The Influece Mastery Of Grammar And Vocabulary Against Descriptive Writing Skills Of Students Private Smp In Tangerang Regency

Siti Mariyanah
Lecture Staff, STKIP Kusuma Negara

Abstract: *This study aimed to obtain empirical data on the effect mastery of grammar and vocabulary against the descriptive writing skills of students. This research was conducted in private junior high school in Tangerang Regency with a total sample of 60 students from the three schools, namely SMP Insan Madani, SMP IT Al Hussein, and SMP Nurul Falah in the academic year 2013-2014. This research resulted in the research data that are a significant influence mastery of grammar and vocabulary together on descriptive writing skills of students, are a significant influence mastery of grammar in the ability to write descriptive students, and are a significant influence vocabulary mastery on descriptive writing skills of students. Expected results of this study can motivate teachers to improve instruction so that Grammar Mastery, Vocabulary Mastery, and descriptive writing skills of students can be increased.*
Keywords: *Grammar Mastery, Vocabulary Mastery and Descriptive Writing skills.*

I.   Preliminary

English as a foreign language in Indonesia, which has an important role, because of the importance of English learned in school from junior high school to university level. Even in some areas, the English think starting from primary school level (elementary school) and even kindergartens. English language skills are divided into four (4) important things, namely speaking, listening, reading, and writing. Each language skills can be mastered by students.

Until now, though, language teaching especially writing skills learned during the three years through an Indonesian lessons at Vocational High School level, but the results have not been so satisfying. Proven there are still many students who have not been able to apply the ideas or thoughts in written language precisely. Dispitefully They are less fond and not used to write, and their writing readable level relatively still low. The meaning, they are less able to organize ideas, writing convoluted/circular, or mistakes in grammar.

The lack of student ability in expressing initiative or his ideas verbally or in written, mainly due to lack of experience to understand the symbol and concepts, including mastery of vocabulary and mastery of sentence which good. According to Tarigan (1994:20), that the vocabulary skills with mental skills there is a close relationship, as a causal relationship. That is, the quantity and quality of one's vocabulary will also determine the quality and integrity of language skills. Therefore, vocabulary growth was unstoppable again. It is not possible, if this potential can be processed properly,it will bring positive influence on learning Indonesian is more advanced and challenging for students.

Low achievement in English both oral and written are also caused by poor control of the linguistic elements of the English language by students. One cause of the problem is the fact that the students' command of the English language grammar is still low as well. Therefore, teachers must fully understand how to manage a limited time so that results greater of the teaching process can be obtained optimally. As Michael Lewis and Jimmie Hill opinion "foreign language teaching ... .. usually based on structural developments carefully". (Michael Lewis and Jimmie Hill, 1986:63). In a special guidebook that explains the detailed spelling grammar must be mastered by the student to be able to speak, set a good sentence, and write correctly.

II.   Research Methodology

A. Methods

The research was conducted in the form the field research whereas method used is descriptive analysis. Descriptive survey method is a method of research that takes a sample from a population and use the test as a means of data collection. In this study the data and information collected from respondents using the test. Once the data is obtained then the results are presented descriptively at the end of this study.

Before performing data analysis on the effect of variable data, then data analysis techniques using statistics inferesial, simple correlation and multiple correlation, partial correlation, and regression. Correlation requires at least two variables, while the multiple correlation requires three variables in this study. The first independent variable is the mastery of grammar (X_1), the second independent variable is the mastery of

vocabulary (X_2) and the dependent variable is descriptive writing skills (Y) in accordance with Figure 1 as follows:

Figure 1. The constellation of relationships between the variables research
Information :
X_1 = Grammar Mastery
X_2 = Vocabulary Mastery
Y = Descriptive Writing Ability

B. Population and Sampling Techniques
1. Population and Sample Research
     The population in this study are the student of class 2 in Junior High School in Tangerang Regency (SMP Insan Madani, junior IT Al Hussein, and SMP Nurul Falah) in the 2013-2014 academic year (the second semester. The sample was 60 students taken from schools. Samples were taken at random.

2. Sampling Techniques
     The sampling technique is done using *Simple Random Sampling* method (Sugiyono, 2010: 120). In this technique, Sample population is considered homogen. Sample is obtained by using simple random sampling technique/Simple Random Samples.

C. Data Collection Techniques
     The techniques that will be used to collect data in this research was by giving the students as sample instrument. Researcher will try to obtain factual data to provide a test. To measure mastery of grammar (X1), the researcher gave them 30 questionnaire (multiple choice).
     The second variable is the mastery of vocabulary (X2). The following instruments are also 30 multiple-choice questions about vocabulary designed adapted to the theoretical framework and research needs.
     Furthermore, a third variable (skills in writing descriptive text) will be measured by giving the task of writing to the respondent. Students as respondents were asked to write a short descriptive text with a specific theme under the guidance of researcher.

D. Research Instruments
1. Student Writing Skill In Descriptive Text
a. Conceptual definition
     Writing skill is the ability to write text in good grammar and use appropriate vocabulary in the context of the text correctly. Writing the text is how to convey the message and the desire to say our wishes or messages to the reader to make them understand what we write. Descriptive Writing is a form of writing that describes something, give detailed information about the object, so that, as if the reader see, hear, feel, or the direct object and can influence the sensitivity and imagination of the reader .

b. Operational definition
     To determine the extent of students' skills in arranging descriptive text, researcher will give instructions for writing text to explain about their school .

c. Fretwork of Instruments

Table.3.2 Fretwork of Descriptive text writing instruments

Skills	Intruksional Interest	Competency Standard	Amount Question	Number	Indicator
Productive Writing	Write a short text to describe something based on their daily context	Write a short text to describe something based on daily Context	1	1	Students are able to : Write Short Text ON their school

2. Mastery of Grammar
a. Conceptual definition
     Mastery of grammar is an aspect that must be learned. In writing skill, mastery of grammar is very important. In studying the grammar students must understand correctly so that they can use it in the context of the sentence .

b. operational Definition
The use of grammar in a test results obtained from multiple-choice test of mastery of grammar .

c. Fretwork of instrument

The instrument used to measure students' mastery of grammar is a form of multiple choice. Students are asked to answer multiple choice questions.

Table. 3.3 Fretwork of Instrument (Mastery of Grammar)

NO	QUESTION INDICATOR	QUESTION FORM	QUESTION NUMBER	SETTLEMENT	SCORE
1	Students can complete a positive sentence hiatus with the present tense verb	PG	1, 4, 6, 7, 8, 9, 13, 17, 18, 20, 21, 27	Choose the best answer	12 x 2,5 = 30
2	Students can complete negative sentences hiatus with a present tense verb	PG	2, 14, 15, 16, 19, 25, 28, 33	Choose the best answer	8 x 2,5 =20
3	Students can complete the two gaps in the interrogative sentence (introgatif sentence) hiatus	PG	3, 5, 30, 34	Choose the best answer	4 x 2,5 = 10
4	Students can complete the sentence introgatif hiatus with a present tense verb	PG	10, 38	Choose the best answer	2 x 2,5 = 5
5	Students can choose interrogative sentence (introgatif) right	PG	11, 12, 26, 29, 35	Choose the best answer	5 x 2,5 = 12,5
6	Students can complete the sentence asked the question words in the present tense	PG	22, 23,24,32, 36, 37, 39, 40	Choose the best answer	8 x 2,5 =20
7	Students can turn a positive into a negative sentence sentence present tense	PG	31	Choose the best answer	1 x 2,5 = 2,5
MAXIMUM TOTAL SCORE					**100**

d. Testing Instrument
1) Validity Test Instruments

Validity test aims to measure the instruments that have been prepared and can be said to be valid, i.e. if the instrument can measure anything exactly what is to be measured. Instrument mastery of grammar is arranged based on indicators that have been set so as to produce as many as 30 questions. To test the validity of the instrument, the instrument to be tested to 30 students outside of the study sample. Validity statement item of instruments based on Correlation test of *Product Moment Pearson,* ie the correlation between item scores of instruments with a total score of whole items instrument concerned. The revelation is valid if it has $r_{count} > r_{table}$ at the level of α =0.05.

Validity test results of question about interest in student learning of 30 respondents trials. The test is said to be valid (*shahih*) if the value of $r_{count} > r_{table}$ at the level of α = 0.05. Of the 35 question of trial test, 5 questions of students' perceptions about the instrument on pedagogical competence of teachers declared invalid namely, the question numbered 5,6,14,24 and 29. The invalid question were excluded from the discussion. Thus, the instrument of interest in student learning consists of 30 items

2) Test Reliability

From test the validity of the statement item were tested for reliability, which is to prove the instrument that made the measurement can be said to be reliable, if the measurement is consistent and accurate, so that the instrument as a measuring tool can generate a reliable measurement results. The reliability test used *Alpha Cronbach.*formula.

Instrument reliability test results about grammar mastery of 30 respondents trials. The test is said to be reliable or a research instrument said to be reliable if the Alpha Cronbach coefficient (AC) > 0.7 and the better if its value is closer to the number 1. The Value of Alpha Cronbach (AC) instrument of grammar mastery is 0.989, it can be said that the instrument mastery of grammar is said reliable.

e. Mastery of Vocabulary
a. Conceptual definition

Mastery of vocabulary can be defined as the ability to understand and apply in concrete form. The understanding in this matter related to the theory of the existing rules, while applying it can be understood as a manifestation of the theory into tangible form. Thus, Mastery of vocabulary means the ability to choose a word for word when writing a text.

b. Operational definition

Achievement of vocabulary Mastery is mainly absorption better understanding, comprehension, and vocabulary. Now Researcher Rata mastery of vocabulary using a vocabulary test.

c. Fretwork of Instruments

Table 3.4 Fretwork of Instruments of student vocabulary mastery

No	Basic competence	Indicator	Number of Question	Total Item
1	Pronouns	Students are able to use the knowledge of pronoun	1,2,3,4	4
2	Words Family Awalan a. Prefix b. Suffix	- Students can find the right words associated with prefixes and understanding to use them in context - Students can find the right words associated with a suffix and understanding to use them in the context	5, 6, 7, 8, 9 10, 11, 12, 13	5 4
3	- nouns and adjectives	- Students can choose grammatical patterns relating to information and adjectives	14, 15, 16, 17, 18, 19, 20, 21	8
4	Synonyms and antonyms	- Students are able to use knowledge of synonyms and antonyms	22, 23, 24, 25, 26, 27, 28, 29, 30	9
Amount				30

d. Testing Instrument

1) Validity Test Instruments

Validity test aims to measure the instruments that have been prepared and can be said to be valid, i.e. if the instrument can measure anything exactly what is to be measured. Instrument mastery of vocabulary is arranged based on indicators that have been set so as to produce as many as 30 questions. To test the validity of the instrument, the instrument to be tested to 30 students outside of the study sample. Validity statement item of instruments based on Correlation test of *Product Moment Pearson,* ie looking the correlation between item scores of instruments with a total score of whole items instrument concerned. The revelation is valid if it has $r_{calculation}>r_{table}$ at the level of α =0.05.

Validity test results of question about interest in student learning of 30 respondents trials. The test is said to be valid (*shahih*) if the value of $r_{calculation}>r_{table}$ at the level of α = 0.05. Of the 35 question of trial test, 5 questions of students' perceptions about the instrument on pedagogical competence of teachers declared invalid namely, the question numbered 5,6,14,24 and 29. The invalid question were excluded from the discussion. Thus, the instrument of interest in student learning consists of 30 items

2) Test Reliability

From test the validity of the statement item is tested for reliability, which is to prove the instrument that made the measurement can be said to be reliable, if the measurement is consistent and accurate, so that the instrument as a measuring tool can generate a reliable measurement results. The reliability test used *Alpha Cronbach.*formula.

Reliability test results about questions of the mastery of vocabulary instrument perception of students on pedagogical competence of teachers of 30 respondents trials. The test is said to be reliable or a research instrument said to be reliable if the Alpha Cronbach coefficient (AC)> 0.7 and the better if its value is closer to the number 1. The Value of Alpha Cronbach (AC) instrument of vocabulary mastery is 0.989, it can be said that the instrument mastery of vocabulary is said reliable.

E. Data Analysis Techniques

1. Descriptive Analysis

Descriptive analysis is performed to find the average price, variety, standard deviation, frequency distribution, mode, mean, median, the making of histogram of scores Y, scores X_1 and X_2 scores.

2. Requirements Test of Data Analysis

Requirements Test of Data Analysis required as a condition to test the hypothesis by correlation or regression analysis on parametric statistics. For data from exposition writing skills, mastery of vocabulary and sentence mastery, test data requirements are Normality Test and Test of linearity

a. Normality test

The purpose of doing the normality test is to determine whether the data from each variables sample are normal. To test whether the data sample being studied come from populations with normal distribution or not, the normality test using Kolmogorov-Smirnov test with correction approach Liliefors, according Sudjana, M.A (2005:266) the steps as follows:

1) Compiling data in order of smallest to largest.
2) Determining the value of Z_i by the formula:

$Z_i = X_1 - XS$

Information :

Z_i = Raw value to be searched
X_1 = Score experimental class students
X = average score of each group
S = Standard deviation

3) Determining $F(Z_1)$ is based on the value of the table Z_1, with the formula:

$F(Z_i) = Z_1 + Z_2 + \ldots + Z_{nn}$

4) Determining the value of L by the formula:

$L = F(Z_1 - S(Z_1)$

Information :

L = coefficient of normality Lileefors
Z = default value of each variable
S = Standard deviation

Criteria for normality test can be determined by looking at the value of Sig. Kolmogorov-Smirnov. If the value of Sig. > 0.05 means that data from a sample of the normal distribution.

b. linearity test

Linearity is a state where the relationship between the dependent variables with independent variables is linear (straight line) within a certain range of the independent variables. The test is used to detect whether the linear regression equation as a whole.

By using SPSS for windows (Supaman, 2013:29), the results of the analysis carried out by:

1) Develop hypotheses:

H_0 = Linear Regression Model
H_1 = non-linear regression model

2) Establish the level of significance (eg a = 0.05)
3) Comparing significance was set with significance derived from the analysis (Sig.)

If a < Sig., Then H_0 accepted, meaning linear regression
If a > Sig., Then H_1 accepted, meaning non-linear regression

3. Hypothesis testing

a. Test hypothesis 1 was tested with multiple correlation analysis, and multiple linear regression significance test .

b. Test hypotheses 2 and 3 using a significance test multiple linear regression analysis partially.

1) Multiple Linear Regression Analysis

To analyze the dependence of the dependent variable (Y) against a number of independent variables (X), or to know the effect of several variables X against Y variables is used Linear Regression Analysis method, the following general equation :

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2$$

Keterangan :

β_0 = intercept
β_1 = coefficient of variables X_1
β_2 = variable coefficients X_2
Y = the ability to write descriptive
X_1 = mastery of grammar
X_2 = mastery of vocabulary

2) Multiple Correlation Analysis

Strong correlation between variables X with variables Y calculated by statistical analysis of multiple correlation coefficient (R), with the following formula :

$$R^2 = \frac{\text{Sum of Squares Regression}}{\text{Sum of Squares Total}}$$

Multiple correlation coefficient values ranging from 0 (zero) to 1. When two variables have a value of R = 0, means that the two variables there are no relationship. Meanwhile, when two variables have a value of R = 1, then the two variables are the perfect relationship. According to Al-Ghifari (1997), the higher the R value (close to 1), then the degree of closeness of the relationship between these two variables are getting higher and vice versa.

The correlation coefficient is used to determine the direction of the relationship between the two variables are denoted with an symbol (+ and -). Symbol (+) on the value of the correlation coefficient indicates a unidirectional relationship, meaning that if the value of the variable of the rise, the value of other variables also rose. While the value of the symbol (-) on the value of the correlation coefficient indicates a relationship in the opposite direction, meaning that if the value of the variable of the rise, the value of other variables that will go down or vice versa.

3) Hypothesis Test Together Through ANOVA F Test (Top Test of multiple Linear regression coefficient)

The level of significance of multiple linear regression coefficient, known by F test, which compares the value of F count with F table. To determine the value of F count of multiple linear regression can be used formula, as follows:

$$F\ Count = Sum\ of\ Squares\ Regression Sum\ of\ Squares\ Residual$$

Provisions for each value of F is as follows:
1. If F count > F table then the research hypothesis is accepted, meaning that the coefficient b in a multiple linear regression equation is not equal to zero, so that the linear regression equation is correct/acceptable.
2. If the value of F arithmetic < F table then the research hypothesis is rejected, meaning that the coefficient b in a multiple linear regression equation is equal to zero, so the equation of the linear regression is not accepted or rejected. Or it can be said that the independent variable X does not have a significant effect on the value of dependent variables Y.

F. Statistical Hypotheses

From a theoretical foundation and frame of mind that has been described above, the following hypothesis can be put forward.
1. H0 : $\beta_1 = \beta_2 = 0$
   H1 : $\beta_1 \neq 0$, $B_2 \neq 0$

This means:
H0   : There is no effect of mastery of grammar and vocabulary mastery together on the ability to write descriptive
H1   : There is a significant influence mastery of grammar and vocabulary mastery together on the ability to write descriptive
2. Ho : $\beta_1 = 0$
   H1 : $\beta_1 \neq 0$
This means:
H0   : There is no grammar mastery influence on the ability to write descriptive
H1   : There is a significant influence on the mastery of grammar descriptive writing skills
3. Ho : $\beta_2 = 0$
   H1 : $\beta_2 \neq 0$
This means:
H0   : There is no effect of vocabulary mastery of the ability to write descriptive
H1   : There is a significant influence vocabulary mastery of the ability to write

III. Results And Discussion

In this chapter the author presents the research data for the variables descriptive writing skills of students (Y), mastery of grammar students (X_1),, and mastery of the vocabulary students (X_2).
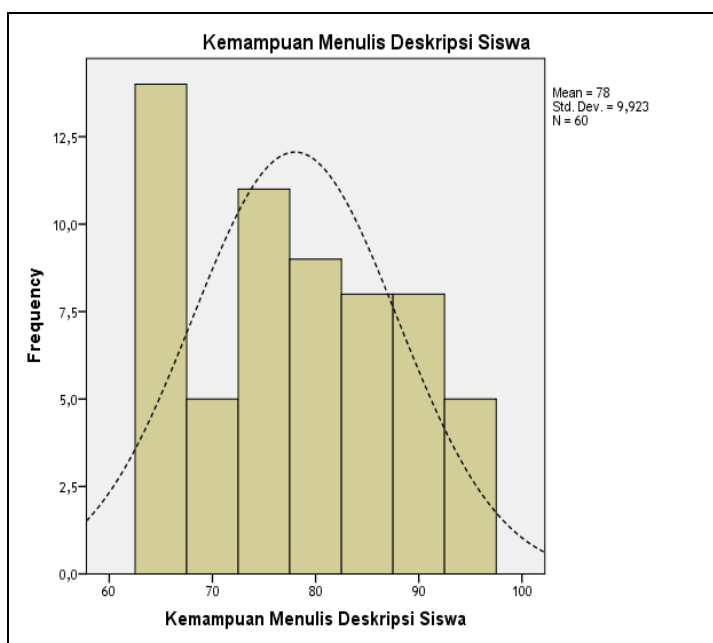
A. Data of Description
1. Data of Descriptive Writing Skills (Y) of students

Data of descriptive writing skills of students obtained from test scores of respondents that being a sample research counted 60 students. The value obtained is the lowest of 65, the highest score of 95, the average score of 78, the median of 77.5, the mode of 65 and a standard deviation of 9.923.

Table 4.1 . Research data description of descriptive writing skills of students

Statistics		
Descriptive writing skills of students		
N	Valid	**60**
	Missing	**0**
Mean		**78.00**
Median		**77.50**
Mode		**65**
Std. Deviation		**9.923**
Minimum		**65**
Maximum		**95**

When seen from the above calculation, it can be said that the ability to write descriptive students of Private SMP in the regency of Tangerang quite good. This is indicated by the acquisition value of the average of 78. To clarify the data above, depicted in the histogram as follows :

Figure 4.1. Histogram Polygon Variable of descriptive writing skills of students

From the histogram and frequency polygon above can be concluded that the descriptive writing skills of students of Private SMP in the Tangerang Regency has a normal distribution. .

2. Data of Mastery Grammar of Student (X1)

Data mastery of grammar student obtained from test scores of respondents that being a sample research were 60 students produced the lowest score of 60, the highest score of 86, the average score of 72.28, median 71, the mode of 67, and a standard deviation of 6.705.

Table 4.2 . Research Data Description of Mastery Grammar Students

Statistics		
Mastery Grammar Students		
N	Valid	**60**
	Missing	**0**
Mean		**72.28**
Median		**71.00**
Mode		**67[a]**
Std. Deviation		**6.705**
Minimum		**60**
Maximum		**86**

From the above calculation, it can be said that the mastery of grammar students of Private SMP in the regency of Tangerang quite good. This is indicated by the acquisition of the average score of 72,28. To clarify the data above, depicted in the histogram as follows :
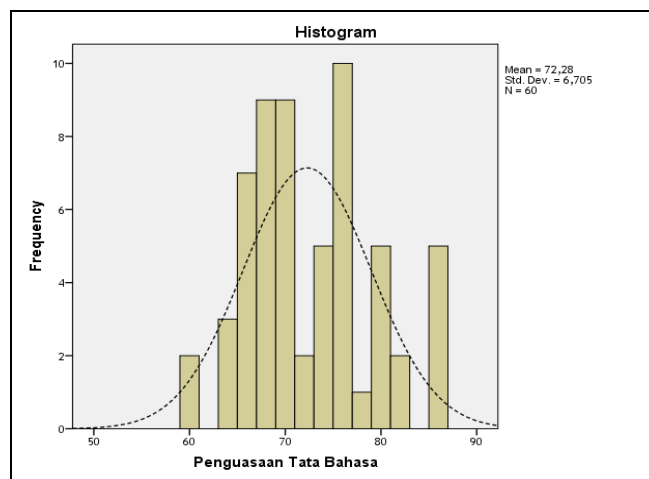
Figure 4.2. Histogram Polygon Variable of Grammar Mastery

From the histogram and frequency polygon above can be concluded that of Private grammar students of Private SMP in the Tangerang Regency has a normal distribution.

3. Data of Mastery students' vocabulary (X2)

Data of mastery students' vocabulary obtained from test scores of respondents that being a sample research as many as 60 students produced the lowest score of 55, the highest score of 90, the average score of 73.67, the median is 72, the mode of 77 and a standard deviation of 9.002.

Table 4.3. Research data descriptions Mastery students' vocabulary

Statistics		
Students' vocabulary mastery		
N	Valid	**60**
	Missing	**0**
Mean		**73.67**
Median		**72.00**
Mode		**77**
Std. Deviation		**9.002**
Minimum		**55**
Maximum		**90**

From the above calculation, it can be said that the mastery of vocabulary student of of Private SMP in the regency of Tangerang quite good. This is indicated by the acquisition of a mean score of 73.67 .
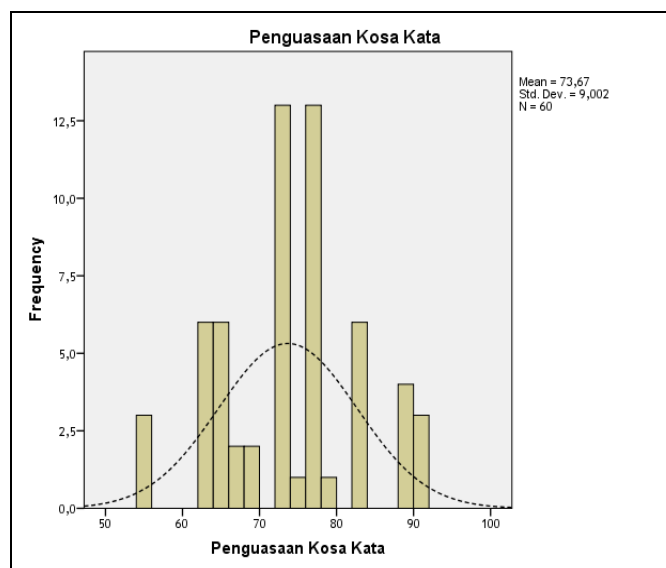To clarify the data above, depicted in the histogram as follows :

Figure 4.3. Histogram Polygon Variable Vocabulary Mastery

From the histogram and frequency polygon can be concluded that the mastery of vocabulary students of Private SMP in the Tangerang Regency has a normal distribution.

A. Test of Regression Analysis Requirements
1. Classical Assumption Test
a. Normality Test Data
Terms regression good if the research data follow a normal distribution.

Table 4.4. Normality Test Data

One-Sample Kolmogorov-Smirnov Test				
		descriptive writing skills of students	Grammar Mastery of Student	Vocabulary Mastery of Student
N		60	60	60
Normal Parameters[a,b]	Mean	78.00	72.28	73.67
	Std. Deviation	9.923	6.705	9.002
Most Extreme Differences	Absolute	.138	.135	.122
	Positive	.138	.135	.122
	Negative	-.110	-.075	-.110
Kolmogorov-Smirnov Z	1.071		1.043	.947
Asymp. Sig. (2-tailed)	.202		.227	.331
a. Test distribution is Normal.				
b. Calculated from data.				

From the table above shows that the test of the hypothesis that the distribution of the data on this regression analysis follow a normal distribution. This is shown by all grades Asymp . Sig > 0.05. This means that all the data were normally distributed

b. Multicollinearity Test
Multicolinierity test aims to test whether the regression model found a perfect correlation between the variables free (independent). A good regression model should not occur perfect correlation between the independent variables. One way to detect the presence of multicollinearity is to look at *tolerance* or *varian inflation factor* (VIF). If *tolerance* < 0,1 or VIF > 10 then it occurred Multicollinearity.

Table 4.5. Multicollinearity Test

Coefficients[a]			
Model		Collinearity Statistics	
		Tolerance	VIF
1	(Constant)		
	mastery of grammar student	.948	1.055
	mastery of vocabulary student	.948	1.055

Multicolinierity test result in the table above is known that the Tolerance 0.948 > 0.1 or *varian inflation factor* (VIF) = 1.055 < 10. So it can be stated that there is no multicollinearity between mastery of grammar student and mastery of vocabulary student in this multiple regression analysis.

c. Heteroscedasticity Test
Understanding heteroscedasticity is if the error or residual observed did not have a constant variance. Heteroskedastisity condition often occurs in the cross section data, or data derived from multiple respondents at a certain time .
One of the method for detecting the presence of heteroscedasticity is to create a scatter-plot between standardized Residual (ZRESID) and Standardized Predicted Value (Y hat). In the picture below showed no change along the Y hat, then declared no heteroskedasticity in errors (error/residual).
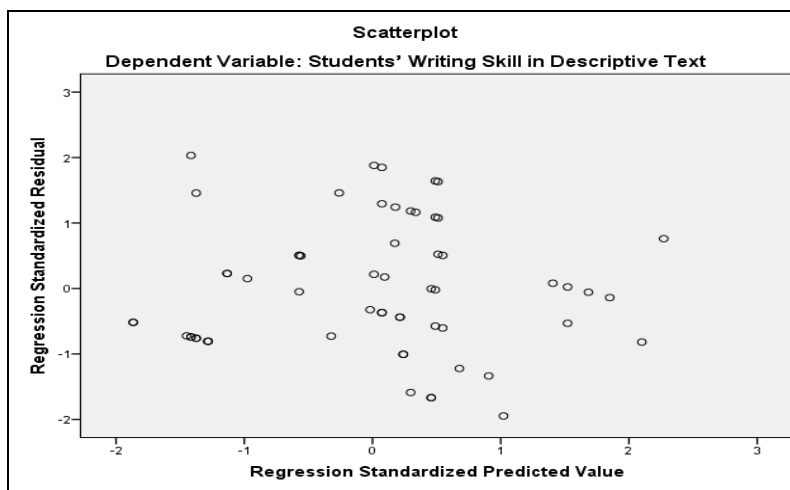
Figure 4.4. Scatterplot of Heteroskidastity Test

From the figure above shows that the dots spread randomly and does not form a specific pattern which clear, as well as the spread above or below the number 0 on the Y axis. This indicates that there is no heteroscedasticity in the regression model, so it can be used to predict variable descriptive writing skills of students based on the students' grammar mastery and students' vocabulary mastery.

d. Error Normality Test
Terms regression good if the research data follow a normal distribution.

Table 4.6. Error Normality Test

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		**60**
Normal Parameters[a,b]	Mean	**0E-7**
	Std. Deviation	**8.86239272**
Most Extreme Differences	Absolute	**.096**
	Positive	**.096**
	Negative	**-.080**
Kolmogorov-Smirnov Z		**.746**
Asymp. Sig. (2-tailed)		**.634**
a. Test distribution is Normal.		
b. Calculated from data.		

From the table above shows that test the hypothesis that the distribution of the residuals in the regression analysis is to follow a normal distribution. This is indicated by the value Z = 0.746 and Sig. =0.634>0.05. This means that assumptions or regression analysis requirements are met.

2. Linearity Test
Linearity test is done to determine whether the techniques in the regression analysis of independent variables (X_1 dan X_2) and the dependent variable (Y) is formed linear. The linearity test using SPSS 20.0 calculation.

a. Regression Linearity of influence variable X1 on Y
the results of regression linearity test between Mastery students' Grammar with Students' writing skill in Descriptive, SPSS 20.0 calculation as follows :

Table 4.7. Linearity Regression Testing Results variable X_1

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Students' writing skill in Descriptive text *Mastery students' grammar	Between Groups	(Combined)	**2341.944**	**16**	**146.372**	**1.815**	**.061**
		Linearity	**611.977**	**1**	**611.977**	**7.588**	**.009**
		Deviation from Linearity	**1729.967**	**15**	**115.331**	**1.430**	**.177**
	Within Groups		**3468.056**	**43**	**80.652**		
	Total		**5810.000**	**59**			

Based on the calculation results above obtained calculation results of Deviation from Linearity with Fo = 1.430 and Sig. = 0.177 > 0.05. It has the understanding that the Mastery students' grammar variables with descriptive writing skills of students, students have a linear relationship.

a. Regression Linearity of The Influence variable X_2 on Y

Regression linearity test results between students' mastery of vocabulary with descriptive writing skills of students, 20.0 SPSS calculation as follows :

Table 4.8. Linearity Regression Testing Results variable Y on X_2

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Students' writing skill in Descriptive text * Mastery students' vocabulary	Between Groups	(Combined)	2142.853	12	178.571	2.289	.022
		Linearity	828.242	1	828.242	10.615	.002
		Deviation from Linearity	1314.611	11	119.510	1.532	.152
	Within Groups		3667.147	47	78.024		
	Total		5810.000	59			

Based on the calculation results above obtained results of Deviation from Linearity with Fo = 1,532 and Sig. = 0,152 > 0,05. It has the understanding that the Mastery students' vocabulary variables with descriptive writing skills of students, students have a linear relationship.

B. Hypothesis Testing

Filing hypothesis is conducted in accordance with the provisions described in Chapter III. The results of calculations and tests can be seen in the table below :

Table 4.9. The Coefficient Calculation result of Multiple Correlation Testing Variables X_1 and X_2 to Y

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.450[a]	.202	.174	9.017
a. Predictors: (Constant), Mastery students' vocabulary, Mastery students' grammar				

Table 4.10. Calculation Results of Significance Testing Regression Coefficients Variable X_1 and X_2 to Y

ANOVA[a]						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1176.022	2	588.011	7.233	.002[b]
	Residual	4633.978	57	81.298		
	Total	5810.000	59			
a. Dependent Variable: Students' writing skill in Descriptive						
b. Predictors: (Constant), Mastery students' vocabulary, Mastery students' grammar						

Table 4.11. Calculation Results of Multiple Regression Equation Variable X_1 and X_2 to Y

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	25.121	14.458		1.737	.088
	Mastery students' grammar	.372	.180	.251	2.068	.043
	Mastery students' vocabulary	.353	.134	.320	2.634	.011
a. Dependent Variable: Students' writing skill in Descriptive						

1. Influence Mastery students' grammar (X1) and Mastery students' vocabulary (X2) jointly on the Students' writing skill in Descriptive (Y)

Hypotheses were tested:

H0: βy1=βy2=βy3=0
H1:except Ho
This means:
H_0 : there is no influence Mastery students' grammar and Mastery students' vocabulary together on the Students' writing skill in Descriptive
H_1 : there are influence Mastery students' grammar and Mastery students' vocabulary together on the Students' writing skill in Descriptive

From table 4:10. It can be stated that there is significant influence Mastery students' grammar and Mastery students' vocabulary together on the Students' writing skill in Descriptive. This is evidenced by the acquisition value of Fo = 7.233 and Sig. 0.002 <0.05.

Meanwhile, the multiple regression equation can be expressed by Y = 25.121 + 0.372 + 0.353. It has a understanding that the variable of Mastery students' grammar and Mastery students' vocabulary contributes positively to the Students' writing skill in Descriptive. From Table 4.9 can also be explained that together variable of Mastery students' grammar and Mastery students' vocabulary contributed 20.2% to variable descriptive writing skills of students.

2. Influence Mastery students' grammar (X_1) to Students' writing skill in Descriptive (Y)

Hypotheses were tested:

H0: βy1=0

H1: βy1≠0

This means:

H_0 : there is no influence Mastery students' grammar to Students' writing skill in Descriptive

H_1 : there are influence Mastery students' grammar to Students' writing skill in Descriptive

From table 4.11. it can be stated that there is significant influence Mastery students' grammar to Students' writing skill in Descriptive. This is evidenced by the acquisition value of t_{coun} = 2.068 and Sig. 0.043 < 0.05.

As for the contribution of Mastery students' grammar to Students' writing skill in Descriptive can be expressed by the formula:

KD = Value βx1y x Partial Correlation Value (rx1y) x 100 %

KD = 0.251 x 0.325 x 100 % = 8.15 %

From the above calculation results can be stated that the contribution of grammar mastery on improvement of Students' writing skill in Descriptive of 8.15%.

3. Influence Mastery students' vocabulary (X_2) to Students' writing skill in Descriptive (Y)

Hypotheses were tested:

H0: βy1=0

H1: βy1≠0

This means:

H_0 : there is no influence Mastery students' vocabulary to Students' writing skill in Descriptive

H_1 : there are influence Mastery students' vocabulary to Students' writing skill in Descriptive

From table 4.11. it can be stated that there is significant influence Mastery students' vocabulary to Students' writing skill in Descriptive. This is evidenced by the acquisition value of t_{coun}= 2.634 and Sig. 0.011 < 0.05.

As for the contribution of Mastery students' vocabulary to Students' writing skill in Descriptive can be expressed by the formula:

KD = Value βx1y x Partial Correlation Value (rx1y) x 100 %

KD = 0.320 x 0.378 x 100 % = 12.09 %

From the above calculation results can be stated that the contribution of Mastery students' vocabulary on improvement Students' writing skill in Descriptive of 12,09 %.

IV.   Discussion

1. Influence Mastery of grammar (X1) and mastery of vocabulary (X2) together against Students' writing skill in Descriptive (Y)

The research results above concluded that Mastery of grammar and mastery of vocabulary together have a positive effect on improvement of descriptive writing skills of students in junior high school students Private in Tangerang Regency. It means that the Mastery of grammar and mastery of vocabulary have a significant influence on the improvement of junior high school students' ability to write descriptive Private in Tangerang Regency.

As a language skills, writing is a very complex activity because the author is required to be able to compile and organize the content of her writing and put it in the formulation of a variety of language writing and other conversion writing. Writing can increase the intelligence to develop initiative and creativity, the courage, and stimulate the willingness and ability gathering information.

Until now, though, language teaching especially writing skills learned during the three years through an English lessons at Junior High School level, but the results have not been so satisfying. Proven there are still many students who have not been able to apply the ideas or thoughts in written language precisely. Dispitefully

They are less fond and not used to write, and their writing readable level relatively still low. The meaning, they are less able to organize ideas, writing convoluted/circular, or mistakes in grammar.

The lack of student ability in expressing initiative or his ideas verbally or in written, mainly due to lack of experience to understand the symbol and concepts, including mastery of vocabulary and mastery of sentence which good. According to Tarigan (1994:20), that the vocabulary skills with mental skills there is a close relationship, as a causal relationship. That is, the quantity and quality of one's vocabulary will also determine the quality and integrity of language skills. Therefore, vocabulary growth was unstoppable again. It is not possible, if this potential can be processed properly, so that it will bring positive influence on learning English language learning more advanced and challenging for students.

2. Influence Mastery of grammar (X1) to Students' writing skill in Descriptive (Y)

The research results above concluded that Mastery of grammar have a positive effect on improvement of descriptive writing skills of students in junior high school students Private in Tangerang Regency. It means that the Mastery of grammar have a significant influence on the improvement of junior high school students' ability to write descriptive Private in Tangerang Regency.

Besides vocabulary, mastery of sentence structure also determine the ability to write. The sentence in the form of written language is used as a medium to deliver their ideas, thoughts, and feelings.

An understanding of the complexity of writing in learning activities of English language in class are often understood inversely. There is a tendency to write learning material received less proportional time compared with other materials, teachers often ignore or pass through matter related to writing. The fact that English teacher often stuck on learning that focuses more on mastery of the language that is rote knowledge, not as a practice that support the improvement of student competency. This understanding crashes on the target and the burden on teachers that English language learning as one of the subjects tested nationally, and in fact the material of questions tends to be rote. These conditions certainly have an impact on student competency as students practice writing tends to be low.

3. Influence Mastery of Vocabulary (X2) to Students' writing skill in Descriptive (Y)

From the research results and the theory can be concluded that Mastery of vocabulary has a positive effect on improvement of descriptive writing skills of students in junior high school students Private in Tangerang Regency. It means that the Mastery of grammar have a significant influence on the improvement of junior high school students' ability to write descriptive Private in Tangerang Regency.

In today's modern life one's writing skills is often regarded as one of the characteristics of an educated person, because they are better able to communicate their ideas and thoughts in a more coherent, clear and easy to understand for others (Morsey, in Tarigan, 1994:122). Some supposition often identifies that person's scientific along with the number of books he has written. Therefore, writing skills in adult education became mandatory demands, for example, when in the the Senior high school had to write a thesis, S1 must write a thesis, S2 have to write a thesis, and when S3 had to write a dissertation.

In the more narrow context a student will be considered deficient in knowledge and experience if it is never offset by the ability to write or express knowledge and experience in writing. Therefore, the ability to write well for someone will also help other people (reader) to understand and grasp the thought or idea.

English proficiency in writing is often considered to be more complicated than the oral language skills, because in writing a more demanding process of learning and thinking more creatively. because in writing demands a more process of learning and thinking more creatively. This is in accordance with the opinion of Tarigan (1994:3-4) that writing is a productive and expressive activities so that authors must skillfully take advantage of graphology, grammar or vocabulary mastery. Context mastery of vocabulary by Parera (1993:119) is strongly associated with the knowledge to find the meaning of words or the mastery of other words related to words used.

Bibliography

[1]. Alwasilah, A. Chaedar." *Pokoknya menulis : cara baru menulis dengan metode elaborasi"* Bandung : PT. Kiblat Buku Utama, 2005.
[2]. Azar, Betty Schrampfer, *Understanding and Using English Grammar,* New Jersey, Prentice Hall, 1989
[3]. Browne, ann, helping children to write london: paul chapmen publishing L.td.1993
[4]. Buttler Gilian, *"Managing Your Mind" : the mental fitness guide,* Oxford paperbacks,1995
[5]. Calkins, L. M. *When Children Want to Punctuate.* Language Arts, 57, 567Ð73, 1980.
[6]. Coady, James and Thomas Huckin, *Second Language Vocabulary Acquisition.* USA: Cambridge University Press. 1997.
[7]. Dinas Pendidikan dan Kebudayaan, *Pedoman penyusunan kurikulum satuan pendidikan tingkat sekolah menengah pertama"* (SMP) provinsi Banten, 2010,Tangerang : Pemprov Banten Dinas dikdas,
[8]. Gunawan, K.G., *Komposisi Terkendali dan Terarah Dalam Penulisan*, Jakarta: PT. Rabia Indah Perkasa, 1991.
[9]. Harris, R. J. *An Experimental Inquiry into the Functions and Value of Formal Grammar in the Teaching of Written English to Children Aged Twelve to Fourteen.* Ph.D. dissertation. University of London, 1962.
[10]. Heaton J.B. *Writing English Language Test*, London: Longman Group Limited, 1979

[11]. HG, Widdowson," *Language Teaching Text: A Manual of teacher",*London: Oxford University Press, 1971
[12]. http://grammar.ccc.commnet.edu/grammar/phrases.htm
[13]. Hughes, Arthur. *Testing for Language Teachers.* Cambridge: Cambridge
[14]. Jeremy Harmer, *"The Practice of language Teaching"*England: Longman, 2001
[15]. Kittery Point ,Maine, *"the oxford essential guide to writing"* New York : Oxford University Press,2003
[16]. Krashen,"Aplied "Linguistic", Ltondon: Oxford University Press, 1996
[17]. Lewis, Michael and Hill, Jimmie, *Practical Techniques for Language Teaching,* Oxford: Oxford University Press, 1986.
[18]. Mada, Mas'ud MA, *English Syntax*, Jakarta: Balai Pustaka, 1995.
[19]. Quirk Randolph and Sidney Greenbaum, *A University Grammar of English* by. Longman Group: Essex, England. 1993.
[20]. Richard, C, Yorkey, *"Study Skill For Students Of English As Second Language"* New York : Mc Grew Hill, 1970
[21]. Riduwan, Drs. MBA, *Rumus dan Data dalam Analisis Statistika*, (Bandung: Alfabeta), 2005
[22]. Rivers, wilga m. teaching foreign language *language skill.* chicago: the university of chicago press,1986
[23]. Rivers, Wilga M. *Teaching Foreign Language Skills*. USA: The University of Chicago. 1981
[24]. Weaver, C. *Lessons to Share on Teaching Grammar in Context*. Portsmouth, NH: Heinemann, 1998.