THE EFFECTS OF VOCABULARY MASTERY AND GRAMMAR ON STUDENT'S WRITING ABILITY IN ANALYTICAL EXPOSITION TEXT

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Abstrak. _Penelitian ini bertujuan untuk mengetahui pengaruh penguasaan kosakata dan penguasaan tata bahasa terhadap kemampuan menulis siswa dalam teks eksposisi analitis di Sekolah Menengah Atas (SMA) di Kota Bogor. Populasi penelitian ini adalah siswa sekolah menengah atas. Sebanyak 81 sampel diperoleh melalui teknik analisis korelasi regresi. Data dianalisis dengan menggunakan metode regresi berganda. Hasilnya adalah: 1) Terdapat pengaruh yang signifikan antara penguasaan kosakata dan penguasaan tata bahasa terhadap kemampuan menulis teks eksposisi analitis siswa. Hal ini dibuktikan dengan nilai Sig.= 0.000 < 0.05 dan Fobserved = 9.324; 2) Tidak ada pengaruh yang signifikan penguasaan kosakata terhadap kemampuan menulis siswa dalam teks eksposisi analitis. Hal ini dibuktikan dengan nilai Sig. 0,208 > 0,05 dan Fobserved = 1,271; 3) Terdapat pengaruh yang signifikan penguasaan tata bahasa terhadap kemampuan menulis siswa dalam teks eksposisi analitis. Hal ini dibuktikan dengan nilai Sig. = 0,006 < 0,05 dan t hitung = 2,839._

**Kata Kunci:** Kosakata; Tata Bahasa; Menulis; Teks Eksposisi Analitis

Abstract. This research was to determine the effects of vocabulary mastery and grammar mastery on students' writing ability in analytical exposition text at Senior High School in Bogor City. The population is students from senior high school. The 81 samples were gained through regression correlation analysis technique. The data was analyzed by using the multiple regression method. The results are: 1) There are any significant effects of vocabulary mastery and grammar mastery on students' writing ability in analytical exposition text. It is proved by Sig.= 0.000 < 0.05 and Fobserved = 9.324; 2) There is no significant effect of vocabulary mastery on students' writing ability in analytical exposition text. It is proved by Sig.=0.208 > 0.05 and tobserved = 1.271; 3) There is a significant effect of grammar mastery on students' writing ability in analytical exposition text. It is proved by Sig.= 0.006 < 0.05 and tobserved = 2.839.

Keyword: Vocabulary; Grammar; Writing; Analytical Exposition Text

INTRODUCTION

Language has a central role in students' intellectual, social, and emotional development and becomes a support for success in learning all subjects. An English lesson is expected to help students understand themselves, their culture, and the cultures of others; express ideas and feelings; participate in society by using that language; and discover and apply the analytical and imaginative abilities that they have within, in both speaking and writing skills. The field of language teaching divides language into two teaching aspects, namely, language skill teaching and literary skill teaching. Language skills cover listening, speaking, reading, and writing skills. They are in accordance with the competency standards framework that includes competency standards, basic competencies, indicators, and subject matters. The emphasis is on the vocabulary acquisition skill, both productively and receptively.

In order to fix the Indonesian curriculum, the latest one applied is the 2013 curriculum. It has been applied since 2013 in several schools that were considered to be

pilot schools for the 2013 curriculum implementation. Teachers' attitudes toward the curriculum have an impact on students' learning success. As stated in the 2013 curriculum (later abbreviated as K-13), which has been implemented gradually since 2013, the paradigm of English learning is now oriented toward text-based four language skills (listening, speaking, reading, and writing). The 2013 curriculum applied a text-based or genre-based approach to both Indonesian and English lessons. As stated by Botifar (2018:397), "One of the most effective language teaching elements that uses genre-based learning is the teaching of writing. Teaching writing for a class that uses genre-based learning in Curriculum 2013 is easier to understand for students in direct contact with the sample text to be written." The implementation of the 2013 curriculum is to emphasize students' in understanding and using text-based approach which as the basic of the learning process.

Based on the syllabus of the eleventh grade of senior high school, one of the text genres that should be learned by students is analytical exposition text. Analytical exposition text is a type of text used to persuade readers to believe in a problem. As stated by Priyana et al. (2008:58), "The topic suggested in the analytical exposition text may only be pro or con, not both." This text is categorized as a short text that is intended to justify and persuade the readers or listeners about something in the case. Writing an analytical exposition text is also a form of scientific writing. This skill requires knowledge about grammar and vocabulary acquisition in addition to reasoning or logical skills. Knowledge about grammar and vocabulary acquisition is needed in order to achieve the argument accuracy that has been written, while what has been stated in the text is a result of logical thinking skills.

In order to achieve the teaching objective of English, it needs the interrelationships between components in the curriculum, which is the teaching objective in the current curriculum context and in line with the content standards regulated within government regulation No. 19, stated in a form of competency formula and indicators applied as a consideration in choosing and developing other curriculum components, namely teaching materials, learning activities, and learning evaluations. Those four main curriculum components in the currently valid English subject curriculum should be explicit in the English subject syllabus, which is developed both for learning necessity in the classroom and teaching material development.

In learning English, writing is an essential skill that language learners must have because it means communication you must consciously learn. Writing as one of four language skills is considered a difficult skill because the writer should make some writing aspects such as content, organization, purpose, vocabulary, punctuation, and spelling in a balanced way. Writing is the activity or occupation of writing, For example, books, stories, or articles. We can take more time to think and choose words to express our ideas, thoughts, and feelings. Writing communicates without the use of any body language, gestures, or facial expressions. Writing is a solitary act. Unlike when we talk to someone who talks back, who raises questions, you work alone when you write. Good writing requires a good working knowledge of grammar, a refinement of basic knowledge. Writing is the application of the aggregate of grammatical rules, lexical items, and rhetorical patterns needed by an individual to produce a finished text. It implies that is a crucial component of communication and for clear thinking, solving problems, and shaping arguments. On the other hand, writing is a challenging activity because the students need to be able to express their ideas in writing and understand

how to recognize their words into good sentence that forms the text. From the definitions above, the writer concludes that writing provides excellent benefits than the talk, which gives time to think, try to write down ideas on paper, to select the words, reading what we write, can be rethought, revised, set back and that is important to consider effects of the reader. Writing allows us to communicate our ideas in the best possible way of what we mean. Writing is continuously ongoing in developing a description, narration, explanation, recount, or argument that brings the reader from beginning to end. Good writing can be obtained with a good knowledge of grammar and considerable knowledge of sentences required following the topic to be written.

Analytical exposition text is said to have higher complexity compared to other text genres because it requires an understanding of generic structure, rhetorical knowledge, and grammar knowledge. In writing analytical exposition text, students are required to have background knowledge because the text is related to updated topics that need real data in order to support the conveyed argument. In addition, the tone of this text genre tends to be formal, so it requires unfamiliar vocabulary and grammar knowledge for students. The writing skill needs more attention compared to the other three language skills. One thing that can be done in order to develop writing skills is to increase vocabulary and grammar acquisitions. Vocabulary has an important role because it appears in every language skill. Vocabulary acquisition is very important in every language lesson. Vocabulary acquisition is also needed to communicate with society. The richer the vocabulary acquired, the greater the possibility of being skilled in applying language, both oral and written. The learning objective of vocabulary in high school is to make students able to use English in accordance with proper language rules. Understanding and applying vocabulary, as well as students' creative abilities, is critical to improving students' ability to write a text. Besides, the understanding can also be utilized by the teachers or related parties in order to develop the proper strategy in writing lessons.

Grammar is a set of structural rules that organize clauses, phrases, and word compositions in each natural language. This term also refers to the study of rules, and this field includes morphology, syntax, and phonology, as well as phonetics, semantics, and pragmatics. Richards and Schmidt (2010:251) state that "Grammar is a description of the structure of a language and how language units such as words and phrases are formed into sentences." The use of English structure or grammar has a very vital role in developing students' writing skills, including writing sentences. Grammar is an assessment of the use of tenses, modals, prepositions, articles, subjects, verb agreements, etc. Mechanic is an assessment aspect that is related to the use of capitalization, punctuation, and spelling.

Vocabulary is the most important component of the paragraph-writing skill. Some students have limited vocabulary acquisition, meaning they have difficulty applying idioms, antonyms, synonyms, and lexical meanings within sentences. Grammar is the use of prepositions, the completion of verbs (especially when there is no auxiliary verb in negative sentences), subject and verb agreements, singular and plural nouns, the use of gerunds and infinitives, tense patterns, and the use of connectors. As stated by Norhasanah and Muthi'm (in Megaiab Brown, 2018), "the weakest area in writing English faced by Indonesian EFL learners was the grammatical aspect." This indicates that students are yet to have proper grammar understanding.

According to Hatch and Brown (in Lestari, 2015:5) "Vocabulary is a list or set of words for a particular language or a list or set of words that individual speaker of a particular language might use. The importance of vocabulary acquisition for students is not only for facilitating their thought process but also for developing their creativity in writing activities. If a student writes a text, they start by systematically arranging the words into a sentence, then arranging the sentences into a paragraph, and finally arranging the paragraphs into a text. The importance of vocabulary acquisition cannot be overstated. Vocabulary acquisition facilitates making proper word choices within a text. Proper vocabulary choice will facilitate readers' understanding of the meaning of the text. It is also supported by qualified grammatical skill; as a result, the text is directed and follows existing rules while producing coherent and solid text content. Grammar states the rules of varying sentence patterns, which support clear meanings. With proper grammar acquisition, it is expected that one is able to write properly.

A writing skill is the activity of conveying one's ideas and thoughts in written form. In conveying ideas and thoughts, of course, it is impossible to write carelessly. It means that the writer needs the ability to interpret their thoughts in a written form that is easily understandable by the readers. The goal of writing analytical exposition text is to convey and elaborate something to the readers in order for them to understand the phenomenon that surrounds them. To make readers understand the writer's explanation, good communication is needed through words arranged into sentences within a text.

Based on the phenomena above, the writer wants to conduct research titled "The Effects of Vocabulary Mastery and Grammar Mastery on Students' Writing Ability in Analytical Exposition Text (Survey at Vocational High School in Bogor City)." Based on the background and identification of the problems above, the statements of this research are:
1. Are there any Effects of Vocabulary Mastery and Grammar Mastery on Students' Writing Ability in Analytical Exposition Text?
2. Is there any Effect of Vocabulary Mastery on Students' Writing Ability in Analytical Exposition Text?
3. Is there any Effect Grammar Mastery on Students' Writing Ability in Analytical Exposition Text?

METHOD
This research was done in two schools, namely SMA Mardi Yuana and SMA Mardi Waluya. The survey method was used in this study, along with the multiple regression correlation analysis technique. This method gives descriptions of discovered variables as well as investigations of interrelations and influences among variables. The time of the research was spent about 4 months from September 2022 until December 2022.

Fraenkel and Norman (2003:96) "Population is the larger group of interest to the researcher, the group to whom the researcher would like to generalize the results of the study." Furthermore, Sugiyono (2008:17) "Population is an area of generalization which comprises object and subject that has quality and certain characteristic determined to be analyzed and then make a conclusion by researcher." Based on the two theories, it can be concluded that as well-defined collection of individuals or objects known to have similar characteristics. All individuals or objects within a certain population usually have a common, binding characteristic or trait. During this research, the writer obtained a

population of 545 eleventh grade students from both private high schools, SMA Mardi Yuana and SMA Mardi Waluya.

Sample in a research study refers to any group on which information is obtained. The sampling technique used for this survey in cluster, random, and, in a simple way. It is done because wide area a great deal of population. Furthermore, Arikunto (2006:134) defined that "If the research more than 100, the researcher can take 10 - 15 % or 20 - 25% from the population." This means that the writer takes 15 % of the population which is 545 students because there are more than 100 students.

Based on the stated opinion, therefore, among the population of 545 students, the writer took 15% of them as the sample through the calculation of (545 x 15% = 80.75, then it is rounded into 81). The sample size in this research was set at 81 students, who were chosen randomly.

The data collection technique for vocabulary variable (X1) and grammar variable (X2) used a multiple-choice test that consisted of 50 questions. The assessment was done through scoring. Each question with the correct answer was given a score of 1, while the wrong one was given a score of 0. The data collection technique for the ability to write analytical exposition text (Y) used a written test with a scoring range of 1-100.
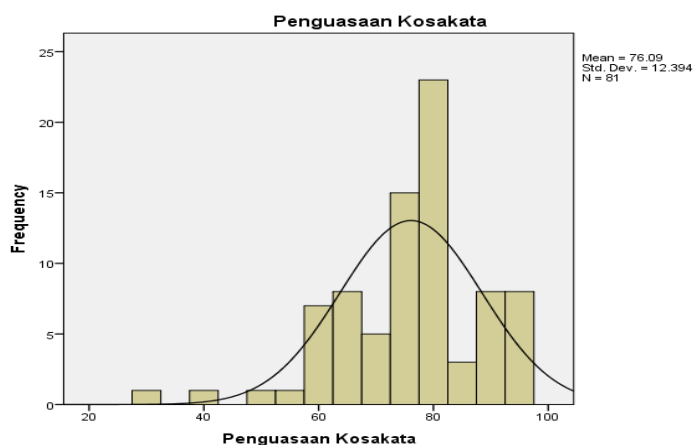
RESULT AND DISCUSSION
Result
The Data of Vocabulary Mastery (X$_1$)

The data on students' vocabulary mastery was taken from a set of objective tests. The objective test consisted of 50 items out of 81 respondents. Each item grades from 2 if the answer is correct and 0 if the answer is incorrect. Thus, the maximum score will be 100, while the minimum score will be 0. It is known that the score is in the range of 30-96. It means that the minimum score is 30, and the maximum score is 96. The vocabulary mastery level of the respondents is on the average 76.09 (mean), standard deviation 12.394, median (score at the center of distribution) 12.394, and mode (most frequently score in the data set) 80. Therefore, we can conclude that the vocabulary mastery level of the respondents is homogenous.

Picture 1 Descriptive Statistic

Statistics				
		Penguasaan Kosakata	Penguasaan Tata Bahasa	Kemampuan Menulis Teks Eksposisi Analitik
N	Valid	81	81	81
	Missing	0	0	0
Mean		76.09	74.30	81.20
Median		78.00	80.00	80.00
Mode		80	80	80
Std. Deviation		12.394	12.850	10.908
Minimum		30	40	28
Maximum		96	94	98

Table 1 shows that the average score and median score are almost the same, by 76.09 and 78.00 It means that data of vocabulary mastery level is quite representative. Furthermore, the graph of frequency histogram illustrates the distribution of vocabulary mastery scores as follows:
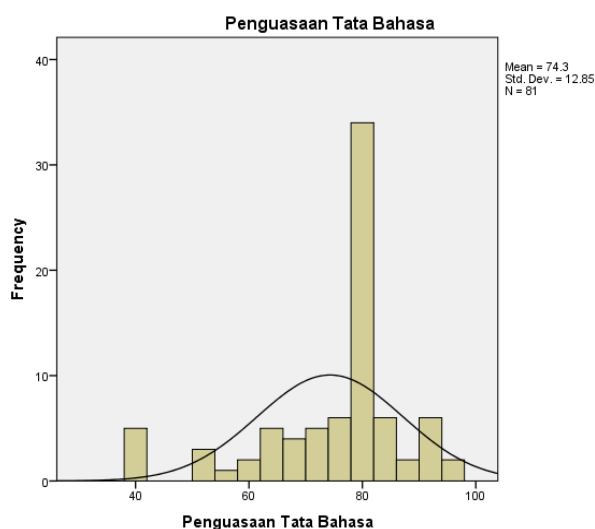

Picture 2 Histogram Penguasaan Kosakata

The Data of Grammar Mastery (X₂)

The data on students' grammar mastery was taken from a set of objective tests. The objective test consisted of 50 items out of 81 respondents. Each item grades from 2 if the answer is correct and 0 if the answer is incorrect. Thus, the maximum score will be 100, while the minimum score will be 0. It is known that the score is in the range of 40-96. It means that the minimum score is 40, and the maximum score is 96. The grammar mastery level of the respondents is on the average 74.30 (mean), standard deviation 12.850, median (score at the center of distribution) 80.00, and mode (most frequently score in the data set) 80. Therefore, we can conclude that the grammar mastery level of the respondents is homogenous.

Furthermore, the graph of frequency histogram illustrates the distribution of grammar mastery scores as follows:


Picture 3 Histogram Penguasaan Tata Bahasa

The Data of Students' Writing Ability Analytical Exposition Text (Y)

The data on students' grammar mastery was taken from a set of objective tests. The objective test consisted of 50 items out of 81 respondents. Each item grades from 2 if the answer is correct and 0 if the answer is incorrect. Thus, the maximum score will be 100, while the minimum score will be 0. It is known that the score is in the range of 28-98. It means that the minimum score is 28, and the maximum score is 98. The writing ability analytical exposition text of the respondents is on the average 81.20 (mean), standard deviation 10.908, median (score at the center of distribution) 80.00, and mode (most frequently score in the data set) 80. Therefore, we can conclude that the writing ability analytical exposition text level of the respondents is homogenous.

Furthermore, the graph of frequency histogram illustrates the distribution of writing ability analytical exposition text scores as follows:
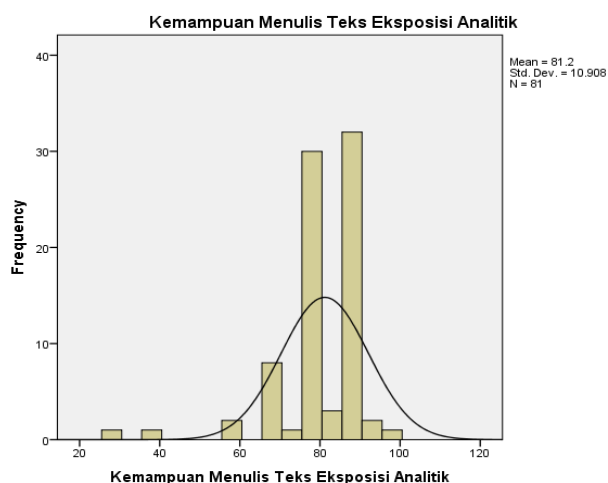
Picture 4 Histogram Kemampuan Menulis

Testing Requirements Analysis
Data Normality Test

A good regression requirement if the research data follows the normal distribution.

Picture 5 Normality Test

One-Sample Kolmogorov-Smirnov Test		Unstandardized Residual
N		81
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	9.79940478
Most Extreme Differences	Absolute	.138
	Positive	.101
	Negative	-.138
Test Statistic		.138
Asymp. Sig. (2-tailed)		.001[c]

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

From Table 2, we can see that all the Sig value for vocabulary mastery, grammar mastery, and writing analytical exposition text are stated consecutively by 0.138 As a

consequence, H_0 is accepted. We can conclude that all data are not already distributed normally since the values of significance are all less than 0.05.

Linearity Test Data
Linearity of Regression Line the Effect of Vocabulary Mastery (X₁) towards Writing Analytical Exposition Text (Y)

The linearity test result of regression line the effect of grammar mastery (X_1) towards writing recount text (Y) is stated in the following table:

Picture 6 Linearity Test Result of Regression Line the Effect of Vocabulary Mastery (X_1) and Writing Analytical Exposition Text (Y)

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Kemampuan Menulis Teks Eksposisi Analitik * Penguasaan Kosakata	Between Groups	(Combined)	2602.743	19	136.986	1.208	.281
		Linearity	1042.745	1	1042.745	9.197	.004
		Deviation from Linearity	1559.999	18	86.667	.764	.731
	Within Groups		6916.096	61	113.379		
	Total		9518.840	80			

Based on the Table 3 above, the Sig value from the Deviation from the Linearity column is 0.731. It means that the value is higher than 0.05. As a consequence, H_1 is accepted. Other words, the regression line, which indicates the effect of vocabulary mastery (X_1) towards writing analytical exposition text (Y), is not linear.

Linearity of Regression Line the Effect of Grammar Mastery (X₂) towards Writing Analytical Exposition Text (Y)

The linearity test result of regression line the effect of grammar mastery (X_2) towards writing recount text (Y) is stated in the following table:

Picture 7 Linearity Test Result of Regression Line the Effect of Grammar Mastery (X_2) and Writing Analytical Exposition Text (Y)

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Kemampuan Menulis Teks Eksposisi Analitik * Penguasaan Tata Bahasa	Between Groups	(Combined)	5797.691	19	305.142	5.002	.000
		Linearity	1677.529	1	1677.529	27.499	.000
		Deviation from Linearity	4120.162	18	228.898	3.752	.000
	Within Groups		3721.149	61	61.002		
	Total		9518.840	80			

Based on the Table 4 above, the Sig value from the Deviation from the Linearity column is 0.000 It means that the value is higher than 0.05. As a consequence, H_0 is accepted. Other words, the regression line, which indicates the effect of grammar mastery (X_2) towards writing analytical exposition text (Y), is linear.

Testing the Hypothesis

The hypothesis test was done through a multiple linear regression analysis technique. The calculation was performed using the SPSS 22.000 program, and the test result is provided in the Summary, Anova, and Coefficient Model table as follows:

Picture 8 Correlation Coefficient Test Calculation Results Multiple Variables X1 and X2 to Y

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.439[a]	.193	.172	9.924

a. Predictors: (Constant), Penguasaan Tata Bahasa, Penguasaan Kosakata

b. Dependent Variable: Kemampuan Menulis Teks Eksposisi Analitik

Picture 9 Calculation Results of Regression Coefficient Significance Test Variables X1 and X2 to Y

ANOVAa

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1836.573	2	918.286	9.324	.000[b]
	Residual	7682.267	78	98.491		
	Total	9518.840	80			

a. Dependent Variable: Kemampuan Menulis Teks Eksposisi Analitik

b. Predictors: (Constant), Penguasaan Tata Bahasa, Penguasaan Kosakata

Picture 10 Multiple Regression Equation of Variables X1 and X2 to Y

Coefficientsa

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	49.589	7.660		6.473	.000
	Penguasaan Kosakata	.134	.105	.152	1.271	.208
	Penguasaan Tata Bahasa	.288	.102	.340	2.839	.006

a. Dependent Variable: Kemampuan Menulis Teks Eksposisi Analitik

Discussion

The Effect of Vocabulary Mastery and Grammar on Students' Writing Ability in Analytical Exposition Text

From the description of the data after the correlation analysis was carried out, a coefficient of 0.439 was obtained and a coefficient of determination of 19.3%. After the testing with the SPSS 22.0 program, it has been proven that the correlation is significant. This means that there is an effect of the combined free variables X_1 (vocabulary) and X_2 (grammar) on the bound variable Y (writing analytical exposition text).

The regression analysis produced the equation line **Y = 49.589 + 0.314 X_1 + 0.288 X_2**, with a constant value of 49.589. It shows that students' vocabulary and grammar acquisitions have a positive effect on analytical exposition texts. Meanwhile, the

coefficient regression values of 0.314 and 0.288 show that there is a positive effect of the combined free variables X_1 (vocabulary) and X_2 (grammar) toward the bound variable Y (writing analytical exposition text).

The regression coefficient number also shows that each increase in vocabulary value causes a 0.314 increase in value of students' writing of analytical exposition text, and each increase in grammar value causes a 0.288 increase in value of students' writing of analytical exposition text. Following the significance testing of the regression coefficient, it is determined that Sig. Value = 0.000 and $F_{arithmetic}$ = 9.324; thus, Sig. Value 0.05 and $F_{arithmetic} > F_{table}$, indicating that the regression is significant.

The Effect of Vocabulary Mastery on Students' Writing Ability in Analytical Exposition Text

The hypothesis testing results show that Sig. value = 0.208, and $t_{arithmetic}$ = 1.271. H0 is accepted because Sig. value > 0.208 and $t_{arithmetic} > t_{table}$, indicating that the free variable X_1 (vocabulary) and the bound variable Y (writing analytical exposition text) have not a significant effect.

Vocabulary acquisition is not a simple skill because it covers introduction, selection, and application. Vocabulary acquisition is also not a spontaneous process; instead, it is a process toward proper vocabulary acquisition. Vocabulary acquisition will increase according to its development. According to Dale (in Zuchdi, 2008: 35), if we suppose that children end the 1st grade with a vocabulary of approximately 3.000 words, it seems that nowadays they will add about 14.000 to 15.000 words, and about 18.000 to 29.000 words for college students.

The Effect of Grammar Mastery on Students' Writing Ability in Analytical Exposition Text

The hypothesis testing results show that Sig. value = 0.006 and $t_{arithmetic}$ = 2.839. H0 is rejected because Sig. value = 0.006 and $t_{arithmetic} > t_{table}$, indicating that the free variable X2 (grammar) and the bound variable Y (writing analytical exposition text) have a significant effect.

Grammar acquisition is related to skill about words at morphology levels and skill about sentences at syntax levels. Writing analytical exposition text is a writing activity that aims to elaborate something so that readers understand what is communicated in the text because it contains arguments about a thing, a phenomenon, a place, or an event. Writing requires a continuous form of thought expression as well as a logical order through specific vocabulary and grammar in order to clearly describe or express information.

CONCLUSION

Based on the results of analysis and discussion, it can be concluded that there is a significant effect of combined vocabulary and grammar acquisitions on the ability to write an analytical exposition text among the students of senior high schools in Bogor. It is demonstrated by Sig. value = 0.000 < 0.05 and Farithmetic = 9.324. There no is a significant effect of vocabulary acquisition on the ability to write an analytical exposition text among the students of senior high schools in Bogor. It can be demonstrated using sig. value = 0.208 > 0.05 and tarithmetic = 1.271. There is a significant effect of grammar acquisition on the ability to write an analytical exposition text among the students of

senior high schools in Bogor. It is demonstrated by sig. value = 0.006 < 0.05 and tarithmetic = 2.839.

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