



Students' Grammar and Vocabulary Mastery: Does It Correlate To Students' Writing Skills?

Dian Luthfiyanti*

English Education Study Program, Universitas Islam Lamongan, East Java, Indonesia

Tiara Widyaiswara

English Education Study Program, Universitas Islam Lamongan, East Java, Indonesia

Zuli Dwi Anggraini

English Education Study Program, Universitas Islam Lamongan, East Java, Indonesia

*Correspondence author: dianluthfiyati@unisla.ac.id

DOI: <http://dx.doi.org/10.18592/tarbiyah.v12i1.7341>

Key Words:

essay writing
grammar mastery
vocabulary mastery
writing skills

Received : 22 September 2022

Revision : 25 October 2022

Accepted : 15 June 2023

Published : 24 June 2023

Abstract:

The lack of vocabulary mastery often becomes an obstacle in writing, whereas vocabulary determines how skilled a person is in language. It is also supported by qualified grammatical skills so that the writing is directed and by existing rules, producing readable and coherent writing content. This study aims to describe pupils' essay writing skills and the link between grammar competence and vocabulary mastery. The study is ex post facto. The sample in this study is 104. The research data were obtained through three instruments: an essay text, a grammar mastery test, and a vocabulary mastery test. The data analysis technique used is product-moment correlation and multiple regression. Mastery of vocabulary and grammar together has a considerable impact on English Education students' essay writing skills; grammar competence considerably impacts English Education students' essay writing abilities; and vocabulary knowledge substantially impacts English Education students' essay writing abilities. It implies that mastery of vocabulary and grammar significantly impacts students' essay-writing abilities at Universitas Islam Lamongan.

To cite this article: Luthfiyati, D., Widyaiswara, T., Anggraini, Z.D. (2023). Students Grammar and Vocabulary Mastery: Does It Correlate to Students' Writing Skills? *Tarbiyah: Jurnal Ilmiah Kependidikan*, 12(1), 1-10. <http://dx.doi.org/10.18592/tarbiyah.v12i1.7341>

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Introduction

Education is one aspect that is closely related to everyday human life and is the basis used to plan and realize a learning activity. Education stakeholders have long been concerned about students' poor performance on English language exams. Students' inability to write quality essays may explain their performance poorly on English language exams ([Komolafe & Yara, 2010](#)). Poor grasp of grammatical principles, difficulty in building effective sentences, lack of teachers' exposure to modern teaching methods, inadequate preparation, inability to write coherently, and technical weakness are all common factors, according to the ([West African Examinations Council, 2019](#)).

Writing is one of the fundamental English language abilities ([Rao, 2019](#)). The writing process involves the compilation of texts, orthography, and grammar ([Uibu & Liiver, 2015](#)). Writing is similar to speaking in daily activities since we can convey our thoughts, opinions, and information. Writing is an author putting their thoughts, feelings, or ideas into proper words and sentences to communicate meaning to the reader ([Hyland, 2007](#)). Writing necessitates the ability to process diction for the written word to be friendly and correct. Every pupil who learns to write should employ exact diction to put and use words to form sentences. As a result, the phrases improve and become more correct ([Aljumaily, 2014](#)). It signifies that a technique was required for the writing to be excellent and easy to grasp for the reader.

Writing ability is vital in schools since it may be used to enlighten readers about an idea with a specific aim. Writing is a crucial skill for motivating students' experiences, because writing can help students express their assumptions and enable them to approach existing instructional methods ([Hasan & Subekti, 2017](#)). The writing process allows pupils to express themselves and describe their thoughts. Students can conceive and write about their ideas, making their writing beneficial to the readers ([Langan, 2008](#)). According to the statements, writing is a vital talent for communication and an essential language skill in education.

In expressing ideas, someone cannot write arbitrarily. That is, a writer needs the ability to interpret his ideas in written form that the reader quickly understands. Language structure and meaning system are known as grammar ([Betoni & Ulfaika, 2020](#)). In the grammar of a language, it is stated that there are rules regarding various sentence patterns which support specific intentions. To comprehend the essence of language, learners must grasp the nature of this internalized, unconscious set of principles that is part of every grammar of every language ([Brown & Abeywickrama, 2010](#)). For people who desire to learn a new language, grammar is crucial. Grammar is one of the linguistic components in the curriculum, and grammar skills should be acquired in foreign-language learning ([Malova, 2016](#)). Through writing, authors engage with their readers ([Rao, 2019](#)). As a result, a solid grammatical structure is required to construct a decent written message ([Thornbury, 2002](#)). However, claims that grammar is a fundamental component of any language ([Greenbaum & Nelson, 2018](#)) emphasizing the significance of understanding what a writer writes to write well.

One aspect of language that should be taught and learned is vocabulary, which is required in acquiring language. Moreover, vocabulary is one of the most significant

factors in any language training ([Schmitt, 2000](#)). Vocabulary is one of the English components. It becomes the primary function of all language skills because it is tied to four English skills: reading, listening, writing, and speaking. English vocabulary plays both a significant and complex role, not only in learning a first language but also in second language acquisition ([Susanto, 2017a](#)). The acquisition of vocabulary is essential for successful foreign language use and plays a vital role in forming complete spoken and written texts ([Susanto, 2017b](#)). The acquisition of an adequate vocabulary is essential for successful foreign language use because, without an extensive vocabulary, a language learner will be unable to use the structures and functions we may have learned for comprehensible communication ([Alqahtani, 2015](#)).

Vocabulary learning is central to language learning and use ([Hestningsih, 2016](#)). It is what gives a language its character. In a language with little vocabulary, speakers cannot transmit meaning or converse with one another. However, other aspects, such as pronunciation and grammar, are still relevant. All of the elements are taught in tandem and are intertwined. In its broadest sense, vocabulary is knowledge of words and their meanings. Vocabulary is a list of words for a given language or a list or collection of words that individual language speakers may use ([Thornbury, 2002](#)). Because vocabulary is a list, the alphabetical order is the only applicable scheme. The word selection process and the methods used to teach vocabulary are crucial considerations. It is necessary to learn in context to understand the meaning of words ([Fariyanti & Faliyanti, 2013](#)).

Vocabulary is one of the essential elements for someone learning a language, both orally and in writing; as Swan and Walter wrote, "Vocabulary acquisition is the largest and most important task facing the language learners ([Thornbury, 2002](#)). Vocabulary is one of the essential elements for someone learning a language, both orally and in writing; as Swan and Walter wrote, "Vocabulary acquisition is the largest and most important task facing the language learners. Good vocabulary acquisition is more important than learning grammar in a second language. David Wilkins says, "Without grammar, very little can be conveyed; without vocabulary, nothing can be conveyed". To understand language, one must have a strong vocabulary. Vocabulary is the collection of terms used in a language ([Putri & Refnaldi, 2020](#)). When they read something, it will aid them in grasping the idea from their reading. Children with a broad vocabulary will be able to understand the meaning of a word in context if they have a large vocabulary.

On the other hand, it will assist students in avoiding errors and comprehending a document. Teachers must also ensure that their kids are proficient readers. As a result, it is the responsibility of teachers to educate, explain, and assist them in acquiring the capacity to read. Vocabulary, on the other hand, is always a challenge for students. It is because they only have a restricted vocabulary. As a result, individuals need help understanding some text words ([Fariyanti & Faliyanti, 2013](#)). They, on the other hand, require the ability to understand English. By comprehending English, people can speak in English and read a range of English publications, such as academic books, newspapers, magazines, advertising, and many others ([Hestningsih, 2016](#)).

Sentences that could be more grammatical and effective and a lacking

vocabulary are some of the flaws that students have when writing essays. Low adequate sentence mastery requires attention because it obstructs the formation of clear and understandable news for readers. Students' writing talents improve as their grasp of effective phrases improves ([Schmitt, 2000](#)). Learning and writing training is required to acquire writing skills. Other actions that can expand the knowledge and resources to be transferred from the information provider to the larger community are required to support writing skills ([Huliani, 2019](#)).

Students need to expand their vocabulary because it can help them learn new things. Students can learn new words from books and magazines, newspapers, comic books, and novels ([Turmudi, 2017](#)). Based on the context of the text, students will learn the meaning of vocabulary, the function of vocabulary components, and the structure of language. Most Indonesian pupils need help with grammar, and altering verb forms might be difficult ([Kusumawardani & Mardiyani, 2018](#)). Diverse languages have different syntactic systems, punctuation usage, verb conjugation, and many more. Because English grammar is dissimilar to Indonesian grammar, students may notice numerous grammatical functions and usage variances. These variances can make it challenging for students to write a text.

There are some previous studies about the correlation between vocabulary and grammar in writing, for example by [Fariyanti & Faliyanti, \(2013\)](#). The study's focus on descriptive text reading comprehension was on the researcher. There is a good and significant relationship between students' vocabulary knowledge and their interest in English toward reading comprehension in descriptive literature.

To strengthen this study, the researchers collect some recommendation studies. *First*, the study's goals are to see if there is a link between students' essential grammar mastery and descriptive writing performance and if there is a link between students' simple grammar mastery and descriptive writing performance. The result revealed that simple present tense competence impacts descriptive writing. *Second*, this study aimed to examine if there was a link between eighth-grade students' vocabulary ability, creativity, and descriptive text writing at SMP Islam Al Badriyah. The result of this study, there was a link between eighth-grade students' vocabulary ability, creativity, and descriptive text writing at SMP Islam Al Badriyah.

This study aims to see if there is a link between practical sentence mastering and vocabulary mastery, and essay writing skills in Universitas Islam Lamongan students, especially in students' English Education. This study is also based on the hypothesis that the two variables have a relationship.

Research Method

The researcher used an ex-post facto research design and multiple regression to conduct the study. This study has three variables: two dependent variables, grammar and vocabulary competence, and one independent variable, writing skills. Because the researcher's limitations prevented him from collecting all of the data from the population, he selected a sample to serve as a data source. One hundred four students enrolled in English classes at Universitas Islam Lamongan were chosen randomly for this study.

This research has three variables: two independent variables and one dependent variable. The independent variables are vocabulary and grammar competence, while the dependent variable, Y, is essay writing skills. The variable mastery of English vocabulary is the student's score obtained from testing using a multiple-choice test that measures English vocabulary learning outcomes. A, B, C, and D are the four answer options in the multiple-choice test. There are 30 questions in all. The grammar mastery variable results from a 50-item description exam to assess the grammar material. The essay writing skill variable was assessed by administering a test as an essay. The variable scoring indicators for essay writing skills are theme suitability indicator with a content score of 5, descriptive text organizational structure indicator Score of 5, grammatical use indicator score of 5, word choice accuracy indicator score of 5, and writing mechanism indicator score of 5. So, the total score is 25 then multiplied by four, and the result is the value of writing an essay.

This study employs the correlation approach, with inferential statistics used to examine the data. The inferential statistics show a positive and significant link between pupils' grammar, vocabulary knowledge, and writing abilities. The data were analyzed using qualitative data. The quantitative data were analyzed using a simple regression technique to assess the correlation between mastery of grammar, vocabulary and essay writing abilities. Finding the regression equation is the first step in simple regression.

To test the research hypothesis, data analysis is needed. The following are several stages of the data analysis process in this study:

Descriptive Analysis

Descriptive analysis is needed to find the average value, standard deviation variance, distribution frequency, mode, mean, and median of Y (essay writing skills), X_1 (Grammar Mastery), X_2 (Vocabulary Mastery).

Data Requirements Analysis Test

To test the hypothesis, data from the test requirements analysis is necessary. This test is carried out using regression analysis or statistical parameter correlation. The data being tested are the capacity to compose essays, mastery of grammar, and vocabulary. The following are the data analysis test requirements:

Normality Test

The normality test assesses whether the data from each sample variable is normal. A standard or close-to-normal data distribution is required for a decent regression model. The graph approach was used to conduct the normalcy test in this study. The usual probability plot was employed as the graph method in this investigation. The cumulative distribution is compared to the normal distribution in a typical probability plot. If the data scattered around the diagonal line represents the typical distribution pattern, the regression model meets the normalcy assumption, which is the basis for decision-making through this approach.

Test for Multicollinearity

The multicollinearity test determines whether your regression model has a relationship with all of your independent variables. The variable is not orthogonal if all of the independent variables are correlated. An orthogonal variable is a variable that is independent of other variables and has a zero correlation coefficient.

Finding and Discussion

The respondents of this study were students of English Education in semesters 3 and 5. Therefore, the results of this study were needed to improve the quality of teaching on campus. The first step before testing the hypothesis was to do normality testing. The normality test was conducted to see if the data were distributed normally. The normality test examines if the residual confounding variable has a normal distribution in the correlation model ([Ghozali, 2012](#)). If the correlation model is regularly distributed, it satisfies the normality assumption. The researcher employed the Probability of Making a Decision Regression, which is considered to be normally distributed if the plotting data (dots) that depict the data follow a normal Distribution.

We can see the histogram and plot graphs in the output display in SPSS, where the histogram graph shows a distribution pattern that deviates to the right, indicating that the data is typically distributed. Furthermore, the p- plot image shows the points following and approaching the diagonal line, indicating that the regression model satisfies the normality condition. The multicollinearity test is the next step, determining whether the regression model discovers a correlation between the independent variables.

Because of the value of VIF 10 in SPSS, the multicollinearity test can conclude that there is no multicollinearity. The X_1 score for grammatical competence is 1.031, and the X_2 score for vocabulary mastery is 1.031. Furthermore, the Tolerance value > 0.100 , namely 0.970 for grammatical mastery (X_1) and 0.970 for vocabulary mastery (X_2). Because the VIF value is less than ten and the tolerance value is more significant than 0.100, it can be inferred that the data in this study does not exhibit multicollinearity.

The heteroscedasticity test is used to see if a regression model has inequality of variance from one observation to the next. It is called homoscedasticity if it stays the same and heteroscedasticity if it changes. Homoscedasticity, or the absence of heteroscedasticity, is a suitable regression model. The dots spread randomly and above and below the number 0 on the Y-axis, as the result of heteroscedasticity shows. The regression model in this investigation has no heteroscedasticity.

Model Reliability Test (F Test)

The model reliability test, also known as the model feasibility test or the F test (some refer to it as a simultaneous model test), is the first step in determining whether or not the estimated regression model is practicable. Appropriate (reliable) here refers to the estimated model's ability to explain the impact of independent factors on the dependent variable. The F test is named because it uses the F distribution, which has test conditions similar to One-Way ANOVA. Suppose the probability value is more significant than one. If the calculated F (SPSS output is shown in the sig. column) is

less than the error rate (alpha) of 0.05 (which has been specified), the estimated regression model is valid; nevertheless, if the value of probability. The estimated regression model is not practicable if the calculated F is more significant than the error rate of 0.05. In the ANOVA table below, the F-test results are displayed. Worth a shot, the F count is shown in Table 1.

Table 1. ANOVA Test
ANOVA

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	1015.54	2	507.77	15.25	0.000
On	1		0	2	^b
Residual	6358.83	19	33.292		
	1	1			
Total	7374.37	19			
	1	3			

a. Dependent Variable: Essay Writing

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

Regression Coefficient Test (t-Test)

The t-test in multiple linear regression determines whether the parameters (regression coefficients and constants) used to estimate the equation/model are correct. The precise meaning is that the parameter can explain how the independent variable's behaviour impacts the dependent variable. The intercept (constant) and slope are two parameters computed in linear regression (coefficient in the linear equation). The t-test in this section is just concerned with the slope parameter (regression coefficient). The regression coefficient test is the t-test test in question. The test results are displayed in the Coefficients table, as seen Table 2.

Table 2. Regression Coefficients
Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
(Constant)	85	7.3		11.	0.000		
	671	61	639	0			
Grammar Mastery	-0.265	0.086	-0.211	-3.099	0.002	0.970	1.031
Vocabulary Mastery	0.225	0.045	0.344	5.004	0.000	0.970	1.031

Dependent Variable: Essay Writing

The estimated linear regression model can be used to explain the effect of Grammar Mastery (X_1) and Vocabulary Mastery (X_2) on the dependent variable of Essay Writing Skills because the calculated F (sig.) in the Table 2 is 0.000 less than the 0.05 significance level (Y).

The independent variable (from the t count) significantly affects the dependent variable if the probability value. T count (SPSS output is shown in column sig.) is less than the error level (alpha) of 0.05 (which has been determined). In contrast, the independent variable (from the t count) does not significantly affect the

dependent variable of the probability value. T arithmetic is greater than the error rate of 0.05, probability value. The independent variable of Grammar Mastery (X_1) has a T count of 0.002, which is 0.05, indicating that it significantly impacts the dependent variable Essay Writing Skills (Y). Similarly, because of the value of probability. t count (0.000) is 0.05, the effect of the independent variable Vocabulary Mastery (X_2) on the Y variable.

There was a significant association between grammatical competency and writing achievement among students, according to (Betoni & Ulfaika, 2020), while (Hasan & Subekti, 2017) acknowledged a link between vocabulary mastery and writing skills (Viera, 2017). According to the study's findings, knowledge of vocabulary and mastery of grammar favourably impact the essay writing skills of English Education students at the Universitas Islam Lamongan al Arif. It is identical to the result of the research that Grammar and vocabulary knowledge substantially impact writing abilities. It suggests that mastery of vocabulary and grammar impacts the essay writing skills of English Education students at the Universitas Islam Lamongan.

Conclusion

As a result, it can be concluded that: 1) mastery of vocabulary and grammar together has a considerable impact on English Education students' essay writing skills; 2) grammar competence considerably impacts English Education students' essay writing abilities; and 3) vocabulary knowledge substantially impacts English Education students' essay writing abilities. According to the findings, pupils' command of grammar and vocabulary is at least correlated with their writing ability. As a result, since grammar is one of the writing sub-abilities, it is necessary to use it in any writing subject. Teachers should do it to ensure that grammar and writing instruction complement one another. In addition, teachers should use engaging resources tailored to their pupils' requirements and levels. Furthermore, pupils must improve their grammar, vocabulary, and writing skills. The mastery of terminology may assist students in writing their thoughts. However, because this study is limited to verb altering, we recommend that other scholars perform additional research on diverse variables.

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