

***THE INFLUENCE OF VOCABULARY AND GRAMMAR MASTERY ON
THE STUDENTS' WRITING SKILL AT YOGYAKARTA STATE UNIVERSITY***

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Abstract

This study aims to investigate the influence of (1) the students' vocabulary mastery on their writing skill, (2) the students' grammar mastery on their writing skill and (3) the students' vocabulary and grammar mastery on their writing skill at Yogyakarta State University. This research was an ex-post facto. The population comprised the third semester students of Pendidikan Bahasa Inggris (PBI) study program at the Languages and Arts Faculty, Yogyakarta State University in the academic year 2013/2014. Therefore, this study showed that (1) vocabulary mastery positively influenced the students' writing skill, (2) grammar mastery positively influenced the students' writing skill, and (3) vocabulary and grammar mastery positively influenced the students' writing skill.

Key words: vocabulary mastery, grammar mastery, and writing skill.

**PENGARUH PENGUASAAN *VOCABULARY* DAN *GRAMMAR*
TERHADAP KEMAMPUAN MENULIS MAHASISWA
DI UNIVERSITAS NEGERI YOGYAKARTA**

Abstrak

Penelitian ini bertujuan untuk mengetahui pengaruh dari (1) penguasaan kosakata terhadap keterampilan menulis mahasiswa, (2) penguasaan grammar terhadap keterampilan menulis mahasiswa, dan (3) penguasaan kosakata dan grammar secara bersama-sama terhadap keterampilan menulis mahasiswa. Penelitian ini merupakan penelitian ex-post facto. Populasi dalam penelitian ini adalah seluruh mahasiswa semester tiga program studi Pendidikan Bahasa Inggris (PBI) di Fakultas Bahasa dan Seni, Universitas Negeri Yogyakarta pada tahun ajaran 2013/2014. Hasil dari penelitian ini menunjukkan bahwa (1) penguasaan kosakata berpengaruh secara positif terhadap keterampilan menulis mahasiswa (2) penguasaan grammar mahasiswa berpengaruh secara positif terhadap keterampilan menulis mahasiswa, dan (3) secara bersama penguasaan kosakata dan grammar mahasiswa berpengaruh secara positif terhadap keterampilan menulis mahasiswa.

Kata kunci: penguasaan kosakata, penguasaan grammar, dan keterampilan menulis.

INTRODUCTION

Writing, for language learners, is the most difficult skill than the other skills. In writing, one is not only dealing with generating ideas but also organizing ideas by constructing words into meaningful sentences. Moreover, the degree of difficulty in writing will be multiplied when one is writing in a foreign language, in this case is English. Richards and Renandya (2002, p 303) say that “writing is the most difficult skill for foreign language learner to master, which its difficulties are not only laying in organizing and generating ideas but also in translating those ideas into readable text”. Organizing ideas is an important key in writing. Unlike speaking, writing is not limited to time and space. Knapp and Watkins (2005, p 15) say that “writing takes language out of the constraints and immediacy of time and arranges it hierarchically”. Therefore, in writing, one may explore her/his ideas or information and draw them into the form of written language without cutting the details during the process.

Furthermore, the organized ideas or information might not be transferred correctly if one does not know how to use the language. According to Davies and Pearse (2000, p 101), writing not only involves low-level skills of handwriting/typing, spelling, constructing grammatical sentences, and punctuating; but also high-level cognitive skills of processing, selecting, organizing the ideas and information into rational sequence, arranging the sequence, drafting the sequence in the form of paragraphs, editing the draft, and writing the final product. Along with Davies and Pearse, Flynn and Stainthorp (2006, p 54) define that writing involves one’s cognitive skill. It means that one must be careful in putting her/his ideas into the written form so that the ideas in her/his mind are not distorted. Thus, in order to avoid the distortion, establishing context in writing is important. It is a kind of tools for helping the reader to catch the meaning of one’s writing. Davies and Pearse (2000, p 89) describe that creating context, references, and connection of messages are important in written language and it requires grammar completeness, a greater amount of vocabulary, and the use of grammatical structure of written language. Those are the reasons why one has to have an adequate vocabulary and grammar mastery so that the distortion of the transferred ideas can be avoided.

Furthermore, Sousa (2011, p 92) describes that writing in English involves the mechanic of writing (forming the letters of the English alphabet, placing adjectives, spelling, and punctuating), one’s English proficiency (the amount of the one’s mental lexicon and understanding of the English grammar and composition), and one’s content knowledge (one’s knowledge or understanding on the subject of writing). As mentioned previously, for Foreign Language Learners like PBI study program students, writing is not only complicated but also challenging. The complication lays on the process of thinking in which involving the process of organizing and generating ideas and on the process of translating those ideas into meaningful messages in the form of written language. In translating those ideas into meaningful messages in the form of written language, it requires greater amount of vocabulary and better understanding on grammar. They will not be able to express what is in their mind without knowing the words that will represent their ideas and without knowing what rules to use in constructing the sentences.

From what Hinkel (2011, p 528) summarized that non-native writers’ skill level in vocabulary and grammar disadvantage the quality of their formal writing can be seen that there is possibility for PBI study program students’ vocabulary and grammar also positively or negatively affecting their writing skill. As mentioned previously, vocabulary has an important role in writing because one cannot refer to something without knowing the name of the thing and one cannot describe a particular thing without knowing the words too. Furthermore, words cannot be functioned properly if one does not know the meaning of the words. One cannot make a reference without knowing the meaning of the words. One cannot describe a thing without knowing the words and their meaning.

According to Hiebert and Kamil (2005, p 3), vocabulary is the knowledge of words’ meaning. Therefore, in learning words one should understand the meaning of the words. In accordance, Strickland et.al (2007, p 379) says that learning vocabulary is not simply as learning words, it is because words are not only helping one in naming things but also help her/him to think and talk about ideas. Furthermore, Cameron (2001, p 78) says that knowing about a word is involving the knowledge of its form (sounds, spells, and the

grammatical changes that can be made to it), its meaning (the conceptual content and the relation to other concepts and words), and its use (the patterns of occurrence with other words and in particular types of language use). Therefore, one can be said mastering a word when she/he knows how to put the letters in the correct order and knows how to make grammatical changes of that word.

However, knowing the form of a word and its meaning is not enough. Nation (2001, p 48) explains that one not only needs to know the form of a word and its meaning, she/he needs to be able to connect those two. For example, one might know the form of the word 'chair' and might know the meaning to that is something that you can sit on to. However, there is possibility that one might know the form of the word 'chair' but does not know the meaning. Therefore, in order to know a word, one must know the form and the meaning of the word and also know how to connect the form and the meaning. Moreover, one can be said mastering a word when she/he also knows how to choose a word that can represent what she/he is referring. Furthermore, a word can share similar meaning with other words. These words can substituted each other in a sentence since they share similar meaning. According to Yule (2006, p 104), two or more words with very closely related meanings are called synonyms. Although some words are sharing similar words, it is necessary for one to choose the appropriate word to use in the sentence. Yule (2006, p 104) says that there are many occasion when one word is appropriate in a sentence, but its synonym would be odd. For example, the word 'answer' will be appropriately used in the sentence "She had to answer the call" and the word 'reply' will not appropriate to substitute the word 'answer' in that sentence. In addition, one can be said mastering a word when she/he knows the function of the word when it is used in a sentence.

In order to know how to use a word, one needs to know what word classes or part of speech that the word belongs to. The word classes or part of speech itself is divided into nine: noun, verb, pronoun, adjective, adverb, preposition, conjunction, article, and interjection (Robin, 1980, p 174). Moreover, each class has its own function in a sentence. Therefore, mastering a word is not only mastering its form but also mastering its meaning and use in which those three cannot be separated. It is necessary

for one to know the form of the words and connect them with their meaning, then use them by considering the function of the words. By knowing them, it helps one to be able to choose the appropriate words to use in sentences.

On the other hand, as mentioned before, grammar also plays an important role in writing. Wasow (2003, p 269) and Donoghue (2009, p 320) defines grammar as a set of abstract rules of communication and the underlying structure of language that evolved naturally and the native speakers of the language master it without explicit instruction. It means that it is easy for the native speakers of a particular language to learn the grammar because learning grammar as native speakers is a natural process. They do not have to take a course to learn the grammar for communicating because they are using it everyday. Although learning grammar is a natural one, it is possible for one to learn other languages. It is because every language has its own grammar that can be learnt by language learners.

As Brown (2001, p 326) and Thornbury (2002, p 1) describes that grammar is a partly study of what forms (or structure) or system of rules governing the conventional arrangement and relationship of words that concerns with the analysis at the level of sentences. Thus, there is possibility for one to learn another language other than her/his own language since grammar provides the rules that can be learnt.

Moreover, according to Close (2002, p 1), English grammar is a matter of facts and a matter of choices. As a matter of facts, grammar provides several rules or forms which must be accepted without trying to break those rules or forms or to create new rules or forms. One must accept the plural form of 'child' as 'children' not 'childs'. One must accept the sentence 'He goes to school' instead of 'He go to school'. One also must accept the sentence 'She bought a book' instead of 'She buyed a book'. grammar as matter of choices concerns on how to make the right choices in using its rules or forms. One must know in what circumstances does she/he have to use the present tense, past tense, or future tense. One must know when to use or omit the article, when to put the infinitive, how to use modality, etc. Here, grammar as a matter of choices cannot be separated from grammar as a matter of facts. It means that one cannot make choices without knowing or understand the rules or forms in condition she/he is not allowed to create new rules or forms. Therefore, in

mastering grammar, one must understand the rules in grammar and knows how to make the right choices in using them.

As mentioned previously, writing is the most difficult skill for language learner since it not only involves the process of generating and organizing ideas but also transferring the ideas or information into meaningful sentences. The fact that writing is not limited to time and space make the organization process more possible to be done. According to Knapp and Watkins (2005, p 15), “writing takes language out of the constraints and immediacy of time and arranges it hierarchically”. It means that writing provides one with the space to express her/his ideas or information without cutting the detail of the information.

Furthermore, as Davies and Pearse (2000, p 100) say that writing requires more carefully constructed sentences, a greater amount of vocabulary, and grammar. One will be able to share her/his ideas if she/he knows what words are appropriate to represent her/his ideas or information. A great amount of vocabulary may provide one with wider range of vocabulary choices. In order to be able to construct the words into sentences, one has to have better understanding on grammar. It is important because if one does not use the correct grammar, there is possibility that the meaning of the transferred ideas will be distorted.

Since human communicate through spoken language or written language, it is necessary for the PBI study program students to learn the four basic skills in communication, such as listening, reading, speaking, and writing. If one does not understand what others say or write, there is possibility that she/he will find difficulty in speaking or writing. Moreover, from those four basic skills, writing is the most difficult skill. The PBI students are not only dealing with the organizing ideas but also the language itself. Furthermore, Hinkel (2011, p 258) noted that non-natives vocabulary and grammar mastery might disadvantage her/his writing skill. He also said that there are big differences on the broad range of lexical and syntactical properties of the native and non-native writings.

Therefore, as non-native learners, there is possibility for the PBI study program students' vocabulary and grammar mastery may influence their writing skill. This aims of this study are to describe (i) the influence of the grammar mastery on the students' writing skills, (ii) the

influence of the vocabulary mastery on the students' writing skills, and (iii) the influence of both the grammar mastery and the vocabulary mastery on the students' writing skills of PBI study program at Yogyakarta State University.

METHOD

Research Design

This research was applying an ex – post facto design in which the factors influencing the current state occurred in the past. It means that there was no manipulation on both of dependent or independent variables. Therefore, the external variables of the research could not be controlled. In order to control them, it was necessary to conduct statistical control by having multiple regressions and partial correlation analysis. This research involved two independent variables; they were vocabulary mastery (X1) and grammar mastery (X2). It also involved one dependent variable that is students' writing skill (Y). The objectives of this research were to find whether the vocabulary mastery influenced the students' writing ability or not, the grammar mastery influenced the students' writing ability or not, or both of vocabulary and grammar mastery influenced the students' writing ability or not. The design of this research is as follow,

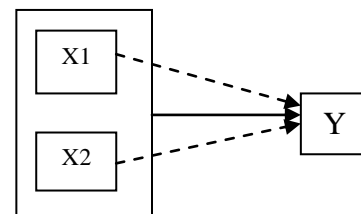


Figure 1. The Influence of Independent Variables on Dependent Variable

Time and Place of Research

This research was conducted on September – October 2013 and in the academic year of 2013/2014. It was conducted at English Education Department of Languages and Arts Faculty in Yogyakarta State University. The English Education Department in Languages and Arts Faculty has two study programs: English Literature study program (*Prodi Sastra Inggris/Sasing*) and English Education study program (*Prodi Pendidikan Bahasa Inggris/PBI*).

Population and Sample of the Research

In order to control the homogeneity of the population, the population of this research was

limited only for the third semester students of PBI study program at Languages and Arts Faculty in the academic year of 2013/2014 who already learnt structure I, structure II, writing I, and writing II. The third semester students were divided into six classes; class A, B, C, D, G, and H. The sample was taken by applying simple random technique since the students were at the same level. There were three classes being used as sample. One class was assigned as the tryout sample and the rest as the research sample. The sample was determined by drawing unit by unit. The drawing result was class B, C, and D. The one that assigned as sample tryout was class C and the other two were assigned as the research sample.

Procedure

In this research, the instruments to collect the data were tests and an assignment. There were two tests conducted here, they were vocabulary and grammar test. The data also gathered by giving the students a writing assignment. Before conducting the tests and assignment, the researcher had already completed these following steps, (a) conducting an observation at English Education Department, Yogyakarta State University to read the students' writing; (b) constructing the vocabulary test, grammar test, and writing's assessment rubric; (c) gathering information from articles in the books or internet to help developing the vocabulary and grammar test items; (d) developing the vocabulary and grammar test items using the information from articles; (e) validating the vocabulary test, grammar test, and writing's assessment rubric; (f) contacting the Languages and Arts Faculty at Yogyakarta State University; (g) conducting a tryout for the vocabulary and grammar test; (h) collecting the data by using the vocabulary and grammar test and giving writing assignment.

Technique of Data Analysis

In analyzing the data, this research applied simple regression, multiple regression, and partial correlation. The simple regression was applied in order to find out the influence of single independent variable on dependent variable. Furthermore, the data were analyzed by conducting multiple regressions. There were several requirements must be fulfilled such as normality test, linearity test, multicollinearity, and heteroscedasticity before conducting multiple regressions.

Then, the partial correlation analysis was conducted in order to find out the correlation among variables and to control the influence of other variables outside the research on the dependent variable. The purpose of conducting regression analysis was to test the hypothesis. The null hypothesis (H_0) was rejected if the value of probability significance (ρ) is lower than 0.005. In another word, alternative hypothesis (H_a) was accepted when $\rho < 0.005$. In order to be able to predict the value of the dependent variable as the influence of independent variables, the regressions equations were established. Here is the simple regression and multiple regressions equations,

The simple regression equation: $\hat{Y} = \beta_0 + \beta_1 X_1$
and $\hat{Y} = \beta_0 + \beta_2 X_2$

The multiple regression equation
: $\hat{Y} = \beta_0 + \beta_1 X_1 + \beta_2 X_2$:

Note:

- \hat{Y} : writing ability
- β_0 : regression constant
- β_1 : vocabulary coefficient
- β_2 : grammar coefficient
- X_1 : vocabulary mastery
- X_2 : grammar mastery

The partial correlation analysis was conducted in order to find whether one independent variable influences the dependent variable or not, in one condition, the other independent variables remain constant or being controlled. The influence can be identified when the correlation coefficient range between -1 up to +1. Strong correlation is established when the coefficient is closer with -1 or +1. This analysis was done by conducting Pearson Correlation on SPSS 17. Furthermore, the data about the students' vocabulary and grammar mastery level and writing skill were categorized into four categories: Very High, High, Fair, and Low.

RESULTS AND DISCUSSION

The Influence of Vocabulary on the Students' Writing Skill

The influence of vocabulary mastery on the PBI study program students' writing skill was shown by this research result. This following table shows the result of simple regression analysis,

Table 1. The ANOVA of Vocabulary Mastery on the Students' Writing Skill

	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	564.971	1	564.971	11.129	.002 ^a
	Residual	1726.105	34	50.768		
	Total	2291.076	35			

a. Predictors: (Constant), Vocabulary

b. Dependent Variable: Writing

From Table 1 can be seen that the significance value/ p (0.002) is lower than α (0.005). It means that the vocabulary mastery influenced the PBI study program students' writing skill.

Furthermore, the influence of vocabulary mastery on the writing skill is shown in Table 2. It shows that the influence of vocabulary mastery on the writing skill was only 24.7%. In addition, this shows that if the students' vocabulary mastery is high, then their writing

skill is high too. On the other hand, when the students' vocabulary is low, then their writing skill is low too.

Although the influence was low, vocabulary mastery and writing skill had positive correlation. This can be seen in this following table from Table 3 that the Standardized Coefficients Beta is 0.497. This value means that vocabulary mastery had positive correlation with writing skill.

Table 2. The Model Summary of Vocabulary Mastery on the Students' Writing Skill

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.497 ^a	.247	.224	7.12515

a. Predictors: (Constant), Vocabulary

b. Dependent Variable: Writing

Table 3. The Coefficients of Vocabulary Mastery on the Students' Writing Skill

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	44.912	7.741		5.802	.000
	Vocabulary	.985	.295	.497	3.336	.002

a. Dependent Variable: Writing

These results are the proofs that vocabulary plays an important role in writing. One will find some difficulties in writing if she/he does not know the words that will represent her/his ideas. Knowing the form of words, the meaning, and the use will help one in translating her/his ideas into a good piece of writing. If one writes without knowing what words are supposed to use, it may lead to distortion on the meaning of the ideas. It is like what has been said by Strickland et.al (2007, p 379) that learning vocabulary is not simply as learning words because words not only help one in naming things but also help her/him to think and talk about ideas. This research finding was in line with the research conducted in Greater Vancouver public secondary school by Lee. Lee (2003, p 551) found that ESL learners had to be

shown (i) how to use their receptive or recognition vocabulary and new vocabulary in the production task, and (ii) how the lexical variation and the lexical variation frequency affect the quality of their writing. Furthermore, Nation (2001, p 178) and Sousa (2011, p 104) say that vocabulary choice is a sign that the writer has adopted the discourse of certain community and a good piece of writing depends on the writer's vocabulary choices. It can be concluded that one will be able to produce a good piece of writing when she/he is able to use her/his vocabulary appropriately. It means that she/he should recognize what words she/he supposes to use in a certain context, which requires a great amount of vocabulary. Moreover, the research also shows the PBI study

programs had high vocabulary mastery. It can be seen in this following table,

Table 4. The Frequency Distribution of Vocabulary Mastery

Interval	Category	Frequency	%
32.03 – 38.15	Very High ($\bar{X} + 1.5 SD \leq X < \bar{X} + 3 SD$)	1	2.78
25.91 – 32.03	High ($\bar{X} \leq X < \bar{X} + 1.5 SD$)	19	52.78
19.79 – 25.91	Fair ($\bar{X} - 1.5 SD \leq X < \bar{X}$)	13	36.11
13.67 – 19.79	Low ($\bar{X} - 3 SD \leq X < \bar{X} - 1.5 SD$)	3	8.33

Although their vocabulary mastery was considered high, it is necessary for them to increase their vocabulary mastery in order to improve their writing skill. Listening and reading can help them in gathering new words since the vocabulary input is drawn from listening and reading. As Nation (2001, p 24), Djiwandono (2008, p 126), and Pikulski and Templeton (2004, p 1) say that one receives set

of words from listening or reading and she/he has to try to grasp the meaning or the ideas.

The Influence of Grammar Mastery on the Students' Writing Skill

The influence of vocabulary mastery on the PBI study program students' writing skill was shown by this research result. This following table shows the result of simple regression analysis,

Table 5. The ANOVA of Grammar Mastery on the Students' Writing Skill

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	1041.804	1	1041.804	28.354	.000 ^a
Residual	1249.272	34	36.743		
Total	2291.076	35			

a. Predictors: (Constant), Grammar, b. Dependent Variable: Writing

Table 5 shows that the significance value/ p (0.000) is lower than α (0.005). It means that the grammar mastery really influenced students' writing skill. Furthermore, the influence of vocabulary mastery on the writing skill can be seen from the value of R Square. Table 6 shows that the influence of vocabulary mastery on the writing skill was 45.5%. This result shows that if the students' grammar mastery is high, then their writing skill is high

too. On the other hand, when the students' grammar mastery is low, then their writing skill is low too. Beside grammar mastery influenced the writing skill, grammar mastery also had positive correlation with writing skill. It can be seen from Table 7 that the Standardized Coefficients Beta is 0.674. This value means that grammar mastery had positive correlation with writing skill.

Table 6. The Model Summary of Grammar Mastery on the Students' Writing Skill

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.674 ^a	.455	.439	6.06162

a. Predictors: (Constant), Grammar

b. Dependent Variable: Writing

Table 7. The Coefficients of Vocabulary Mastery on the Students' Writing Skill

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1	(Constant)	38.427	6.095	6.305	.000
	Grammar	1.136	.213	.674	.000

a. Dependent Variable: Writing

These results were the evidence that grammar mastery plays important role in writing. One has to know the rule how to arrange words in the correct order. It is because if one does not know the grammar, it is impossible for her/him to produce a good piece of writing. In another word, it is impossible for the reader to grasp the idea of one's writing if she/he cannot produce a good piece of writing, which requires the correctness of the grammar use. The fact that grammar mastery might influence the writing skill was also proven by the research result conducted in China. Shen (2012, p 78) concluded that teaching language would not be successfully conducted without grammar instruction and the purpose of writing could not be achieved without correct use of the grammatical concept. Another research conducted by Fatemi (2008, p xvi) who found

that the writing failures of Iranian sophomores was the result of the interference of their first language grammar. These research findings are the evidence that grammar mastery really influences the writing skill. The fact that grammar mastery had positive correlation with writing skill means that writing cannot be separated from grammar. It is supported by Nation (2009, p 102) who claims that writing with grammar help involves guided compositions which are based on special grammar problems. It means that grammar helps one to compose her/his ideas into meaningful messages. By this mean, it can be concluded that one's grammar mastery influences her/his writing skill. Furthermore, this research revealed that most of the PBI students fairly mastered the grammar. The evidence can be seen in this following table,

Table 8. The Frequency Distribution of Grammar Mastery

Criteria	Category	Frequency	%
35.36 – 42.56	Very High ($\bar{X} + 1.5 SD \leq X < \bar{X} + 3 SD$)	3	8.33
28.16 – 35.36	High ($\bar{X} \leq X < \bar{X} + 1.5 SD$)	14	38.89
20.96 – 28.16	Fair ($\bar{X} - 1.5 SD \leq X < \bar{X}$)	17	47.22
13.76 – 20.96	Low ($\bar{X} - 3 SD \leq X < \bar{X} - 1.5 SD$)	2	5.55

As mentioned in introduction, writing requires correct grammatical concept and writing in non-native language might be tricky since one has to deal with the grammar difference. Thus, it is necessary for the PBI students to learn more about English grammar if they wish to increase their writing skill.

The Influence of Vocabulary and Grammar Mastery on the Students' Writing Skill

According to the previous discussions, it was clear that vocabulary mastery influenced and had positive correlation with the writing

skill as well as the grammar mastery. According to those result, it can be said that one needs sufficient vocabulary mastery and grammar mastery in order to produce a good piece of writing. The data show that, together, both of vocabulary and grammar mastery influenced the writing skill. The influence of vocabulary and grammar mastery on the PBI study program students' writing skill was shown by this research result. . This following table shows the result of multiple regressions analysis,

Table 9. The ANOVA of Vocabulary and Grammar Mastery on the Students' Writing Skill

	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1148.139	2	574.069	16.575	.000 ^a
	Residual	1142.937	33	34.634		
	Total	2291.076	35			

a. Predictors: (Constant), Grammar, Vocabulary

b. Dependent Variable: Writing

Table 9 shows that the significance value/p (0.000) is lower than α (0.005). It means that the vocabulary and grammar mastery really influenced students' writing skill. Furthermore, the influence of vocabulary and grammar mastery on the writing skill can be seen from the value of Adjusted R Square. Table 10 shows that the influence of vocabulary and grammar mastery on the writing skill was 47.1%. It means that the influence of vocabulary and grammar mastery on the writing skill was 47.1% and the rest was influenced by the other factors that were not being discussed in this research. This result means that if the students' vocabulary and

grammar mastery were high, then their writing skill is high too. Beside vocabulary and grammar mastery influenced the writing skill, both of them also had positive correlation with writing skill. It can be seen from the value of R Square Change in Table 11. Therefore, the value of correlation coefficient between vocabulary and grammar mastery, which was 50.1%, shows that they positively correlated with the writing skill. This value shows that the correlation is quite strong. In addition, this research also showed the influence of vocabulary and grammar mastery on the writing skill. It can be seen in this following table,

Table 10. The Model Summary of Vocabulary and Grammar Mastery on the Students' Writing Skill

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.708 ^a	.501	.471	5.88511	.501	16.575	2	33	.000

a. Predictors: (Constant), Grammar, Vocabulary

b. Dependent Variable: Writing

Table 11. The Coefficients of Vocabulary Mastery on the Students' Writing Skill

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	31.192	7.215		4.323	.000		
Vocabulary	.479	.273	.241	1.752	.089	.796	1.256
Grammar	.953	.232	.565	4.103	.000	.796	1.256

a. Dependent Variable: Writing

From Table 11 can also be drawn the regression equation based on the unstandardized coefficient beta (β) is:

$$\hat{Y} = 31.192 + 0.479 X_1 + 0.953 X_2$$

From the regression equation, it can be seen that the constant coefficient is 31.193. It means when vocabulary or grammar mastery are not involved in the equation, the students' writing skill constant is 31.193. Furthermore, the vocabulary mastery coefficient is 0.479. It means that if the vocabulary increased one point, while grammar mastery remained stable,

the writing skill would increase 0.479%. Last, the grammar mastery coefficient is 0.953. It means that if the grammar mastery increased one point, while the vocabulary remained stable, the writing skill would increase 0.953%.

These results were the proofs that vocabulary and grammar mastery play important role in writing since it is impossible for one to write without knowing what words she/he supposes to use and how she/he will construct the words into sentences. Thus, one needs to master both vocabulary and grammar because

writing is the most complicated than the other skills, such as listening, reading, and speaking. Davies and Pearse (2000, p 89) describe that creating context, references, and connection of messages are important in written language and it requires grammar completeness, a greater amount of vocabulary, and the use of grammatical structure of written language. The previous researches also showed that both vocabulary and grammar mastery influenced the writing skill. Hinkel (2011, p 530) summarized those research results and concluded that the English non-native writers' skill level in vocabulary and grammar disadvantage the quality of their formal prose since the findings showed that the mistakes on vocabulary choice and grammar use were high. Additionally, Srichanyachon (2011, p 6) found that the EFL students had difficulties in making grammatical appropriate sentences and they could only correct the small mistakes on spelling or capitalization. Accordingly, he concluded that the students did not learn writing as a subject systematically, so they did not know how to use appropriate words and make correct sentences. Other research conducted by Tajzadeh, Khodabandehlou, and Jahandar (2013, p 251) showed that grammar instruction had positive effects on the Iranian EFL learner's writing skill. Based on these findings, it can be said that

vocabulary and grammar mastery truly influenced the quality of a piece of writing. Here, the influence of vocabulary and grammar mastery on the writing skills can be represented by figure 2.

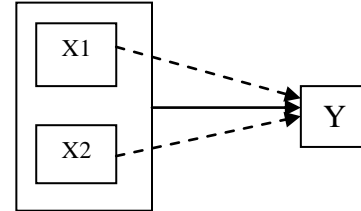


Figure 2. The Relationship between Vocabulary and Grammar Mastery on the Students' Writing Skill

Note:

- X1 : first independent variable (vocabulary mastery)
 X2 : second independent variable (grammar mastery)
 Y : dependent variable (writing skill)
 —→ : the influence of the independent variables on dependent variable
 - - → : the influence of an independent variable on dependent variable

Furthermore, this research also revealed that most of PBI study program students' writing skill was merely good. It can be seen in this following table,

Table 12. The Frequency Distribution of Writing Skill

Criteria	Category	Frequency	%
82.56 – 94.70	Very Good ($\bar{X} + 1.5 SD \leq X < \bar{X} + 3 SD$)	3	8.33
70.43 – 82.56	Good ($\bar{X} \leq X < \bar{X} + 1.5 SD$)	17	47.22
58.30 – 70.43	Fair ($\bar{X} - 1.5 SD \leq X < \bar{X}$)	14	38.89
46.16 – 58.30	Bad ($\bar{X} - 3 SD \leq X < \bar{X} - 1.5 SD$)	2	5.55

Furthermore, this research also revealed that most of PBI students' writing skill was merely good. The findings also showed that vocabulary and grammar mastery influenced and positively correlated with the writing skill. As mentioned previously, a great amount of vocabulary may provide one's with wider vocabulary choices. However, one's should have better concept of grammar so that she/he is not only be able to make correct grammatical sentences but also meaningful sentences. Thus, it is necessary for the students to improve their

writing skill through increasing their vocabulary and grammar mastery.

CONCLUSION AND SUGGESTIONS

Conclusion

Considering to the result, it had been proven that vocabulary and grammar mastery influenced the students' writing skill. The results show that vocabulary mastery influenced the writing skill. Moreover, from the result can be seen that between vocabulary mastery and writing skill had positive correlation. It means

that when the vocabulary mastery is getting higher, the writing skill is also getting higher. The results also shows that grammar mastery influenced the writing skill and they had positive correlation. It means that when the grammar mastery is getting higher, the writing skill is also getting higher. Furthermore, the results also reveal that vocabulary and grammar mastery influenced on the students' writing. Moreover, the results also show that vocabulary and grammar mastery had positive correlation with writing skill. It means that the vocabulary and grammar mastery had stronger influence on the students' writing skill than when they were separated. In conclusion, the vocabulary and grammar mastery truly influenced the writing skill. In another word, when the vocabulary and grammar mastery are getting higher, the writing skill will be getting higher too.

Suggestions

After conducting this research, the writer would like to offer some suggestions to the students, the stakeholders, and the other researchers. The students can improve their writing skill through increasing or improving their vocabulary and grammar mastery. It can be done by listening or reading. However, in order to improve their writing skill, it is necessary for them to practice to write in various genres. Furthermore, the stakeholders may consider to give the students much more resources on how to master the vocabulary and grammar, remembering that English is a foreign language for Indonesian. This research also gives some viewpoints on how to improve writing skill. Regarding to the result, the writer is suggesting that improving writing skill can be done by improving vocabulary mastery and grammar mastery. The writer hopes that this research will lead to other research about improving writing skill related to vocabulary mastery and grammar mastery.

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