

## **THE EFFECT OF VOCABULARY AND GRAMMAR MASTERY ON STUDENTS' WRITING SKILLS IN NARRATIVE TEXTS**

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### **Abstract**

*This research aims to determine the effect of vocabulary and grammar mastery on students' writing skills in narrative texts. It employed a quantitative method with a survey approach, used random sampling. Data were collected through the test. The results of this research indicated that vocabulary and grammar mastery simultaneously have a significant effect on students' writing skills in narrative texts. This is evidenced by the Sig.  $0.000 < 0.05$  and F-value 70.826. Vocabulary mastery has a significant effect on students' writing skills in narrative texts. This is evidenced by the Sig  $0.016 <$*

*0.05 and t-value 2.489. Grammar mastery also has a significant effect on students' writing skills in narrative texts. This is evidenced by the Sig  $0.000 < 0.05$  and t-value 5.372*

**Keywords:** Writing Skills in Narrative text; Vocabulary Mastery; Grammar Mastery.

### **Abstrak**

Penelitian ini bertujuan untuk mengetahui pengaruh penguasaan kosakata dan tata bahasa terhadap keterampilan menulis teks naratif bahasa Inggris. Menggunakan metode kuantitatif dengan pendekatan survei yang pengambilan sampel secara acak. Pengumpulan data dalam penelitian ini menggunakan test. Hasilnya menunjukkan terdapat pengaruh yang signifikan penguasaan kosakata dan tata bahasa secara bersama-sama terhadap keterampilan menulis teks naratif bahasa Inggris pada siswa. Hal ini dibuktikan berdasarkan hasil uji hipotesis dengan nilai signifikansi yang diperoleh  $0,000 < 0,05$  dan nilai Fhitung 70,826. Terdapat pengaruh yang signifikan penguasaan kosakata terhadap keterampilan menulis teks naratif bahasa Inggris pada siswa. Hal ini dibuktikan berdasarkan hasil uji hipotesis dengan nilai signifikansi yang diperoleh  $0,016 < 0,05$  dan nilai thitung 2,489. Terdapat pengaruh yang signifikan penguasaan tata bahasa terhadap keterampilan menulis teks naratif bahasa Inggris pada siswa. Hal ini dibuktikan berdasarkan hasil uji hipotesis dengan nilai signifikansi yang diperoleh  $0,000 < 0,05$  dan nilai thitung 5,372.

**Kata kunci:** Keterampilan Menulis Teks Naratif; Penguasaan Kosakata; Penguasaan Tata Bahasa

## **INTRODUCTION**

Writing is recognized as one of the fundamental skills that students are required to master, forming an inseparable component of the language learning process in educational settings. It represents a manifestation of spoken language,

encompassing a range of activities such as transcription, the expression of thoughts and emotions, and the composition of various text types, including letters and reports (Dalman, 2021). Consequently, students are expected to develop broader and deeper insights into both the topics and the linguistic elements necessary for each text type, which in turn facilitates the development of their writing proficiency.

One of the types of English texts taught to students at the junior high school level is the narrative text. According to Zainurrahman (2011), a narrative text is a form of writing that describes an event. Generally, narratives take the form of fiction, such as novels, short stories, or folktales; however, there are also non-fictional narratives, including historical records, narrative interview reports, and interrogation transcripts. A narrative text is a type of writing that recounts a story or event with a structured sequence of actions, characters, settings, and plots. Narrative texts are typically intended to entertain, convey information, or provide moral lessons to readers or listeners. Finoza (2013) argues that a narrative text is a form of writing that seeks to create, describe, and organize human actions in an event either chronologically or within a unified timeframe. In composing narrative texts, the essential components that students need to master in order to write effectively are vocabulary and grammar.

Vocabulary is a collection of words possessed by a language and used by its speakers to communicate, either orally or in writing, in accordance with the applicable grammatical rules (Chaer, 2003). In constructing effective sentences, vocabulary mastery is of paramount importance, since without adequate vocabulary it is difficult for an individual to compose sentences correctly and appropriately. According to Keraf (2004, p. 64), vocabulary is the entirety of words owned by a language, representing a linguistic component that contains all information regarding the meaning and usage of words within the language. Vocabulary mastery is not a spontaneous process but rather a gradual acquisition toward accurate and effective usage. In the process of writing, another essential skill to be mastered is grammar. Grammar is an inseparable part of learning English, both in spoken and written forms.

Grammar in English refers to the set of rules governing how words are structured into sentences. Coghill (2003) states that “The grammar of a language is the set of rules that govern its structure. Grammar determines how words are arranged to form meaningful units.” Grammar encompasses various elements that construct correct sentences, including sentence structure, word usage, and punctuation (Azar, 2002). Crystal (as cited in Tarigan, 2017) defines grammar as the study of sentence structure, particularly focusing on syntax and morphology. In other words, grammar is the system of rules within a language that regulates word formation and their combination into sentences. In writing narrative texts, the aspect of grammar that students must particularly master is the use of the past tense (Simple Past Tense).

The Simple Past Tense is one of the verb tenses in English language learning that is used to express actions or events that occurred and were completed at a certain time in the past. This tense is employed to recount events that have ended and are no longer connected to the present (Azar, 2002). Learning

the Simple Past Tense typically begins with understanding the use of verbs that change into their past forms, whether regular verbs formed by adding the suffix –ed, or irregular verbs that take unique forms (Harmer, 2007). In the context of narrative text instruction, mastery of the Simple Past Tense is essential for students, as it enables them to develop proficiency in writing narrative texts.

Based on the results of interviews conducted with English subject teachers at public junior high schools in Central Jakarta, several challenges faced by students in writing narrative texts were identified: (1) students experience confusion in determining the title of the narrative text they are going to write; (2) students demonstrate low mastery of grammar, vocabulary, and narrative writing skills; (3) students find it difficult to select appropriate words to be used in narrative texts; (4) students have limited ability to employ sentence variety in writing; (5) students show low interest in narrative writing tasks; and (6) students possess limited knowledge of narrative writing materials. To address these issues, it is necessary to identify several aspects related to efforts to improve students' narrative writing skills, particularly in the context of classroom writing instruction.

Thus, it can be concluded that vocabulary and grammar serve as key references in narrative writing skills, as they determine how form and meaning are interconnected, thereby facilitating students in arranging, modifying, and combining words into coherent and meaningful sentences. Based on the background described above, the researcher is interested in conducting a study entitled “The Effect of Vocabulary and Grammar Mastery on Students' Narrative Text in Writing Skills”

Based on the background and identification of the problem above, the research problem formulations are:

1. Are there any effects of vocabulary and grammar mastery simultaneously on students' writing skills in narrative texts?
2. Is there an effect of vocabulary mastery on students' writing skills in narrative texts?
3. Is there an effect of grammar mastery on students' writing skills in narrative texts?

## **RESEARCH METHOD**

The method used in this research is a qualitative method with survey approach. The population are the students of class IX at SMPN 28 Central Jakarta consist of 356 students and SMPN 128 Central Jakarta consist of 244 students with the total 600 students. The sample in this research are class IX-E at SMPN 28 Central Jakarta with 32 students and SMPN-C Central Jakarta with 28 students, with total of 60 students. The researcher used random sampling technique for gained the sample of this research. Student's narrative writing skills used an assessment of writing test. Vocavulary mastery used an assessment of multiple choice tests. Grammar mastery used an assessment of multiple choice tests. The data analysis technique used SPSS 22.

The data analysis techniques employed in this research consist of descriptive statistical analysis (mean, median, mode, standard deviation, variance, range, minimum, maximum, and sum), data analysis prerequisite tests (normality, linearity, multicollinearity, and heteroscedasticity tests), and hypothesis testing (correlation coefficient with t-test). The research was conducted over a period of four months, from March 2025 to June 2025, covering the stages of topic determination, thesis preparation, instrument development, instrument trial, data collection, data processing and refinement, up to the thesis defense.

## RESULTS AND DISCUSSION

### Results

The researcher utilizes the SPSS 22 program to produce a description of the data, which can be seen in the table 1, as follows:

Table 1. Description of the data

		<b>Vocabulary Mastery</b>	<b>Grammar Mastery</b>	<b>Writing Skills in Narrative Texts</b>
<i>N</i>	<i>Valid</i>	60	60	60
	<i>Missing</i>	0	0	0
<i>Mean</i>		75.17	76.40	80.93
<i>Median</i>		73.00	77.00	80.00
<i>Mode</i>		73a	77	80
<i>Std. Deviation</i>		11.073	9.852	12.104
<i>Variance</i>		122.616	97.058	146.504
<i>Range</i>		41	36	40
<i>Minimum</i>		57	57	60
<i>Maximum</i>		98	93	100
<i>Sum</i>		4510	4584	4856

a. Multiple modes exist. The smallest value is shown

### Data Analysis of Writing Skills in Narrative Texts

The data obtained from testing the variable of narrative writing skills among 60 respondents revealed mean score of 80.93, median of 80.00, standard deviation of 12.104, mode of 80, variance of 146.504, range of 40, modal score of 57, minimum score of 60, maximum score of 100, and total score of 4,856. These results indicate that the students' writing skills in narrative texts of this research can be considered representative.

### Data Analysis of Vocabulary Mastery

The vocabulary mastery scores obtained from 60 respondents showed mean of 75.17, standard deviation of 11.073, median of 73.00, mode of 73, variance of

122.616, range of 41, minimum score of 57, maximum score of 98, and total score of 4,510. The standard deviation of 11.073 indicates a relatively high variation in responses among the participants. This finding demonstrates that the respondents' vocabulary mastery levels were diverse.

### Data Analysis of Grammar Mastery

The grammar mastery scores obtained from 60 respondents revealed mean of 76.40, standard deviation of 9.852, median of 77.00, mode of 51, variance of 97.058, range of 36, minimum score of 57, maximum score of 93, and total score of 4,584. The descriptive statistics further indicate that the mean (76.40) and median (77.00) values are nearly identical, suggesting that the grammar mastery data collected in this research can be considered representative.

#### Testing Requirements Analysis Data Normality Test

*Table 2. Results of Normality Test  
One-Sample Kolmogorov-Smirnov Test*

		Vocabulary Mastery	Grammar Mastery	Writing Skills in Narrative Texts
<i>N</i>		60	60	60
<i>Normal Parameters<sup>a,b</sup></i>	<i>Mean</i>	75.17	76.40	80.93
	<i>Std. Deviation</i>	11.073	9.852	12.104
<i>Most Extreme Differences</i>	<i>Absolute</i>	.094	.108	.110
	<i>Positive</i>	.094	.059	.103
	<i>Negative</i>	-.094	-.108	-.110
	<i>Test Statistic</i>	.094	.108	.110
	<i>Asymp. Sig. (2- tailed)</i>	.200 <sup>c,d</sup>	.081 <sup>c</sup>	.068 <sup>c</sup>

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

Based on the results of the normality test presented in the table above, the significance values (Asymp. Sig. 2-tailed) obtained for the variables of vocabulary mastery, grammar mastery, and writing skills in narrative texts were 0.200, 0.081, and 0.068, respectively. Since all values are more than 0.05, the null hypothesis (H<sub>0</sub>) is accepted, indicating that the data from all samples in this research are normally distributed.

**Linearity Test of Between Variable X1 and Variable Y.**

Table 3. Results of Linearity Test between variable X1 and variable Y

		ANOVA Table				
		Sum of Squares	df	Mean Square	F	Sig.
Writing skills in narrative texts* Vocabulary mastery	Between Groups	6030.933	17	354.761	5.703	.000
	Linearity	4907.945	1	4907.945	78.894	.000
	Deviation from Linearity	1122.989	16	70.187	1.128	.362
	Within Groups	2612.800	42	62.210		
Total		8643.733	59			

Based on the linearity test between variable X1 and variable Y, the significance value in the Deviation from Linearity was 0.362. As this value is more than 0.05, it can be concluded that there is a linear relationship between variable X1 and Y.

**Linearity Test of Between Variable X2 and Variable Y**

Table 4. Results of Linearity Test between variable X3 and variable Y

		ANOVA Table				
		Sum of Squares	Df	Mean Square	F	Sig.
Writing skills in narrative texts* Grammar mastery	Between Groups	6417.333	14	458.381	9.265	.000
	Linearity	5894.009	1	5894.009	119.130	.000
	Deviation from Linearity	523.325	13	40.256	.814	.643
	Within Groups	2226.400	45	49.476		
Total		8643.733	59			

Based on the linearity test between variable X2 and variable Y, the significance value in the Deviation from Linearity was 0.643. As this value is more than 0.05, it can be concluded that there is a linear relationship between variable X2 and Y.

**Multicollinearity Test**

Table 5. Results of Multicollinearity Test

Model	Unstandardized Coefficients		Standardized Beta	T	Sig.	Correlations			Collinearity Statistics	
	B	Std. Error				Zero-order	Partial	Part	Tolerance	VIF
1 (Constant)	.860	6.792		.127	.900					
Vocabulary mastery	.307	.123	.281	2.48	.016	.754	.313	.177	.394	2.53
Grammar mastery	.746	.139	.607	5.37	.000	.826	.580	.381	.394	2.53
				2						6

a. Dependent Variable: Keterampilan Menulis Teks Naratif

Based on the data above, the VIF values for variables X1 and X2 were 2.536, which is less than 10. Thus, it can be concluded that there is no multicollinearity among the independent variables.

**Heteroscedasticity Test**

Based on the scatterplot presented at figure 1 bellow, the points are randomly distributed without forming any clear pattern, and they are spread both above and below the zero point on the Y-axis. This indicates that heteroscedasticity does not occur in the regression model, and therefore, the model can be used to predict writing skills in narrative texts based on vocabulary mastery and grammar mastery.

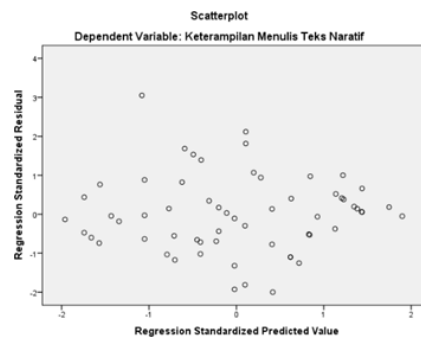


Figure 1. Heteroscedasticity Test Results

**Hypothesis Testing**

The results of Hypothesis testing that calculations and tests can be seen in the table. 6, 7, and 8. below.

Table 6. Results of the Correlation Coefficient Calculation of the Effect of Variables X1 and X2 on Variable Y.

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.844a	.713	.703	6.596

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

Table 7 Recapitulation of the Significance Test Results of the Regression Coefficient for the Effect of Variables X1 and X2 on Variable Y  
ANOVA<sup>a</sup>

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	6163.541	2	3081.770	70.826	.000b
Residual	2480.193	57	43.512		
Total	8643.733	59			

a. Dependent Variable: Writing Skills in Narrative Texts (Y)

b. Predictors: (Constant), Grammar mastery (X2), Vocabulary Mastery (X2)

Table 8 Recapitulation of the Regression Equation Calculation Results of the Effect of Variables X1 and X2 on Variable Y  
Coefficients<sup>a</sup>

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	.860	6.792		.127	.900
	Vocabulary Mastery	.307	.123	.281	2.489	.016
	Grammar mastery	.746	.139	.607	5.372	.000

## Discussion

### The Effect of Vocabulary and Grammar Mastery Simultaneously on Writing Skills in Narrative Texts

Based on the correlation analysis, the correlation coefficient obtained was 0.844, indicating a strong positive relationship among the variables when considered

simultaneously. The results of the hypothesis testing conducted using SPSS 22, as presented in Table 7, revealed that the regression coefficient was significant, as shown by a significance value of  $\text{Sig} = 0.000 < 0.05$  and  $F\text{-value} = 70.826 > F\text{-table} = 3.16$ . This finding confirms that the independent variables X1 (vocabulary mastery) and X2 (grammar mastery) simultaneously exert a significant influence on the dependent variable Y (writing skills in narrative texts).

This conclusion is further supported by the R-square value of 0.713, indicating that vocabulary and grammar mastery together contribute an effective influence of 71.3% on students' narrative writing skills, while the remaining 29.7% is influenced by other factors. Among these variables, grammar mastery was found to have the greater impact. This is evidenced by the t-value of grammar mastery (5.372), which is higher than that of vocabulary mastery (2.489). Thus, strong grammar mastery can significantly improve students' writing skills in narrative texts. Nevertheless, vocabulary mastery also plays a significant role in enhancing students' ability to write narrative texts. Therefore, it is essential to give greater attention to both vocabulary and grammar mastery in the teaching of writing skills in narrative texts.

### **The Effect of Vocabulary Mastery on Writing Skills in Narrative Texts**

The hypothesis testing of vocabulary mastery on writing skills in narrative texts was carried out using the t-test. Based on the results of the analysis using SPSS 22 as presented in Table 8, a significance value of  $\text{Sig.} = 0.016 < 0.05$  and a t-value of  $2.489 > t\text{-table} = 2.001$  were obtained. Therefore,  $H_0$  was rejected, indicating that the independent variable X1 (vocabulary mastery) has a significant effect on the dependent variable Y (writing skills in narrative texts). Vocabulary mastery in English learning is an essential aspect that plays a crucial role in improving students' writing skills in narrative texts. It can be concluded that an increase in vocabulary mastery leads to an improvement in narrative writing skills.

### **The Effect of Grammar Mastery on Writing Skills in Narrative Texts**

Grammar mastery was also found to have a significant effect on writing skills in narrative texts. This was evidenced by the results of the analysis using SPSS 22 as presented in Table 8, where a significance value of  $\text{Sig.} = 0.000 < 0.05$  and a t-value of  $5.372 > t\text{-table} = 2.001$  were obtained. Consequently,  $H_0$  was rejected, which indicates that the independent variable X2 (grammar mastery) has a significant effect on the dependent variable Y (writing skills in narrative texts).

## **CONCLUSIONS**

There are a significant effect of vocabulary and grammar mastery simultaneously on writing skills in narrative texts of junior high school students in Central Jakarta. This finding is evidenced by the significance value obtained,  $\text{Sig.} = 0.000$

$< 0.05$ , and the calculated F- value of 70.826. There is a significant effect of vocabulary mastery on students' writing skills in narrative texts, as indicated by the significance value  $\text{Sig.} = 0.016 < 0.05$  and the calculated t-value of 2.489. There is a significant effect of grammar mastery on students' writing skills in narrative texts, as evidenced by the significance value  $\text{Sig.} = 0.000 < 0.05$  and the calculated t-value of 5.372.

Therefore, enhancing students' vocabulary and grammar mastery is highly important, as it directly contributes to improving their skills in writing skills in narrative texts. The higher the level of students' vocabulary and grammar mastery, the better their comprehension and performance in narrative writing will be. Teachers may provide exercises that foster grammatical competence, such as tasks requiring students to arrange words into correct sentences or fill in blanks with appropriate words. Such efforts can improve both vocabulary and grammar mastery, which in turn positively affect students' narrative writing skills. As a result, students' writing skills in narrative texts will improve, since effective writing requires strong mastery of both vocabulary and grammar *mastery*.

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