Cici.S[1]
Oom Syamsudin[2]

THE EFFECTS OF VOCABULARY AND GRAMMAR MASTERY TOWARDS STUDENTS' SPEAKING SKILLS AT SMK KABUPATEN CIREBON

Abstract

This study aimed to investigate the effects of Vocabulary Mastery and Grammar Mastery on students' speaking skills at SMK Kabupaten Cirebon. A survey research design was employed to collect empirical data. The research instruments were validated and reliable, with Cronbach's Alpha exceeding 0.60. Data normality and heteroscedasticity tests were conducted, confirming the suitability of multiple regression analysis. Data collection involved both library and field research, including questionnaires assessing Vocabulary Mastery, Grammar Mastery, and Speaking Skills. The findings revealed a significant joint effect of Vocabulary Mastery and Grammar Mastery on students' speaking skills (Sig. = 0.000, F observed = 111.121). Furthermore, individual analyses demonstrated significant effects of both Vocabulary Mastery (Sig. = 0.000) and Grammar Mastery (Sig. = 0.000) on students' speaking skills. These findings underscore the crucial roles of vocabulary and grammar proficiency in enhancing speaking abilities among students at SMK Kabupaten Cirebon

Keywords: *Vocabulary Mastery, Grammar Mastery, Speaking Skill*

INTRODUCTION

Speaking effectively is crucial for success in both daily life and academia. While communication is essential for human interaction, many students struggle to develop strong oral communication skills.

Speaking is a complex process involving mental, physical, and social aspects. To convey a message, speakers must plan their words, use language correctly, and produce sounds that are understandable to their audience.

According to Willy A and Handoyo (2016), successful speaking involves a dynamic interplay of these factors.

Furthermore, Debbie Cole (2007) emphasizes the unique characteristics of spoken language, such as its real-time nature, its frequent face-to-face nature, and its adaptability to the specific context of the communication."

This simple aims to:

- **Simplify the language:** Using more concise and everyday terms.
- **Maintain the core ideas:** Preserving the key points about the importance of speaking skills, the challenges faced by students, and the key characteristics of spoken language.
- **Improve flow:** Making the text more readable and easier to understand.

In today's rapidly evolving technological world, strong English language skills are essential. Improving these skills is a key priority in education. A person's ability to use language effectively is closely linked to their vocabulary. A larger vocabulary boosts confidence in speaking.

It's crucial to understand that passing subjects, particularly English, in school depends heavily on the quality of language skills. In essence, successful academic performance relies on expanding vocabulary across various domains.

[1] Institut Prima Bangsa (English Education)

[2] Universitas Indraprasta PGRI Jakarta (Master English Education)
email: loissitumorangcici@gmail.com[1], orsyamsudin@gmail.com[2]

According to Kolln and Funk (2012), grammar can be categorized into two main types: Structural and Transformational. By understanding these types, we aim to identify similarities that can facilitate easier grammar learning for students, particularly focusing on the present simple tense within one of these grammatical frameworks

Vocabulary and grammar mastery are important factors that influence students' speaking ability. A rich vocabulary empowers students to express themselves more clearly and creatively, while a good understanding of grammar enables them to construct grammatically correct sentences. Previous research has consistently shown a strong relationship between vocabulary, grammar proficiency, and effective speaking. According to Willian and Haryono (2016), assessing the size of a native speaker's vocabulary provides valuable insight into the effectiveness of vocabulary instruction in English language programs. Fluent native English speakers typically have a vocabulary of around 20,000 to 32,000 words. Furthermore, Scott Thornbury (2017) defines grammar as a set of rules that govern how sentences are formed in a language.

This aim:
- Simplifies language: Uses terms that are more concise and easy to understand.
- Focuses on main ideas: Highlights the importance of vocabulary and grammar to speaking skills, emphasizes the relationship between vocabulary size and language proficiency, and provides a concise definition of grammar.
- Improves flow: Makes text easier to read and follow.

Speaking is a process, intended to practice, in fact students often do it. The Speaking process is intended to practice, but students often do not do it effectively, if in a foreign language. The speaking process certainly takes a short time. If the vocabulary contains correct and clear grammar and is easy to understand, that's good. Furthermore, if students want to master English, they must learn vocabulary and many aspects of grammar, because grammar is the basic organizing principle of a language. English grammar skills are amazing. This is probably the most creative ability. There is no limit to what we can say or write, but all of this potential is controlled by a limited number of rules. Students always afraid and do not dare to speak English confidently. So the same number of students who get below average, or complete marks for English are always the same. Through vocabulary mastery with grammar mastery that combines speaking skills.

Basically English is a necessity in this era. So we need to understand whether there is an effect of vocabulary and grammar mastery together with the speaking skills of students at SMK Kabupaten Cirebon. This is research is to determine the influence of vocabulary and grammar mastery on the speaking skill at SMK Kabupaten Cirebon. This research brings changes for students to be more courageous in speaking English with the existing survey results to improve speaking skills especially in Cirebon.

METHOD

This study uses a quantitative design. This research design uses a survey. According to (Maidiana, 2021) survey research in education is used to collect student data related to attitudes, interests, habits, etc. This study aims to provide an overview of something. In this study, researchers found a relationship between vocabulary as an independent variable and grammar with speaking skills as a dependent variable. The population of this study was grade X students of SMK Cirebon Regency. The number of grade X students was 855 students. The sampling of this study was carried out using clustering sampling. Clustering sampling means choosing one whole group from members of the population as a research sample with the same characteristics (Gay, 2009: 1929). The researcher randomly selected the population group, then selected the research sample. The number of samples was 80 students. The instruments used to collect data in this study were vocabulary questionnaires, grammar quizzes and speaking tests. In the vocabulary questionnaire, there were 20 where a value of 1 means strongly disagree, a value of 2 means disagree, a value of 3 means hesitant. a value of 4 means agree, a value of 5 means strongly agree. In addition, for the grammar test by completing sentences with the correct verb form as many as 10 questions. Then, students undergo a speaking test by giving responses to a picture. This study contains a Normality Test Where using regression analysis is a classical

assumption where it is a normality test. In this study, the Kolmogorov-Smirnov sample test was used to test the normality of the data, as well as significant tests and multiple regression tests in variables X1 (Vocabulary Mastery) and X2 (Grammar Mastery) to variable Y (students' Speaking skills). In addition, the Linearity Test by calculating the regression line equation. Analysis of variance (Anova F test) can simultaneously be used to test the significance of multiple linear regression coefficients (Sudjana, 2003:93).

This research has 3 parts of Indicators:

1. Instrument Vocabulary mastery indicator (X_1)

No.	Dimension	Indicator	Number
A.	Learners need tasks and strategies to help them organise	Students must have cooperation	**5,6,7** **12**, **20**
B.	Teachers need to accept that the learning of new words	- Students are interested in English materials. Teacher should be the facilitator and motivator to increase - student's awareness - student on time answer as like rules - Student quickly answer - Student respect to teacher and friends in group and each groupstudents dare to give reasons and are able to be responsible for their answer	**2,4,10,9,** **7,15,8** **16,17,18**
C.	Teaching should direct attention to the sound of new words		**1** **3, 11** **14,19**

2. Instrument Grammar mastery indicator (X_2)

No	Dimension	Indicator	Number of question
1.	the subject is third person singular (she, he, or it)	the -s inflection is added to the main verb or without s	**1,7,8,9**
2.	Verbal sentence positive	Do/ does, has/have	**2,3,4,5,6,10**

3. Instrument Speaking Skill (Y)

Descriptive Speaking skill indicator

Speaking Aspect	Indicator	Types of Test

Fluency	The fluency in speaking	Intensive speaking
Vocabulary	The words used	Intensive speaking
Grammar and coherence	The grammar used	Responsive speaking
Aquration	Proper use tones	Intensive speaking
Pronunciation	The sound of speech, stress and intonation	Responsive speaking

RESULT AND DISCUSSION

Quantitative research is one of the alternatives used to analyze the effectiveness of The Effects Of Vocabulary And Grammar Mastery Towards Students' Speaking Skills At SMK Kabupaten Cirebon. The results of data collection were then analyzed using SPSS version 17.00. From this study, researchers found data through surveys.

Table 1. Variable Normality Test

One-Sample Kolmogorov-Smirnov Test

		VOCABULARY MASTERY	GRAMMAR MASTERY	SPEAKING SKILL
N		80	80	80
Normal Parameters[a,,b]	Mean	47.44	79.19	80.19
	Std. Deviation	13.348	5.748	6.004
Most Extreme Differences	Absolute	.116	.098	.135
	Positive	.116	.098	.070
	Negative	-.063	-.057	-.135
Kolmogorov-Smirnov Z		1.040	.879	1.210
Asymp. Sig. (2-tailed)		.230	.423	.107

a. Test distribution is Normal.

b. Calculated from data.

Referring to the previous explanation that to determine whether a variable is normal or not must be based on criteria. These criteria are if sig. > 0.05, the data is normally distributed. If sig. <0.05, the data is not normally distributed. The data above shows that the sig value. For Vocabulary Mastery 0.230. Sig value this> 0.05 and the data are normally distributed (0.230> 0.05). The data above also shows that the sig value. For Grammar Mastery of 0.423. This sig value is> 0.05 and the data is normally distributed (0.423> 0.05). Likewise the sig value for Speaking Skill is 0.107. This sig value is> 0.05 and the data is normally distributed (0.107> 0.05).

Table 2. Vocabulary Mastery Linearity Test, Grammar Mastery, and Speaking Skill ANOVA[b]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	2115.302	2	1057.651	111.121	.000[a]
	Residual	732.885	77	9.518		
	Total	2848.187	79			

a. Predictors: (Constant), Grammar Mastery , Vocabulary Mastery
b. Dependent Variable: Speaking Skill

Table 2 above shows that F is **111.121** with significance probability level of 0.000. A value of 0,000 is lower than in 0.05 (0,000 <0.05). Thus, the linear regression test formula can be used to predict the effect of Vocabulary Mastery and Grammar Mastery towards Student's speaking skill at SMK Kabupaten Cirebon

Table 3. Coefficients[a]

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations			Collinearity Statistics	
	B	Std. Error	Beta			Zero-order	Partial	Part	Tolerance	VIF
1 (Constant)	37.208	5.873		6.336	.000					
Vocabulary Mastery	.244	.038	.543	6.347	.000	.823	.586	.367	.457	2.190
Grammar Mastery	.396	.089	.380	4.436	.000	.780	.451	.256	.457	2.190

a. Dependent Variable: Speaking Skill

Based on the results of calculations using SPSS version 17.00 for windows and analyzed, it can be seen the VIF values for each research variable as follows:

- VIF value for Vocabulary Mastery variable is 2.190 <10 and tolerance value is 0.457> 0.1. Thus, Vocabulary Mastery variable is stated to have no symptoms of multicollinearity.
- VIF value for interest Grammar Mastery interest is 2.190 <10 and tolerance value is 0.457 > 0.1. Thus, the variable interest in Grammar Mastery is stated to have no symptoms of multicollinearity.

Table 4. Recapitulation of Results of Calculation of Regression Line
Equations Effect of Variables X1 and X2 on Variables Y

Coefficients[a]

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	37.208	5.873		6.336	.000
VOCABULARY MASTERY	.244	.038	.543	6.347	.000
GRAMMAR MASTERY	.396	.089	.380	4.436	.000

a. Dependent Variable: SPEAKING SKILL

Effects of Vocabulary Mastery (X1) and Grammar Mastery (X2) towards Jointly Speaking Skill (Y).

From the calculation Y = -37.208 + 0.244 X1 + 0.396 X2 thus shows the equation in the form of a straight line. So that it can be seen a = -37,208 b1 = 0.244, b2 = 0.396.

While the p-value is 0,000 <0,05. So that H0 is rejected and H1 is accepted, meaning Vocabulary Mastery and (X1) Grammar Mastery (X2) together have a significant effects on Speaking Skill (Y).

Writing a Bibliography

As a reference for previous research. there are 2 articles. First In the scientific article Styaningrum, E. D.(2019). THE EFFECTS OF GRAMMAR MASTERY AND VOCABULARY MASTERY TOWARDS STUDENTS'READING COMPREHENSION IN EXPOSITORY TEXT. And the second Anugrawati, N., & Abdul, N. B. (2019). THE CORRELATIONBETWEENSTUDENTS'GRAMMAR MASTERY AND STUDENTS'SPEAKING ABILITY AT THE FIFTH SEMESTERSTUDENTS OF UNISMUH MAKASSAR.

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CONCLUSION

There are a significant effect of Vocabulary and Grammar Mastery to jointly towards Speaking Skill At SMK Swasta Kabupaten Cirebon .This is proven by the value of the Sig $0,000 < 0,05$ and Fobserved = 111.121 Besides that the multiple correlation coefficient R = 0.743 and the square of the multiple correlation coefficient of 0.743. This shows that the contribution of Vocabulary Mastery (X1) and Grammar Mastery (X2) jointly towards on Speaking Skill (Y) is 74.3% and the rest is influenced by other factors.

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