

The Correlation Between
Vocabulary Mastery and
Grammar: A Case Study Toward
The First Year Students of
English Department of STKIP
YDB L. A.

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1 THE CORRELATION BETWEEN VOCABULARY MASTERY AND GRAMMAR: A CASE STUDY TOWARD THE FIRST YEAR STUDENTS OF ENGLISH DEPARTMENT OF STKIP YDB L.A

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Abstract

Vocabulary mastery is one of important aspect in grammar ability. The english students, th some problems about then agree with the important vocabulary mastery towards grammar ability. Infact, the students have some problems about it. When the students communicate each others, they have some errors, the errors such spelling, pronunciation, meaning, spelling and tenses. The objective of this research is to describe the correlation between vocabulary mastery and grammar: a case study towards the first year students of English Department of STKIP YDB L.A. The population in this reseach is all of the first year students of English Department of STKIP YDB L.A. In the academic year 20072008, the total numbers of the population is 99 students. They are grouped in three classes (A,B and, C) the reseacher conduct the data, the sample is 60 students.

The researcher collects the data by using two tests, they are grammar test and vocabulary test. Then, the reseracher classifies the scores of vocabulary and grammar. The classifications of scores vocabulary and grammar are divided to be three classifications: bad score, sufficient score and good score. The result of this research shows that correlation between vocabulary mastery and grammar: a case study towards the first year students. This represents that the grammar needs higher vocabulary mastery. Based on the result of this research, grammar ability is influenced by vocabulary mastery, besides there are some factors such as reading comprehension, writing skill, etc with respect to the research. The students are suggested to improve their vocabulary mastery to grammar ability, because vocabulary mastery influences to grammar ability.

Keywords: Correlation, Vocabulary ability, Grammar, The first year students

INTRODUCTION

In studying English, vocabulary component is related to grammar component. The relationship is found in correlation between vocabulary and grammar. The vocabulary and grammar can be shown of a speaker practice of language in communication. The speaker can recognize the sound and meaning of the words will be to their ability in communication. Responding to the statement, Khatib (in Rizana, 2006:6) s recognize the says that vocabulary mastery is the ability of the students to recognize the sound and meaning of the word as they appear in the written and printed symbols. In this case, the speakers ability to recognize the sound and meaning of the word will be reflected to their ability in communication.

Vocabulary is also a basic in communication, because vocabulary is the total number of words that study about spelling, pronunciation, synonyms that have meaning, which is used by people to communicate with other and it is also as main part of a language. Read (2000:1) states that vocabulary is necessary in sense that words are basic, building block of language, the unit of meaning from which larger structures such as sentences, paragraph and whole texts are formed. At this point word is necessary to communicate and in communication the words have the certain rules of a language that is structure.

Grammar is rules where learners can create a language and listener that can understand their language. So the grammar is the pattern that you learn when you learn a language in communication with other people.

Grammar is also one of the important aspects in communication. Without grammar the language which is used by speaker will miss the meaning and it is difficult to be understood. According to Thornbury (2001:1), grammar is a description of the rules that govern how a language's sentences that is formed by words that have certain rules.

The students of English then agree with the importance of vocabulary ability and grammar in a language to communicate. Therefore, it can be concluded that, vocabulary is a part of words. But in reality the students have problems when they communicate. They have some errors with vocabulary and grammar, errors of spelling, pronunciation, meaning and synonym specially tenses.

Based on the thought above, the writer realizes that correlation between vocabulary and structure could be seemed in the language's sentence in communication. Thus the writer would like to find the correlation between vocabulary ability and grammar: a case study towards the first year students of English Department of STKIP YDB L.A.

LITERATUR REVIEW

Concept of Vocabulary

As we know that, we use thousands of words in spoken and written. Words are an instruments in communication. Without words, the people cannot interact each other. Whereas studying about words are studying about vocabulary. Many experts give opinion about definition of vocabulary. According to Allen (1983: 27), vocabulary is a certain words in a language. Zimmerman (in Brown, 2001: 375) defines vocabulary study about list, definition, written, oral drills and flash cards.

Furthermore, Nation and Newton (in Brown, 2001: 377) say that vocabulary is incorporate into communicative task, attention to lexical form is no more central to development of language curricula. Then, Read (2000: 222) views vocabulary as a discrete from of language knowledge and to treat lexical items as individual unit of meaning.

Based on the statements above, it can be concluded that vocabulary is a certain word of a language that have important role to possess the four skills of language: speaking, listening, writing and reading. Vocabulary mastery is one of important aspect in studying a foreign language to communicate, because without studying words of vocabulary, learners cannot express their language well. And the other people cannot understand what they mean.

Concept of Grammar

The word grammar is used in many different senses. Every experts proposes different opinions about this. According to Thornbury (2004: 4), grammar is a process for making a speaker's or writer's meaning clear when contextual information is lacking. Brown (2001: 367) says that grammar is contextualized in meaningful language use.

Then, Henry also states that grammar is usually defined as an aspect of syntactic studies. In relation to theories above, Viet claims grammar is what enables you understand the vary words and sentences of your own. In short, grammar is the rules where every word can be understood either in spoken or in written, which is some as contextual meaning in a language when the information is transferred.

Furthermore, Samuel Johnson (in Boer, 1981) says that grammar is the art of speaking words properly. It is natural that the first rule of an English grammar will define the term sentence.

In short, it can be define that grammar is the regulation in compounding of words to be a language of the sentence that have meaning and, it can be understood when the information is transferred to each other.

RESEARCH METHOD

Kind of the Research

In doing this research, descriptive method was used. It has two variables. Vocabulary mastery was independent variable while dependent variable was grammar ability and the simple analysis formula is used to analyze data.

Setting

The location of this research was in the first year of English department of STKIP YDB L.A.

Participant

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The participant of this research was the first year of English department of STKIP YDB L.A in academic year 2007/2008. the total number of the population is students who are group into 3 parallel classes, there are 99 students, and they are 1A, 1B and, 1C class. The researcher just takes two classes from 3 classes who are they students' 1B and 1C class. The students sample are 60 students.

Instrumentation

The instrument that was used to collect data on students' vocabulary mastery in this research was vocabulary test. Vocabulary test consist of 25 items. The data on students' grammar ability was collected trough grammar test which is consist of 25 items. They were compiled in multiple choice types with four options. In this test, the sample was asked to read the sentence and find a, b, c, or d thath has the same meaning as underlined word in the sentences. The data was taken from the faculty department.

RESULT AND DISCUSSION

Correlation between vocabulary to grammar

In this paper the researcher describes the relation between vocabulary ability and grammar: a case study towards the first year students of english department of STKIP YDB L.A. The reseacher involves on the first year of english department of STKIP YDB L.A.

There are two variables to be measured in this paper, namely the students' vocabulary ability and grammar. The researcher prepares, for the two variables, two kinds of test. Vocabulary and structure 1 are the materials of these tests. It is assumed the students are able to answer the items correctly.

The instrument is used to measure the students' vocabulary ability and grammar are measured by objective type tests. The test consists of 25 items. Here the students are given 60 minutes for each of the test. A test will have content validity ID the students follow both of the tests: vocabulary and grammar.

The students are given the test to the sample of vocabulary test and grammar test, the researcher gives score by computing the correct

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answer of each students. Based on the distributing of the data, the researcher groups the students' scores of vocabulary and grammar.

Table 3.1 The scores of vocabulary and grammar

No	Vocabulary	Score	Grammar	Score
1	3	12%	2	8%
2	3	12%	2	8%
3	3	12%	2	8%
4	3	12%	2	8%
5	3	12%	2	8%
6	4	16%	3	12%
7	4	16%	3	12%
8	4	16%	3	12%
9	5	20%	4	16%
10	5	20%	4	16%
11	5	20%	4	16%
12	5	20%	4	16%
13	5	20%	4	16%
14	5	20%	4	16%
15	5	20%	4	16%
16	6	24%	5	20%
17	6	24%	5	20%
18	6	24%	5	20%
19	6	24%	5	20%
20	6	24%	5	20%
21	7	28%	6	24%
22	7	28%	6	24%
23	7	28%	6	24%
24	8	32%	7	28%
25	8	32%	7	28%
26	8	32%	7	28%
27	8	32%	7	28%
28	9	36%	8	32%
29	10	40%	9	36%
30	10	40%	9	36%
31	11	44%	10	40%
32	11	44%	10	40%
33	11	44%	10	40%
34	11	44%	10	40%
35	12	48%	11	44%
36	12	48%	11	44%
37	13	52%	12	48%
38	13	52%	12	48%
39	13	52%	12	48%
40	14	56%	13	52%
41	15	60%	14	56%
42	15	60%	14	56%
43	15	60%	14	56%
44	15	60%	14	56%
45	15	60%	14	56%
46	16	64%	15	60%
47	16	64%	15	60%

No	Vocabulary	Score	Grammar	Score
48	16	64%	15	60%
49	17	68%	16	64%
50	17	68%	16	64%
51	17	68%	16	64%
52	18	72%	17	68%
53	19	76%	18	72%
54	19	76%	18	72%
55	19	76%	18	72%
56	21	84%	20	80%
57	21	84%	20	80%
58	22	88%	21	84%
59	22	88%	21	84%
60	24	96%	23	92%

Based on table 3.1, it is shown that the correlation between vocabulary and grammar. Scores of vocabulary is influenced to grammar, higher the score of vocabulary, so the score of grammar will be higher. It can be concluded that vocabulary has positive correlation to grammar.

Furthermore, the researcher classifies the score of vocabulary and grammar are divided to be three classifications:

3.1.1 Score – Minus

The students who get score vocabulary and grammar $\leq 50\%$. They are classified in score – minus. Based on the students' score in percentage, 60 students as the samples. it is found that 36 students get score – minus on vocabulary the percentage is 60% and 39 students get percentage 65% on grammar. The classifying on the score – minus are presented in table 3.1.1

Table 3.1.1 The classification score – minus on vocabulary and grammar

No	Vocabulary	No	Grammar
	$\leq 50\% = \text{Minus}$		$\leq 50\% = \text{Minus}$
1	12%	1	8%
2	12%	2	8%
3	12%	3	8%
4	12%	4	8%
5	12%	5	8%
6	16%	6	12%
7	16%	7	12%
8	16%	8	12%
9	20%	9	16%
10	20%	10	16%
11	20%	11	16%
12	20%	12	16%
13	20%	13	16%
14	20%	14	16%

No	Vocabulary	No	Grammar
15	20%	15	16%
16	24%	16	20%
17	24%	17	20%
18	24%	18	20%
19	24%	19	20%
20	24%	20	20%
21	28%	21	24%
22	28%	22	24%
23	28%	23	24%
24	32%	24	28%
25	32%	25	28%
26	32%	26	28%
27	32%	27	28%
28	36%	28	32%
29	40%	29	36%
30	40%	30	36%
31	44%	31	40%
32	44%	32	40%
33	44%	33	40%
34	44%	34	40%
35	48%	35	44%
36	48%	36	44%
37		37	48%
38		38	48%
39		39	48%

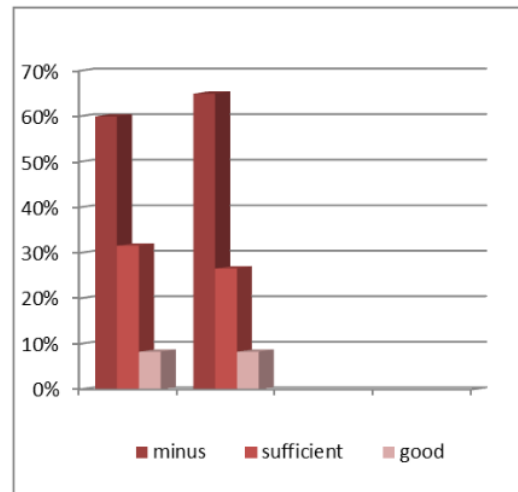
3.1.2 Score – Sufficient

The students who got score vocabulary and grammar $\geq 51\% - 79\%$. They are classified in score – sufficient. Based on the students' score in percentage, 60 students as the samples. It is found that 19 students get score – sufficient on vocabulary the percentage is 31,6% and 16 students are 26,6% on grammar. The classifying of the score – sufficient are presented in table 3.1.2

Table 3.1.2 The classification score – sufficient on vocabulary and grammar

No	Vocabulary	No	Grammar
	$\geq 50\% - 79\% = \text{Sufficient}$		$\geq 50\% - 79\% = \text{Sufficient}$
1	52%	1	52%
2	52%	2	56%
3	52%	3	56%
4	56%	4	56%
5	60%	5	56%
6	60%	6	56%
7	60%	7	60%

No	Vocabulary	No	Grammar
8	60%	8	60%
9	60%	9	60%
10	64%	10	64%
11	64%	11	64%
12	64%	12	64%
13	68%	13	68%
14	68%	14	72%
15	68%	15	72%
16	72%	16	72%
17	76%	17	
18	76%	18	
19	76%	19	
20		20	



3.1.3 Score – Good

The students who get score vocabulary and grammar $\geq 80\%$ - 100%, they are classified in score – good. Based on the students' score in percentage, 60 students as the samples. It is found that 5 students get score – good on vocabulary and grammar by the same percentages, they are 8,3%. The classifying of the scores are presented in table 3.1.3

Table 3.1.3 The classification score – good on vocabulary and grammar

No	Vocabulary	No	Grammar
	$\geq 80\%$ - 100% = good		$\geq 80\%$ - 100% = good
1	84%	1	80%
2	84%	2	80%
3	88%	3	84%
4	88%	4	84%
5	96%	5	92%

Based on the table classification above, it is shown that there are three classifications score based on the students' score in percentage. It is found that score of vocabulary and grammar 60% and 65% students get score – minus, 31,6% and, 26,6% students get score – sufficient and, 8,3% students get score – good. Furthermore, the improvement of students' vocabulary and grammar score can be shown by the figure below:

Based on the calculating above, it can be concluded that vocabular mastery and grammar must be increased to get the better result.

The influences of vocabulary to grammar

Based on the discussion above, the less of vocabulary is influenced to grammar ability. The students cannot express their words of a language for each lesson, especially in grammar. Besides, the students are not able to determine when the words have functions as adjective, verb, or noun of the sentences. It is relevance what Mora says that vocabulary should focus on useable words. The students should be tough how to figure out related words. In this case, it is relevance by the theory above that is vocabulary needs grammar to make a language.

In fact, vocabulary and grammar are consolidated in a language, when learner uses them to communicate each other. Therefore, the less of vocabulary to grammar ability is influenced the teaching and learning. Not only grammar but also reading comprehension and writing skill. It can be shown in table 3.1 the score of vocabulary and grammar.

Based on table 3.1, it is shows that scores of vocabulary are influenced towards grammar ability, higher the students' vocabulary mastery so the grammar ability will be high and other, the less of students' vocabulary mastery so their grammar ability is lower.

CLOSING

Conclusion

Based on the discussion of the data obtained by the students' ability on vocabulary and grammar. It can be concluded that the students' vocabulary ability has a positive correlation to grammar. The researcher found that the lowest of students' grammar ability is caused by other factors besides vocabulary mastery. The other factors are reading comprehension, writing skill, etc.

And based on table of the students' scores' of vocabulary and grammar ability. The researcher conclude that the highest of students' vocabulary mastery so the grammar ability will be high. And other the less of students' vocabulary mastery so the students' grammar ability is lower.

Recommendation

Recommendation from this research are: (1) the students improve their vocabulary mastery in using grammar (2) It is suggested to the students to improve the students' vocabulary mastery by determine meaning and function of the words in contextual in studying grammar since the vocabulary has close correlated to grammar ability.

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RIWAYAT PENULIS

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Yosa Novia Dewi, S.Pd, M.Pd lahir di Padang pada tanggal 19 Januari 1984. Beliau menamatkan pendidikan S2 pada tahun 2012 di Universitas Negeri Padang pada jurusan Magister Pendidikan Bahasa Inggris. Beliau merupakan salah satu staf pengajar (dosen) di Universitas Putra Indonesia (UPI) YPTK. Selain itu, beliau juga bekerja sebagai *translator* jurnal dan paper. Hingga saat ini, sudah puluhan jurnal yang berhasil beliau translate ke Bahasa Inggris. Hampir semua jurnal dan paper yang beliau *translate* dipresentasikan di Forum Internasional dan dipublikasikan pada beberapa Jurnal Internasional. Paper beliau pernah dipresentasikan dalam konferensi Internasional dan beliau juga pernah terpilih menjadi satu-satunya *session chair* yang berasal dari Indonesia pada konferensi internasional di Singapura.

Ir. Zefriyenni, MM Lahir di Padang pada tanggal 9 September 1963. Beliau menamatkan pendidikan S1 di Universitas Andalas pada tahun 1987, kemudian beliau melanjutkan S2 di Universitas Putra Indonesia YPTK Padang. Saat ini, beliau sedang merampungkan disertasi untuk menamatkan pendidikan S3 di UPI YAI Jakarta. Beliau merupakan salah satu staf pengajar (dosen) pada Fakultas Ekonomi dan Fakultas Ilmu Komputer UPI YPTK. Jabatan Beliau saat ini adalah Kepala BAUK (Biro Akademik Umum dan Kemahasiswaan) sejak tahun 2000, dengan golongan jabatan Lektol Kepala 4A. Beberapa penelitian beliau pernah diterbitkan di Jurnal UPI YPTK, STKIP PGRI Padang, Universitas Negeri Padang, dan Institut Teknologi Padang. Penelitian yang beliau lakukan juga pernah didanai DIKTI pada tahun 2015.

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