

International Journal of Systemic Functional Linguistics

Journal Homepage: <https://ejournal.warmadewa.ac.id/index.php/ijssl>

The Effects of Vocabulary and Grammar Mastery Towards Student's Speaking Skill to The Nine-Year Junior High School Students of Al - Islam Kartasura 2023/2024.

Sri Handayani, Sujito

Raden Mas Said State Islamic University of Surakarta

rofikmohamad2110@gmail.com

ABSTRACT

The study aims to explore the influence of vocabulary and grammar mastery on the speaking skills of nine-year junior high school students at Al-Islam Kartasura. Effective communication skills are crucial in language acquisition, and understanding the factors that contribute to speaking proficiency can aid educators in enhancing teaching methods. The study employs a survey method to gather data from a population of nine-year junior high school students. A sample size of 30 students is selected for the study. The data collection involves administering tests to assess the students' grammar mastery, vocabulary mastery, and speaking skills. The research uses the survey method. The data collected are done by testing the ability of the student in grammar mastery vocabulary mastery and speaking skill. This research is used survey method. This research has three variables. They are grammar mastery (X1) and vocabulary mastery (X2) called as independent variable. Furthermore, speaking skill (Y) called as dependent variable. This research analyzes using multiple linear regressions. This research analyzes using SPSS version 27.00 for windows. The result shows there are any positive correlation. The students who have high vocabulary and grammar score their speaking score are high too. And it has positive correlation. The implication of this research useful for teacher, researcher and another English teacher to apply this method to their students.

I. INTRODUCTION

The primary purpose of this research is to examine the impact of vocabulary and grammar mastery on the speaking skills of nine-year junior high school students at Al-Islam Kartasura. Specifically, the study aims to investigate the extent to which proficiency in vocabulary and grammar contributes to students' ability to effectively communicate orally in English.

Through this investigation, the research seeks to elucidate the interplay between these language components and their influence on

speaking proficiency among students in the context of English language learning.

Mastering vocabulary is essential to mastering the four English language skills of speaking, reading, writing, and listening. If the kids have a large vocabulary, speaking English will come naturally and smoothly to them. The terms that are taught in the foreign language are referred to as vocabulary, according to Ur (1994: 60). Reading ability and comprehension are strongly intertwined, and vocabulary acquisition is necessary for both. As noted by Tozcu and Coady (2004: 473). Acquiring a second language

ARTICLE INFO

How To Cite:

Sri, Handayani, Sujito. (2023). The Effects of Vocabulary and Grammar Mastery Towards Student's Speaking Skill to The Nine-Year Junior High School Students of Al - Islam Kartasura 2023/2024. *International Journal of Systemic Functional Linguistics*. Vol.6 (2). 80-84.

Doi:10.55637/ijssl.6.2.9351.80-84

Article History:

Received 27 10 2023

Revised 29 10 2023

Accepted 31 11 2023

Keywords:

Pragmatics, Dulolong Language, Alor Regency.

also heavily depends on learning vocabulary. language and achieving academic success.

Vocabulary is a crucial part of language competency and forms a significant part of students' reading, writing, speaking, and listening skills, according to Richards and Renandya (2002: 255). When learners don't have a large vocabulary and don't know how to add new vocabulary, they may lose interest in using opportunities for language learning that are readily available, like speaking with a native speaker, listening to the radio, reading, watching television, or using the language in different contexts.

Effective communication skills are paramount in language acquisition and academic success, particularly in the context of English language learning. Among the foundational elements that contribute to proficient communication are vocabulary and grammar mastery. Individually, these components play crucial roles in language development, shaping the ability to comprehend and express ideas accurately and coherently.

They will make long paragraph easily. Beside that they will be easier to understand the text quickly. The students who have a number of vocabularies, they will have deep and easier listening from the native speaker, teacher or the other source of English listening. Because of that, the teacher must seriously to improve the student's vocabulary. Vocabulary mastery is basic competence in speaking skill. Without vocabulary the students are not confidence in their speaking. Vocabulary is defined as the understanding of word meanings by Heibert and Kamil (2005: 3).

Vocabulary is an essential part of English language, especially on speaking skill. Vocabulary is first priority in english skill especially in speaking skill. People can't communicate well, can't express their feeling both in spoken and written. They who have much vocabularies they will mastery in four skills in English.

A list or collection of terms specific to a language, or a list or set of phrases that users of that language may employ, is the second definition of vocabulary given by Hatch and Brown (1995: 1). Moreover, vocabulary is the only system that is listed in alphabetical order, according to Hatch and 71 Brown (1995:1). Vocabulary has important rules in English because able to understanding 4 phrases, sentences, and paragraphs. It means that the students must master much words or vocabularies while they are listening to the text, English news

from Tv or radio, stories, monologue or dialogues from native speaker.

On process of learning vocabularies there are many lists of words to be mastery. For junior high school grade, they must mastery more or less 2500 words for non - language department. The students every day gets new vocabularies from their text books, teacher, internet or the others and they must memorize at all. But in fact, naturally they will forget if they can't practice their vocabulary to speaking, reading, listening and writing. It can be concluded that mastery vocabulary is essential factor in speaking and writing skill. They will be success in English if they have much list of vocabularies.

Grammar is an of basic element of a foreign language. If the student's mastery grammar, they will mastery of four language skills. In learning English formally, the grammar must be learning deeply. The teacher must give much material of grammar in order to the students have good English language capability. Haryanto (2007).

There is an argument that studying grammar and a foreign language are inextricably linked. The fact that the target language differs from the local language makes learning a foreign language actually challenging. Haryanto continues, saying that even after learning a foreign language, a person frequently encounters difficulties when attempting to apply the structure of the foreign language—which differs from that of their mother tongue or first language—to their native tongue.

Some students think that grammar is difficult subject, not interesting, and much formula. So, their grammar score is not good, because some of them is unattractive with grammar subject. Even college students still have difficulty to construct or make good and correct sentences, paragraphs. Some of them still make grammar mistakes in their paper and some lecturers must work hard to correct it. explains Thornbury (2004: 27).

The word's grammar is also troublesome, particularly if it is not the same as its L1 equivalent. It could get harder to remember if a verb, like "enjoy," "love," or "hope," comes after an infinitive, like "to swim," or a ±ing form, like "swimming."

Grammar is the structure and semantic framework of language. With reference to Redman and Gairns, Ur (1996: 60) Teaching a novel item's grammar is necessary if it isn't clearly covered by general grammar principles. While an

item may have an unexpected change of form in a particular grammatical context or have some oddities with other items in sentences, it is important to inform students of this knowledge concurrently with teachers delivering form-based training.

The identity of a language, such as sounds, words, formation and arrangement of words, et cetera. Every language in this world have own grammar. They can speak fluently in the same language because they know the grammar automatically. But for different language they must understanding and learning grammar first.

The foreign students automatically knowing their grammar but contrast with Indonesian students, they sometime still confuse with their grammar which is different with their mother tongue. So, they must learn hard and must knowing the concept to change from spoken to written language.

Communication can be done by speaking or writing. According Feng (2019) Speaking is an ability to make sounds and transferring their opinion, express their feeling from their minds. Speaking is interactive process to get and share of information. Human is social creatures; they always need helps from the other one. So, they obligate to communicate each other.

Beside writing, reading, listening, Speaking is one of an important basic skill in English language learning. Speaking is an essential skill in English language teaching, so the students must mastery speaking in their school. The students can share their opinion, goal, and express their feeling, or ask difficult subject from speaking. The students can practice their speaking capability with teacher or peer friends. Language is habit, so they must practice every day.

From explanation above, speaking have to mastered by the students. So, the teacher must teach vocabulary and grammar seriously in order to make their speaking fluently.

II. METHODS

Research Design

This research is used survey method. This research has three variables. They are grammar mastery (X1) and vocabulary mastery (X2) called as independent variable. Furthermore, speaking skill (Y) called as dependent variable. In this occasion, the researcher uses multiple linear regressions to analyzes the hypothesis.

Population and Sample

Bahrani (2012) says that A group of people with similar features is called a population. This study's population consists of the nine-grade student at Al - Islam Kartasura Junior High School in academic year 2023/2024.

Probability sampling is the kind of taking sampling which is every element in the population have same opportunity to be chosen. Cluster sampling is one of probabilities sample. In the cluster sampling, the unit chosen is not individual but a group individual which naturally together. The researcher uses 30 students as sampling.

Data Collection Technique

Testing the student's proficiency in speaking, grammar, and vocabulary is how the data is gathered. Throughout this investigation, the researcher gives three tests.

There is grammar test, vocabulary test and speaking test. The researcher gives grammar test with 30 multiple choices. For vocabulary tests the researcher also give 30 multiple choices. To get the speaking score the student gives speaking test by asking them to speak up in front of class to tell about their past experience or past event.

The researcher uses multiple linier regression to analyze the hypothesis. The analysis carried out by using SPSS version 27.00 for windows.

III. RESULT AND DISCUSSION

The students who have high score in grammar and vocabulary, automatically they will have high score in speaking and they can speak English fluently.

Table 1

Model Summary^b

Model	R	R Squared	Adjusted R Square	Std. Error of the Estimate
1	.997 ^a	.994	.993	.48745

- a. Predictors: (Constant), Independent Variable: Vocabulary(X2), Grammar(X1)
- b. Dependent Variable: Skill to speaking English

According to the table 1 above, we can see the coefficient correlation of the effect of grammar and vocabulary mastery simultaneously on students' speaking skill is 0,997.

Table 2
ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	1010.551	2	505.276	126.543	.000 ^b
Residual	6.415	27	.238		
Total	1016.967	29			

a. Dependent Variable: Speaking(Y)

b. Predictors: (Constant), Independent Variable: Vocabulary(X2), Grammar(X1)

From the table 2 above, Sig. = 0.000 < 0.05 and Fo = 2126, 543.

Table 3

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error			
(Constant)	-1.494	1.328		-1.124	.271
Grammar(X1)	.459	.080	.437	5.707	.000
Vocabulary(X2)	.575	.078	.564	7.361	.000

a. Dependent Variable: Speaking(Y)

b. Predictors: (Constant), Independent Variable: Vocabulary(X2), Grammar(X1)

From table 3, we can say that the regression line equality represents the effects of grammar

International Journal of Systemic Functional Linguistics, Volume 6, Nomor 2, 2023. CC-BY-SA 4.0 License

(X1) and vocabulary (X2) on Student's Speaking Skill.

$$Y = -1.494 + 459X1 + 0,575X2$$

Y: Dependent Variable

X: Independent Variable

From the table above the researcher explain the result of data analysis into three hypothesis and discussed as follows:

1. The Effects of on students' speaking skill (Y), grammar (X1) and vocabulary mastery (X2) are assessed simultaneously.

Table 1 above shows that there is a 0.997 coefficient association between the simultaneous effects of vocabulary and grammatical mastery on students' speaking abilities.

Due to Ro's close proximity to 1, it suggests that there is a significant effect among factors. Then, speaking ability is determined by grammar and vocabulary mastery variables with a coefficient of determination of 0.994. The simultaneous impact of vocabulary and grammar acquisition on pupils' speaking abilities is 99.4%, with other factors accounting for the remaining 0.6%. From the table 2 above, Sig. = 0.000 < 0.05 and Fo = 2126, 543. This data proves that there is a significant effect of vocabulary and grammar mastery simultaneously students' speaking skill.

From table 3, we can say that the regression line equality represents the effects of grammar (X1) and vocabulary (X2) on Student's Speaking Skill.

$$Y = -1.494 + 459X1 + 0,575X2$$

Y: Dependent Variable

X: Independent Variable

2. The Effects of Grammar mastery (X1) on Students' Speaking Skill (Y).

From the table 3 above, it can be seen that Sig. = 0.000 < 0.05 and to = 5.707. So, there is a significant effect of grammar mastery(X1) toward speaking skill (Y).

3. The Effects Vocabulary Mastery (X2) towards Students' Speaking Skill (Y).

From the table 3 above, that Sig. = 0.000 < 0.05 and to = 7.361. So, there is a significant effect of vocabulary (X2) toward Student's Speaking Skill.

Cambridge University Press.
Tozcu, A., & Coady, J. (2004). Successful Learning of Frequent Vocabulary through CALL also Benefits Reading Comprehension and Speed. *Computer Assisted Language Learning*, 17(5).

IV. CONCLUSION AND SUGGESTION

Based on this research, conclude:

1. There is a significant effect of vocabulary and grammar mastery simultaneously students' speaking skill.
2. There is a significant effect of grammar mastery(X1) toward speaking skill (Y).
3. There is a significant effect of vocabulary (X2) toward Student's Speaking Skill.

If the students have much of list grammar and have good grammar, they will speak English fluently. If their vocabulary and grammar score is high, so the speaking score is high too. This research can be said to be successful.

The result very useful for the other researcher, teacher and students who want to improve their vocabulary and grammar mastery to increase speaking capability. The other researcher can use this journal to guide their research about grammar, vocabulary and speaking. And for teacher can use this method to teach their students about grammar, vocabulary, and speaking.

REFERENCES

- Feng, Y. (2019). Learning Vocabulary Through Reading Listening and Viewing. *Studies in Second Language Acquisition*, 42(3).
- Bahrani, T., & Soltani, R. (2012). How to Teach speaking Skill. *Journal of Education and Practice*, 3(2).
- Richrads, J. C., & Renandya, W. A. (2002). *Methologi in Language Teaching*. Cambridge University Press.
- Hatch, E., & Brown, C. (1995). *Vocabulary, semantics, and language education*. Cambridge University Press.
- Haryanto, T. (2007). *Grammatical Error Analysis in Students Recount Texts*. Semarang State University.
- Heibert, E. H., & Kamil, M. L. (2005). *Teaching and Learning Vocabulary*. Routledge.
- Gairns, R., & Stuart, R. (1986). *Working with Words: A Guide to Teaching and Learning Vocabulary*. Cambridge University Press.
- Thornbury, S. (2002). *How to teach vocabulary by Scott Thornbury*. Longman.
- Ur, P. (1996). *A Course in Language Teaching*.