constitution Republic of Indonesia number 20 of 2003, concerning National Education System, states that education is conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential in religious spiritual strength, self-control, personality,

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noble moral intelligence, are required skills themselves, society, nation and state. English is studied at schools and is a mandatory lesson as one of the requirements for student graduation. It shows the importance of the position of English, especially in facing the era of the industrial revolution 4.0. Learning and understanding English has become an inevitable necessity. By learning English, someone will broaden his International horizons and knowledge.

From result report International Test Center 2016 regarding results TOEIC exam to SMK students, obtained the results show that the average vocational high school student in Indonesia is still at the Elementary level (TOEIC: 255-400). In respond results the government emit Instructions President Number: 9 of 2016 which is addressed to whole holder SMK policy (stakeholders) for implementing the vocational revitalization program through the Bilingual Learning Ecosystem program. this program aims to develop students' ability so that skilled in expressing thoughts and opinions, good oral as well as in writing various situation and context in English language.

Henry Guntur Tarigan, (2013:1) stated language skills cover four aspects, namely listening, speaking, reading, and writing skills. Nurgiyantoro (2016: 463) states compared to three competences as listening, speaking, and reading skills, writing competence is more difficult to master, even for native language speakers. Writing is one of the manifestations of speaking competence that students must have. Through learning to write, students are expected to be able to express systematically, creatively, experiences, ideas, opinions, messages and feelings in accordance with context and situation. One of the types of writing (genre) that students must master is descriptive text. Morsey (in dance. 2013:4), states that writing is used by educated people to take notes or record, convince, report, or inform and influence. Such meaning and goals can only be achieved well by people who are able to organize their thoughts and speak clearly. Clarity depends on thinking,

organization, use of words, and sentence structure. Writing requires a continuous and logical expression of ideas. In writing, you must pay attention to vocabulary and grammar or the rules of the language used, so that you can describe or present the information expressed clearly and coherently. However, in fact, his mastery of English is still not good. This is caused by the mindset of students who consider English lessons to be difficult, especially mastering vocabulary and grammar. Based on the background has been described, researchers are interested in conducting research of the influence of mastery vocabulary and grammar on English descriptive text writing skill at Private Vocational High School in Indramayu Regency.

### **Descriptive Text Writing Skill**

Richards and Schmidt (2010: 532) state " skill is an acquired ability to perform an activity well." Which means that a skill is an acquired ability to demonstrator carry out an activity well.

Whereas definition of writing stated by Linse (2005:98), namely: "Writing is a combination of process and product. The process refers to the act of gathering ideas and working with them until they are presented in a manner is polished and comprehensive to readers." Which means writing is a combination of process and products. The meaning of the process is to pick ideas in thought and then assemble them into a series of words that are formed smoothly and easily understood by the readers. Seraya with opinion, Rusmajadi (2010: 229) stated that writing is one complex process where writer does exploration from various ideas and thoughts and create ideas and thoughts become something concrete.

Many experts express the definition of writing a description. The opinions of experts are generally similar even though there are differences in the method of expression. Keraf (1982:93) states that description is writing that is related to writer's effort to give details from current object being discussed. In the description writer moves the effects, results observations and feelings, conveys nature and all



details existence that can be found on that object. Agree with Keraf, Nursisto (2000: 40) states essay description is essay that describes something in accordance with state actually, so reader could imagine (seeing, hearing, feeling, and smelling) what is being described in accordance with the author's description. More carry on Marahimin (Sharif 2009:8) states description is exposure or depiction with the words a thing, place, atmosphere or circumstances. The writers' description expects readers, via writing, can ' see ' what he sees, can ' hear ' what he hears, ' feel ' what he feels, and until to the same ' conclusion ' with him. award in Suparno and Yunus (2006: 48) stated that good description \_ sued three things, first, the ability to speak that we have \_ a richness of style and form. Second, the accuracy of our observation and discretion of our knowledge about the nature, characteristics and shape of object being described. Third, the ability we choose in specific detail can support accuracy and description of life.

Based on the opinion above, it can be concluded that the skill of writing descriptive text is a person's skill or ability to pour idea in his mind using the method of describing an object with words, where the object can be a person, object, or place, events and everything that exists. In accordance with actual reality, so that the readers can see, hear, feel, smell and feel the object described by the authors.

### **Vocabulary Mastery**

Nurgiyantoro (2001:162) states that mastery is person's ability that can be realized both from theory and practice. A person can be said to have mastered something when that person understands and comprehends theory or concept so that he could apply it to the situation or new concept.

Rivers (1995) stated that it is impossible to study language without vocabulary. Tarigan (1986:197) and Nurgiyantoro (2001:213) stated vocabulary is the words that constitute the vocabulary of language, meanwhile Brumfit (1985:24) states that vocabulary or vocabulary of a language is all the words that a language contains. Vocabulary proposed by Richards, Platt and Webber (1985) is a

set of lexemes which include single words, compound words, and idioms. Temporary that Valette (1977:87) states that vocabulary is the word or group of words that have certain meaning.

Wilkins (1972:3) states "Without grammar, little can be conveyed. Without vocabulary nothing can be conveyed", which means no grammar, only little can be delivered. without vocabulary no one can convey. Then Harmer (1991:10) strengthened this opinion with a deep analogy to Indonesian as follows " If language is body, then structure is bones that make up frame, while vocabulary is meat that makes body form ". Tarigan (1989) states that vocabulary mastery is very important in language, the richer a person 's vocabulary, the greater a person's skill.

Fahrudin and Jamaris (2005) stated that vocabulary mastery skills shared into the two group namely: vocabulary mastery receptive and productive. Receptive mastery is a process of understanding what other people say, receptive interpreted as passive mastery. While productive mastery is the process of communicating ideas, thoughts, feelings through shape language.

Mastery vocabulary in daily activities and life plays a very big role, because someone's thought can only be understood clearly by other people if they are expressed using vocabulary. Next Pustejovsky in Fahrudin and Jamaris (2005: 12) stated that a person's language ability is reflection of the ability to classify and show the meaning of a particular word. Temporary that Hastuti (1992: 24) states that vocabulary mastery is important so that students are able to understand words or terms and are able to use them in good speaking action, namely listening, speaking, reading, and writing.

Can researchers conclude that vocabulary mastery has important role in life, especially in communication? By mastering adequate vocabulary, a person will be able to speak well and fluently, both receptively and productively.

### **Grammar Management**

Grammar is essentially the rules in English that regulate words in sentences. Coghill and Stacy  
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(2003:26) state grammar as follows: “The grammar is a structure. Grammar determines how words are arranged to form meaningful units.” (The grammar of language is a collection of rules that governs that part of the arrangement). Grammar determines how are those words arranged in meaningful units.

Grammar is a knowledge that must be studied when we learn English. Carter, Ronald and Michael Mc Charty (2008: 2) stated: " Grammar is concerned with how sentences are form. In a typical English sentence, it has two basic principles of grammar, the arrangement of items (syntax) and the structure of items (morphology). “Which means Grammar regarding with how sentence formed. In typical English sentence language, it has two basic principles grammar, syntax and structure morphology.

As Murcia's opinion (1992:2) that grammar “... is a way that accounts for both the structure of the target language and its communicative use”, which means grammar is way to explain structure target language and usage communicative. Lado (1985:90) states that “Anyone using the language uses its grammar”, that is whoever uses language, uses grammar.

Besides being able to make good and correct sentences, learners who master English grammar stated by Bower (2012) got a number of advantages, namely: (a) Knowing the level of awareness of language skills and classifying them into levels, either medium or advanced for the student himself; (b) To build learning skills and mastery in communicating, using grammar well, according to the rules of grammar only; and (c) Knowing the formal language forms according to sentence in English and understand the meaning of these sentences to make it easier to teach and learn the language.

Mastery grammar or grammar includes the formation of word trees and the formation of sentences that are often expressed. Mastery of grammar is very important for students to be able to convey feelings and ideas well and correctly, and

have complete meaning. Nurgiyantoro (2009) stated that grammar in a very decisive sentence is an expression that can be accepted because of the intention or not with caution. Djiwandono (2009:131) states "grammar " as part of the explanation of language which is related to word abilities at the morphological level, and sentence abilities at the syntactic level ". It means somebody could be said to have mastered grammar, if he is able to express words, sentences, paragraphs, and discourses correctly.

This research is to answer the questions: (1) How are the students' writing skills at SMKN 1 Indramayu?; (2) How is the influence of students' descriptive text writing skills at SMKN 1 Indramayu?; (3) How effective is vocabulary to improve English description text writing skills at SMKN 1 Indramayu?; and (4) How effective is grammar management to improve English description text writing skills at SMKN 1 Indramayu?

The authors can conclude how the importance mastery of grammar is in learning English, so it becomes a top priority in language development planning.

Research on Vocabulary and Grammar, as well as Writing Skills has been carried out by many researchers, for example; research of “The Influence of Vocabulary and Grammar Mastery on the Students' Writing Skill” at Yogyakarta State University in 2015, and “The Effects of Vocabulary and Grammar Mastery on Students' Writing Skill” in 2020, from these two studies there are differences from our research, namely in the aspects of locations and variables. In our study, the application was at Vocational School, whereas the previous two researchers were located at university. Then, for research variables, we added descriptive text on writing skills. We therefore consider this point as novelty in our research.

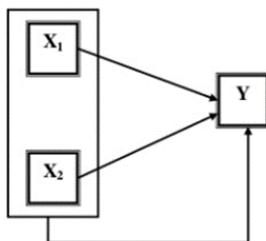
## **METHOD**

This study uses a survey method with quantitative approach. Singarimbun (1989:3) states that the survey method is research that takes samples from

population and uses questionnaire as a basic tool for collecting data. According to Sevilla et al (1993:76) emphasizes more on determining information about variables than information about individuals, so this research is a correlational descriptive study that pay attention to what variables are. The main characteristic of the descriptive method is to provide a description and interpretation of the symptoms that currently occur. Arikunto (1991:10) also states if it is seen from moment that occurs, these variables are related to each other. Research is carried out by describing the intermediate variables that happen, so that descriptive research is more factual and real.

This study uses quantitative approach because it is based on numerical calculations, in line with Sugiyono's opinion (2007:7) that quantitative approach is an approach that allows recording research results accurately and analyzing the data using statistical calculation. The following is the form of the relationship model framework in this research:

Figure 1. Research Design



Description:

Independent variable

X<sub>1</sub> : vocabulary mastery

X<sub>2</sub> : grammar management

Y : descriptive text writing skill

Sugiyono (2010) stated that population is not only humans, but also object and other natural objects. Population is also not just the number of the object or subject under study, but includes all the characteristics or properties possessed by the subject or object. The population in this study took from eleventh grade students of SMKN 1 Indramayu.

The sample is some of the population selected for data sources. According to Sugiyono (2010), the sample is portion of the population which will be investigated or can also be said that the sample is population in the form of miniatures (miniature population). In other words, if all members of the population are all taken as data resources, then this method is called census, but if only a portion of the population is used as data source, the method is called sample. In this study, the sample taken were all XI TKJ and MM students, consist of 70 students of SMKN 1 Indramayu.

In this research, the data was collected by giving three sets of objective tests as the instrument to 70 respondents. Test 1 and test 2 were given to assess students' vocabulary and grammar mastery, while test 3 is a descriptive text writing skill was given to assess students' writing skill. Both test 1 and test 2 consisted of 30 questions in the form of multiple choices, whereas test 3 was a descriptive text writing task. Here students are asked to write descriptive text because they got this material previously in an English course.

Data was obtained through vocabulary test, grammar tests and English descriptive text writing skill test. The data obtained of the 70 students who became sample research. The research procedure is carried out in stages. The stages of the research implementation procedure are as follows: (a) Determine the study population, namely SMK class XI students, determine the selected sample size by random sampling technique; (b) Make grammar management and vocabulary test questions in the form of multiple choices and writing skills in the form of descriptive text dan treatment phase of research trials; (c) Determining the path analysis between 2 exogenous variables and endogenous variables, after that making collecting data and data processing, making analysis continue making data organization and the last; and (d) Making a data hypothesis.

The hypothesis test used multiple linear regressions, and the overall analysis was carried out

by a computer program of SPSS version 22.0 for windows.

**Findings**

The recapitulations of the entire test can be seen in the set of following tables:

**FINDINGS AND DISCUSSIONS**

Table 1. The Recapitulation Result of Multiple Correlation Coefficient of the Effects of Vocabulary Mastery and Grammar Management on English Description Text Writing Skill

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.923 <sup>a</sup>	.852	.848	4,862

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

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Table 2. The Recapitulation Result for Regression Coefficient Significant Test of the Effects of Vocabulary Mastery (X1) and Grammar Management (X2) on English Description Text Writing Skill (Y)

**ANOVA<sup>a</sup>**

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	9119.944	2	4559,972	192,939	.000 <sup>b</sup>
Residual	1583,499	67	23,634		
Total	10703.443	69			

a. Dependent Variable: Descriptive Text Writing Skill

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

Table 3. The Recapitulation Result for Regression Equality Test of the effects of Vocabulary Mastery (X1) and Grammar Management (X2) on English Description Text Writing Skill (Y)

**Coefficients<sup>a</sup>**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	13,922	3.260		4,271	.000
1 Vocabulary Mastery	.421	.039	.627	10,831	.000
Grammar Management	.445	.064	.404	6,984	.000

a. Dependent Variable: Descriptive Text Writing Skill

**Discussion**

**1. The Effectiveness Mastery of Vocabulary (X1) and Grammar Management (X2) Simultaneously on English Description Text Writing Skill (Y)**

Referring to table 1 above, it can be seen that the coefficient correlation of the effects vocabulary mastery and grammar management simultaneously on English description text writing skill is 0.923. it

indicates that among variables have very strong effect because Ro is close to 1.

Meanwhile, the coefficient of determination of vocabulary and grammar management variables on English descriptive text writing skill is 0,852. It means that the contribution of vocabular and grammar management simultaneously on English description test writing skill is 85,2% and the rest (14,8%) is determined by other factors.



According to table 2. can declared that there is significant influence on vocabulary and grammar mastery by together to Skills write text descriptive language England. This thing proved with acquisition of Sig.  $0.000 < 0.05$  and Fcount = 192,939.

According to table 3, we may set the regression line equality that represents the effects on vocabulary mastery (X1) and grammar management (X2) together to Skills write text descriptive English language

From the result of the calculation above, the results of regression line equation double could be expressed as;

$$\hat{Y} = 13,922 + 0.421 X1 + 0.445 X2.$$

$\hat{Y}$  : dependent variable

X : independent variable

## 2. The Effectiveness Mastery of Vocabulary (X1) toward English Description Text Writing Skill (Y)

From table 3 can be declared that there is a significant influence on vocabulary mastery on English descriptive text writing skill. This is proved by the acquisition of Sig.  $0.000 < 0.05$  and tcount = 10,831. This shows that Ho cannot be accepted, it means H1 is accepted.

As for the contribution of vocabulary mastery variables to English descriptive text writing skill can be stated as formula:

$$R_{Y, X1} = \text{Beta1} \times \text{coef.} \cdot Y_{X1} \text{ correlation}$$

$$R_{Y, X1} = 0.63 \times 0.86 = 0.54$$

From result above calculation \_ could declared that vocabulary mastery contribution in Upgrade Skills write text descriptive language English by 54%.

As with other languages, in learning English, vocabulary is an important thing element that must be mastered. This statement is in accordance with that stated by Richards (2001:4) " Vocabulary is one of the most obvious components of language ". This means that vocabulary is one of the clearest components of language. If a person has a lot of

vocabulary, then he will be able to use language well. Related to this statement, Tarigan (1997:2) states that " quality " of someone's speaking skill depends on the quantity and quality vocabulary he has. The more vocabulary someone has, the greater his language skill.

## 3. The Effectiveness of Grammar Management (X2) toward English Description Text Writing Skill (Y)

From table 3. It can be declared that there is significant influence of grammar mastery on English descriptive text of writing skill. This is

proven by acquisition of Sig.  $0.000 < 0.05$  and tcount = 6.984. This shows that Ho cannot be accepted, it means H1 is accepted.

The variable contribution of vocabulary mastery to English descriptive text of writing skill could be declared using the formula:

$$R_{Y, X2} = \text{Beta2} \times \text{coefficient.} \cdot Y_{X2} \text{ correlation}$$

$$R_{Y, X2} = 0.40 \times 0.77 = 0.308$$

From the results of calculations above could be stated that the contribution of vocabulary mastery in improving English descriptive text writing skill is 31%.

Mastery of grammar is essentially the rules of mastering skills in English that regulate words in sentences. Grammar is knowledge that must be studied when we learn English. Coghill and Magendanz (2003: xvi) stated; "grammar is a set of rule that governs its structure. Grammar determines how words are arranged to form meaningful units", which means grammar is set rules that govern the structure. Grammar determines how words are arranged to form a meaningful unity".

## CONCLUSION

From the findings and discussions above, some conclusions of this research can be presented as follows: (a) There is a significant influence of vocabulary and grammar mastery together on descriptive text writing skills in SMKN 1 Indramayu; (b) There is a significant influence of vocabulary mastery on descriptive text writing skill

at SMKN 1 Indramayu; and (c) There is a significant influence of mastery of grammar on descriptive text writing skill at SMKN 1 Indramayu. This research still has very minimal details. Therefore, we need to do further research to find out more about vocabulary mastery, grammar management, and writing skill.

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