

**THE EFFECT OF VOCABULARY AND GRAMMAR
MASTERY ON WRITING SKILLS IN PROCEDURAL TEXT
(A SURVEY AT PRIVATE JUNIOR HIGH SCHOOLS IN
SOUTH JAKARTA)**

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Abstract

This study aims to prove: (1) The combined effect of vocabulary and grammar mastery on procedural writing skills (2) The effect of vocabulary mastery on procedural writing skills (3) The effect of grammar mastery on procedural writing skills. This study is a correlational survey study with multiple regression. The population is private junior high schools in South Jakarta with a sample of 87 students. The instrument used is a test for all variables. The results of this study are as follows: (1) There is a significant effect of vocabulary and grammar mastery together on procedural text writing skills. This is proven by Sig. 0.000 < 0.05 and F_count = 89.647. (2) There is a significant effect of vocabulary mastery on procedural text writing skills. This is evidenced by Sig. 0.000 < 0.05 and T_count = 8.282.

There is a significant effect of grammar mastery on procedural text writing skills. This is evidenced by Sig. 0.000 < 0.05 and T_count = 10.926.

Keywords: English Procedural Text; Grammar Mastery; Vocabulary Mastery, Writing Skills

Abstrak

Penelitian ini bertujuan untuk membuktikan: (1) Pengaruh penguasaan kosakata dan tata bahasa secara bersama sama terhadap keterampilan menulis teks prosedur (2) Pengaruh penguasaan kosakata terhadap keterampilan menulis teks prosedur (3) Pengaruh penguasaan tata bahasa terhadap keterampilan menulis teks prosedur. Penelitian ini adalah penelitian survei korelasional dengan regresi ganda. Populasinya adalah SMP Swasta di Jakarta Selatan dengan sampel 87 siswa. Instrumen yang digunakan adalah tes untuk semua variabel. Adapun hasil penelitian ini adalah: (1) Terdapat pengaruh yang signifikan penguasaan kosakata dan tata bahasa secara bersama-sama terhadap keterampilan menulis teks prosedur. Hal ini dibuktikan dengan Sig. 0,000 < 0,05 dan F_hitung= 89,647. (2) Terdapat pengaruh yang signifikan penguasaan kosakata terhadap keterampilan menulis teks prosedur. Hal ini dibuktikan dengan Sig. 0,000 < 0,05 dan T_hitung= 8,282. (3) Terdapat pengaruh yang signifikan penguasaan tata bahasa terhadap keterampilan menulis teks prosedur. Hal ini dibuktikan dengan Sig. 0,000 < 0,05 dan T_hitung= 10,926.

Kata kunci Keterampilan Menulis; Kosakata; Tata Bahasa; Teks Prosedur Bahasa Inggris

INTRODUCTION

Language, whether spoken or written, is the most important way humans communicate. Keraf (Hafman, 2022) says that language not only allows people to express themselves but also helps in interacting with others, adapting to society, and controlling behavior. This idea matches Tarigan's (Rokmah et al., 2024) view that language is what makes humans different from other creatures. English, being a global language, is very important in areas like education, business, and international relations. Vygotsky (Istiqomah, 2022) also highlights that language is a key tool for solving everyday problems. In Indonesia, English is taught from primary to secondary school, but students often face difficulties because it is a foreign language. Writing, especially, is one of the hardest skills to master, needing strong thinking abilities (Sumitro & Rizqi, 2023).

Among the different types of writing, procedural texts are very common. These kinds of texts have a clear purpose, list the materials needed, and follow a step-by-step process. They usually use commands, time-related words, and the simple present tense. Research shows that students often struggle with writing procedural texts. (Aderini, 2013) found that students have trouble with organizing their ideas and forming correct sentences. (Malau et al., 2023) also noted that over half of vocational students find it hard to understand the structure of procedural texts. (Sitorus et al., 2023) saw similar issues among junior high school students, especially when it comes to using the right structure and language. (Nur, 2018) pointed out that having a wide vocabulary is crucial for overall language ability.

Vocabulary and grammar are both important for good writing. (Sumitro & Rizqi, 2023) explain that vocabulary helps express meaning, while grammar gives structure to sentences. To improve writing skills, especially when writing procedural texts, students need to master both vocabulary and grammar. Based on this, the current study is titled "Vocabulary and Grammar Mastery in Relation to Writing Proficiency of Procedural Texts: A Survey at a Private Junior High School in South Jakarta." Language is a key tool for human communication, both in speech and writing. English, as an international language, plays a major role in education, business, and communication across cultures, including in Indonesia.

Among the four language skills, writing is often the most difficult because it requires not only knowing vocabulary but also using correct grammar and making the writing flow well. Procedural texts, which explain processes and give instructions, are an important type of writing in English education. They require a good understanding of specific vocabulary, such as command verbs and words that show the order of steps, as well as grammar rules like the simple present tense. However, many students in junior high school in South Jakarta struggle with writing procedural texts because they have limited vocabulary and not enough grammar knowledge. This study aims to look into how much mastering vocabulary and grammar affects the ability of these students to write procedural texts.

RESEARCH METHOD

The research employs a quantitative methodology, focusing on the statistical analysis of data collected through questionnaires and surveys. The study looks at the dependent variable, which is students' proficiency in writing procedural texts, and the independent variables, which are vocabulary mastery and grammar mastery. The purpose of this study is to examine the relationship between these variables, using quantitative methods to determine how vocabulary mastery and grammar mastery affect students' writing skills. In this study, the independent variables include vocabulary mastery and grammar mastery, while the dependent variable refers to students' ability to write procedural texts. The relationship between these variables is shown in the following illustration 1.

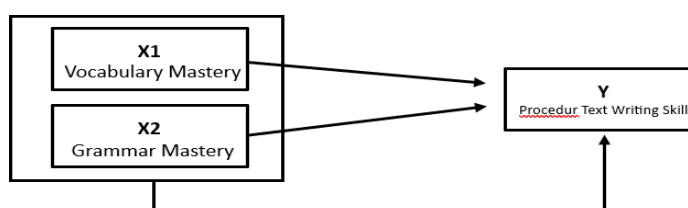


Figure 1. The Correlation Between Variables

The research took place in three private junior high schools in South Jakarta: SMP Amaliyah, SMP PGRI, and SMP Jagakarsa. A total of 87 students were chosen as participants using proportional random sampling from a group of 683 students. The study lasted for three months, from March to May 2025. To assess students' procedural writing skills, a standardised writing test was used. This test evaluated several aspects of writing, including the proper structure of the text, such as its purpose, materials/tools, and steps; the use of suitable language, like imperative sentences, chronological connectors, and effective expressions; the completeness of the content and the accuracy of the information presented; and whether the text was appropriate for its intended purpose and context.

Each student's written response was thoroughly reviewed based on these criteria, providing a numerical measure of their ability to convey ideas through procedur writing in English. The standard format of the test ensured that evaluations were consistent and unbiased across all participants. For vocabulary and grammar mastery, a multiple-choice written test was used. Each question had four options (a, b, c, d). The test included 30 questions aimed at measuring vocabulary proficiency. Scoring was simple: each correct answer was worth one point, and incorrect answers earned zero points, resulting in a total score between 0 and 30. This score was then converted into a scale from 0 to 100.

The data analysis involved both descriptive and inferential statistical methods, carried out using SPSS 24.0 for Windows. Descriptive statistics provided a summary of the data in numerical form, helping to understand the central tendencies, spread, and distribution patterns. This helped in describing the overall features of the collected data. Inferential statistics, on the other hand, allowed the researchers to make broader conclusions about the population based on the sample data. These techniques enabled the identification of relationships

between variables, such as how vocabulary and grammar mastery influence students procedural writing skills, based on the trends observed in the sample.

RESULTS AND DISCUSSION

This study shares the findings from a research project that looks at how well seventh-grade students understand vocabulary and grammar and how that affects their ability to write procedural texts. The research took place in three different schools in South Jakarta. Data was gathered using tests that measured three key areas: Vocabulary Mastery (X1), Grammar Mastery (X2), and Procedural Text Writing Skill (Y). The analysis started with descriptive statistics for each of these variables. Then, classical assumption tests were carried out, including the Kolmogorov-Smirnov test to check for normality, as well as tests for multicollinearity and heteroscedasticity, to make sure the data was reliable for further analysis. After that, regression analysis was used to examine both the overall and individual impacts of Vocabulary Mastery and Grammar Mastery on writing skills. The analysis was done using IBM SPSS Statistics version 24. The chapter ends with a discussion of the results and what they mean for teaching and learning.

The Effects of Vocabulary Mastery and Grammar Mastery Towards the Students Procedur Text Writing Skill

The analysis indicates that Vocabulary Mastery and Grammar Mastery have a significant effect on students' procedural writing skills, as shown by a highly significant F value (89.647, Sig. = 0.000). The multiple regression analysis shows that improvements in Vocabulary Mastery and Grammar Mastery lead to increases of 0.039 and 0.082 points respectively in writing performance, with vocabulary having a slightly greater impact. The very strong correlation (r = 0.825) and high coefficient of determination (R² = 0.681) suggest that these two factors account for 68.1% of the variation in writing skills, highlighting their major role in influencing students' writing abilities.

Table 1. The Magnitude of Relationship and Contribution of Variables Vocabulary Mastery and Grammar Mastery Together Towards Variable Procedur Text Writing Skill

Model Summary^b									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	Change Statistics			Sig. F Change
						F	df1	df2	
1	.825 ^a	.681	.673	.640	.681	89.647	2	84	.000

a. Predictors: (Constant), Penguasaan Tata Bahasa, Penguasaan Kosa Kata



b. Dependent Variable: Keterampilan Menulis Teks Prosedur

Table 2 Significance of the Relationship between Variables Vocabulary Mastery and Grammar Mastery Together Towards Variable Procedur Text Writing Skill
ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	73.527	2	36.763	89.647	.000 ^b
	Residual	34.448	84	.410		
	Total	107.975	86			

a. Dependent Variable: Keterampilan Menulis Teks Prosedur

b. Predictors: (Constant), Penguasaan Tata Bahasa, Penguasaan Kosa Kata

Table 3 Significance Test of Regression Coefficients on Vocabulary Mastery and Grammar Mastery Together Towards Variable Procedur Text Writing Skill

Model		Unstandardize d Coefficients		Standardize d Coefficient s		Correlations		
		B	Std. Error	Beta	t	Sig	Zero-order	Partial Part
1	(Constant)	63.383	.661		95.929	.000		
	Penguasaan Kosa Kata	.039	.005	.511	8.282	.000	.477	.670
	Penguasaan Tata Bahasa	.082	.008	.674	10.926	.000	.648	.766

a. Dependent Variable: Keterampilan Menulis Teks Prosedur

From Table 2, it was observed that the calculated F value is 89.647 and the significance level (Sig.) is 0.000, which is less than 0.05. Since the significance value is below 0.05, it can be concluded that there is a significant relationship between vocabulary mastery and grammar mastery in influencing students' procedural text writing skills. Additionally, the multiple regression equation can be determined using the values presented in the Unstandardized Coefficients section under part B. Based on this information, the regression equation is expressed as follows:

$$Y = 63,383 + 0,039X1 + 0,082X2.$$

The multiple regression equation shows that an increase of one unit in vocabulary mastery and grammar mastery leads to a 0.039 point increase in

vocabulary mastery and a 0.082 point increase in grammar mastery regarding students' procedural text writing skills. Additionally, the correlation coefficient (R) and coefficient of determination (R Square) are provided. The correlation coefficient value of $r = 0.825$ indicates a very strong relationship between vocabulary mastery and grammar mastery and their impact on students' procedural text writing skills. The coefficient of determination, shown in the R Square column, is 0.681 or 68.1%. This means that together, vocabulary mastery and grammar mastery account for 68.1% of the variation in students' procedural text writing skills. The remaining 31.9% is influenced by other factors that are not accounted for in this study.

The Effects of Vocabulary Mastery Towards the Students Procedur Text Writing Skill

The results of the hypothesis test indicate a highly significant value (Sig. = 0.000), suggesting that the observed impact of vocabulary mastery on students' procedural writing skills is not likely due to chance. The strong t-value of 8.282 supports the idea that there is a clear and consistent relationship between vocabulary knowledge and writing abilities. Vocabulary mastery alone accounts for 24.37% of the variation in students' writing performance, highlighting its important role in enhancing their procedur writing skills in English. Almost half of the differences in writing performance can be linked to students' level of vocabulary mastery. The significance value (Sig.) of 0.000 is less than 0.05, and the t-value is 8.282. Based on these findings, the researcher concludes that there is a significant partial effect of vocabulary mastery on students' ability to write procedur texts in English. The partial contribution of the vocabulary mastery variable to Procedur Text Writing Skill can be expressed by the following formula:

$$KD = \text{Beta}_{x_1x_2} \times \text{Zero Order Score} \times 100\%$$

$$KD = 0,551 \times 0,477 \times 100\%$$

$$KD = 24,37\%$$

Based on the previous calculations, it is clear that Vocabulary Mastery has a partial impact of 24.37% on the ability to write Procedural Text. The rest of the contribution comes from other factors that have not been identified.

The Effects of Grammar Mastery Towards the Students Procedur Text Writing Skill

The hypothesis test indicates a significant result with a Sig. value of 0.001 and a t-value of 10,926, showing that Grammar Mastery has a statistically significant partial effect on students' procedural writing skills. This means the influence of Grammar Mastery is meaningful and not likely due to chance. The analysis also reveals that Grammar Mastery explains 43.67% of the variation in students' writing abilities, emphasizing its important role in developing their proficiency in writing procedural texts. Since the significance value (Sig.) is 0.001, which is less than 0.05, and the t-value is 10,926, the researcher concludes that there is a significant partial effect of Grammar Mastery on procedural text writing skill. The

partial contribution of the Grammar Mastery variable to Procedur Text Writing Skill can be expressed with the following formula:

$$KD = \text{Beta}_{x_1x_2} \times \text{Zero Order Score} \times 100\%$$

$$KD = 0,674 \times 0,648 \times 100\%$$

$$KD = 43,67\%$$

Based on the calculations provided, it is evident that Vocabulary Mastery has a partial contribution of 43.67% towards Procedural Text Writing Skill. The rest of the percentage is affected by other factors that have not been identified.

The findings of this study show that both vocabulary mastery and grammar mastery have a major impact on students' ability to write procedural texts in English. The high F value (89.647) and very low significance level (Sig. = 0.000) confirm that these two factors together have a significant effect on writing performance. The strong correlation coefficient ($r = 0.825$) and high coefficient of determination ($R^2 = 0.681$) suggest that 68.1% of the differences in students' writing skills can be explained by their level of vocabulary knowledge and grammar knowledge. According to previous research by Nuhra (Saleh & Sulhan, 2021), it was found that these two elements have a strong influence on students' ability to write procedural texts in English. This study supports those findings, showing that vocabulary mastery and grammar usage, especially the use of verbs in the present simple tense, are not only essential parts of language but also fundamental in determining how well students can express their ideas and present procedural instructions clearly and effectively.

Vocabulary mastery has a statistically significant partial effect on writing skills, as indicated by a t-value of 8.282 and a significance level of 0.001. It accounts for 24.37% of the variation in writing performance. Grammar mastery, however, has an even stronger partial effect on students' ability to write procedural texts, also showing a significant t-value of 8.282 and contributing 24.37% to the variation in writing performance. This finding aligns with previous research by Khoiria (Lubis & Hasibuan, 2021), which emphasizes the importance of vocabulary as a foundational element in developing writing skills, particularly in procedural texts that require clear and precise instructions. Without sufficient vocabulary, students struggle to create informative and effective writing. Therefore, expanding students' vocabulary is a key strategy for improving their writing abilities, especially in procedural writing. Vocabulary enables students to select suitable and detailed words to express their ideas clearly and effectively, which is essential for successful procedural text writing.

Grammar mastery has a statistically significant partial effect on writing skills ($t = 10.926$; Sig. = 0.001), accounting for 43.67% of the variance. In the context of writing procedural texts, grammar mastery plays a crucial role because such texts require the use of action verbs, technical terms, and appropriate expressions to describe the stages or steps involved in a process. This is supported by previous research conducted by Made (Adhiyasa, 2022), who argues that in writing instruction, especially with procedural texts, grammar mastery is essential for forming clear, coherent, and meaningful sentences. Focusing on grammar in writing lessons has been shown to enhance the accuracy and effectiveness of the

messages conveyed in procedural texts. This suggests that a strong grasp of grammar helps students create procedural texts that are logical, well-structured, and follow correct language rules.

Vocabulary and grammar are not extra parts of writing lessons, but essential components that significantly affect students' ability to create high-quality procedural texts. Because of this, writing instruction should be structured with methods that combine vocabulary and grammar in an organized and practical way, helping students develop strong writing skills, particularly when writing procedural texts.

CONCLUSIONS

This study aims to explore how mastery of vocabulary and grammar affects the procedural writing abilities of seventh-grade students in South Jakarta. The findings indicate that both factors have a significant impact on students' writing performance, with grammar mastery having a slightly greater effect than vocabulary mastery. Together, these two elements account for 68.1% of the variation in students' writing abilities, highlighting the crucial role of linguistic knowledge in developing strong writing skills. On their own, vocabulary mastery accounts for 24.37% of the variation, showing that using the right words and expressing ideas clearly is essential for good writing. Grammar mastery, on the other hand, explains 43.67% of the variation, underscoring the importance of correct sentence structure and proper grammar in making writing clear and well-organized. These results suggest that English instruction at the junior high school level should focus not only on expanding students' vocabulary but also on integrating grammar teaching in a structured way. This approach is expected to enhance the quality of students' writing and improve their overall language skills. Future studies could look into how vocabulary and grammar interact to support writing skills.

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No	Ukuran Deskriptif	Nilai
1	Modus	6,56
2	Median	6,78
3	Mean	6,85
4	Simpangan Baku	1,2
5	Varians	1,44

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Gambar 1 Tampilan Awal Google Cendekia

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Pembahasan

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Pembahasan hasil penelitian merupakan bentuk kecendekiawanan peneliti. Untuk itu penulis diharapkan dapat mengungkapkan secara rinci dan mendalam hal-hal yang menjadi temuan dalam penelitiannya. Dalam bagian ini, penulis harus merujuk pada hasil-hasil penelitian sebelumnya yang telah terbit dalam jurnal ilmiah (terutama jurnal internasional bereputasi). Penulis juga disarankan untuk merujuk hasil-hasil penelitian yang telah diterbitkan dalam Formatif: Jurnal Ilmiah Pendidikan MIPA.

Berikut adalah beberapa contoh penulisan rujukan dalam tubuh artikel. Penulisan dapat seperti ini (Irfansyah, 2015), atau juga ada dua penulis maka ditulis seperti ini (Irfansyah & Leonard, 2016). Jika terdapat 4 atau lebih penulis, maka ditulis seperti ini (Irfansyah et al, 2015). Lalu, dapat juga ditulis nama di luar tanda kurung, seperti Irfansyah (2013), menyesuaikan dengan pernyataan yang ditulis. Penulisan rujukan TIDAK PERLU mencantumkan halaman dari sumber rujukan yang dikutip. Perlu dicatat bahwa semua penyebutan nama adalah mengikuti nama belakang dari setiap penulis yang dikutip.

Bagian pembahasan diharapkan dapat memberikan sumbangan dan warna baru bagi pengembangan ilmu pengetahuan, khususnya di bidang sesuai artikel yang ditulis. Untuk itu, penulis diharapkan dapat benar-benar memberikan perhatian khusus untuk memastikan bahwa pembahasan yang dituliskan merupakan bagian penting dari keseluruhan isi artikel, yang dapat meningkatkan kualitas keilmuan.

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PENUTUP

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Penutup merupakan simpulan dari hasil penelitian yang telah dilaksanakan dan merupakan jawaban dari rumusan masalah. Simpulan diselaraskan dengan rumusan masalah dan tujuan penelitian. Dalam hal simpulan lebih dari satu, maka dituliskan menggunakan penomoran angka dan bukan menggunakan bullet. Dalam bagian penutup ini juga dapat ditambahkan prospek pengembangan dari hasil penelitian dan aplikasi lebih jauh yang menjadi prospek kajian berikutnya.

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DAFTAR PUSTAKA

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Semua referensi yang dikutip dalam tubuh artikel wajib dituliskan dalam bagian daftar pustaka dan ditulis dalam 1 spasi secara alfabet dengan menggunakan gaya APA edisi 7.