

THE EFFECT OF VOCABULARY MASTERY ON STUDENT'S WRITING SKILL

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Keywords: Vocabulary Mastery; Writing Skill		Abstract: This research is aimed to get empirical data and analyze the effect of vocabulary mastery on student’s writing recount (survey at private senior high schools in Central Jakarta). This research is done by Descriptive statistics, Kolmogorov-Smirnov test to test the normality, and Anova Table. The research was held at Private Senior High Schools in Central Jakarta. Data collective done by giving test for vocabulary mastery (multiple-choice and words matching / 20 items) and test for writing descriptive text given to tenth grade students. Due to the result, it can be inferred that there is an effect of vocabulary mastery towards student’s writing recount text (Sig = 0.000 and t test = 5.336; while t table = 1.68), (the correlation coefficient = 0.805 and the coefficient determination = 64.9%).	
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INTRODUCTION

Language is a system of symbols for encoding and decoding information. It involves sending the messages from one's mind to another. People get involved in language use due to the importance and significant of producing it. Generally, language could be defined as an instrument of verbal communication or language as telling of words or sentences one to another. The function of language is not only as a learning subject, but also as means for students to express their ideas in achieving the competence. Thus, after learning as a subject, the students are expected to have communication competence that will make them able to communicate with others. Moreover, language is a system that created human for communication.

Languages, which till nowadays remain being a bridge for people in communicating to each other, grow with the time and the development of life and era. The function of languages is not only as a communication tools, but it appears according to the needs of people in this world. With languages people can learn anything they interest to, such as history of a nation in the past or the development of modern technologies, furthermore, it is possible for human to make relation to others by using language. The development of science and technology makes the nations in the world easily to be connected to each other and build a good relationship in the form of international affair and corporation. As a result, people face a new problem, how they communicate to each other? After long consideration and research, they finally agree to use English as accepted formal international language.



Besides that, language has an important role in developing intellectual of students because by mastering language, the students are able to master language competence. Indonesian is used as an international scientific language by the majority of countries of the world. As an international scientific language, Indonesian has a very important role in the development of education, communication, commerce, diplomacy, social, and scientific research. In education field, Indonesian therefore prompted become an important subject learnt by the students throughout the world.

On the other hand, by the end of the twentieth century English was already well known on its way to becoming a genuine lingua franca, that is a language used widely for communication between people who do not share the same first (or even second) language. Just as in the Middle Ages Latin became for a time a language of international communication at least in the Roman Empire, so English is now commonly used in exchanges between, say, Japanese and Argentinean businesspeople, or between Singaporeans and their Vietnamese counterparts. English is also, of course, a mother tongue for many people in the world, though, as we shall see, such native speakers are increasingly outnumbered by people who have English as a second or third language and use it for international communication (Harmer, 2007:13).

Around the world English is taught in a variety of situations. In many countries it first appears in the primarily curriculum, but many universities in those and other countries continue to find that their entrants are insufficiently competent in English use, even if, as David Graddol points out, good English is an entry requirement for much tertiary education in global market where English gives the user a competitive advantage (2006:122).

This phenomenon gives a positive effect to most of countries in the world, including Indonesia. Both government and people think that it is important to master English for their life. A big step taken by the government appears in the education system, where English finally became one of subject in schools. People also have a high consideration about the importance of English in their life. In every stage of schools, start from elementary schools up to universities, English has been one of main subjects.

Recently, Indonesian has been declared as an International scientific research. That was the result of the International Deliberation and Seminar on the Indonesian Professor Council Forum (FDGBI) held at Surabaya State University (Unesa). Now, Indonesian accompanied English to be used as one of the international scientific languages. And, many foreign universities have opened Indonesian language study programs.

In studying language, there are four aspects of skill that the students are required to master. They are listening, speaking, reading, and writing, but the priority of what skill should be mastered first is dependent to the background of the language in a country. For example, in Indonesia, English is a first foreign language learned in formal education, due to this condition, the priority of English skill mastery in Indonesia is to prepare the students to be able to absorb any information written or spoken in English. To be able to write well, there are some factors that someone must pay attention to, such as the context and the participant.

Among those basic language skills, writing is a kind of written communication that aims at making students able to use English in written form. By writing, students can identify thought, feeling, ideas, and experience to convey a specific purpose. Siburian (2013: 33) explain that



writing is a process of formulating and organizing ideas in right words to deliver the aim and present them on a piece of paper. In teaching and learning process, writing is basic competence that students must be common to write because writing plays an important role to enable students to describe their ideas in logical and in a communicative way. Deporter & Heracki (2002: 179) stated that writing is a whole brain activity, which uses bright brain side (emotion) and left-brain side (logic). Writing is not only an activity in using good language, but also the ability to create unify of the text. It is a process of exploring ideas through written form. Exploring ideas refers to students' ability in exposing topic and sharing their opinion to finish the good writing process. In exploring ideas, the writer should deliver his or her statements to outcome the writing product clearly. It is important to make good writing process running and make the readers catch the points easily. So, all those activities require students have to know well about the writing activities, processes, and techniques.

The reason why writing skill is necessary to be learnt by students because through writing, students not only can use their critical thinking but also express their ideas, opinions, and feelings as the production skill and also the output from reading input.

Writing is necessary to be learnt by students as the output or production skill that students have after learning process. Writing represents a language in a textual medium using a set of signs or symbols. It is written which designates the activity of writing. Writing is also distinctly human activity speculatively designated as coincidental as a human origin. Jack C. Richards and Willy A. Renandya (2002: 315-319) said that there are four steps or basic in writing, they are; planning, drafting, revising, and editing.

In writing, students are hoped to have an ability to understand and write many kinds of text. Based on Curriculum 2013 for senior high school students, there are various types of writing that should be learnt including recount, descriptive, narrative, report, explanation, discussion, news item, review, procedure, and exposition text. As stated in syllabus of tenth grade, students should master on of the texts, it is recount text and it seems to be the most difficult for students. Recount text is a type of text that contains stories about our experiences in the past. Recount text has a generic structure, namely orientation, events, and re-orientation. Orientation, the first structure that contains information about the character, the place of the incident, when the incident took place and so on. The information provided by the author is expected to provide the knowledge or information needed by the reader in order to understand the storyline. Events, the second structure is the content of the text or in the form of stories about events or experience that the author wants to convey to the reader. Reorientation, that third structure contains conclusions or summaries or repetitions of information in the orientation structure. Like narrative or other types of text, recount text has several types or kinds that we can use according to what we need in telling story. There are four types or kinds of recount text such as: personal recount, factual recount, imaginative, and historical recount. Personal recount is recount text that has a function to tell about the author's personal experience. Personal recount is the most common types commonly used to write recount text. Factual recount is recount text that has a function to present reports about events that occurred based on the fact. Imaginative is a recount text that has a function to tell imaginative events such as a recount text that tells the author's experience in imagining a scene that he got from his dream. Historical recount is a recount text that contains history such as recount text about the proclamation of Indonesia independence. Furthermore, recount text can also be defined as a text that is basically written to make a report about an experience of a series of related event. These events are being sequenced completed



with characters in a particular set of time and place. This shows that the information about characters, time and place, are crucial in writing a good recount text. A recount text is a text that retells and describes past events in a sequenced order, the readers can know about the past events chronologically. In learning and understanding the recount text, there are three key points to remember—retelling stories, past events and chronological order of past events.

Student should master vocabulary that will give a big contribution to those who wants to be able to use English both productively and receptively. By knowing a lot of vocabularies, someone will be easier to understand what someone says, and to master a lot of vocabularies, there are a lot of things that we can do. Hornby (1995) defines vocabulary as the total number of words in a language; all the words known to a person or used in a specific book, subject, etc.; a list of words with their meanings, particularly one that comes with a textbook. The terms vocabulary, lexis, and lexicon are interchangeable. Vocabularies as basic items in any languages appear constantly where the language is used. English vocabularies can be found in reading text, advertisement, news report, people utterances, anywhere and anytime people use language for communicating to others. By reading frequently, someone will be more familiar to English vocabularies, and finally will be able to use those vocabularies appropriately. Vocabulary mastery plays a great role in determining the success of foreign language learning. According to Nunan (1999), vocabulary is a list of target language words. According to Richards (2002), vocabulary is the most important component of language proficiency because it determines how well learners speak, listen, read, and write. Furthermore, Richards and Schmidt (2002) define vocabulary as a collection of lexemes that includes single words, compound words, and idioms. Schmitt (2000:19) points out that one of the key elements in learning a foreign language is mastering the L2 vocabulary. It means that without having enough vocabulary, a foreign language learner will have problems in understanding a language and expressing his ideas. Besides, BBC (2003: 3) states that not having wide vocabulary can have a serious effect on your confidence as a speaker. Furthermore, it is also stated that we all know how important vocabulary is when we are learning a language. Finding exact word for the idea you want to express is important for becoming a fluent, confident speaker. Learners feel many difficulties in both receptive and productive language use are from an inadequate vocabulary. Students need a productive knowledge at least 3000 high frequency English words to be able to cope with English tasks. It means that if students do not have enough vocabulary, it will be difficult for them to do the English tasks as they must look up the dictionary most of the time. It is absolutely clear that learners, especially senior high school students should master vocabulary.

METHOD

This study emphasizes on the effect of vocabulary mastery on students' achievement in writing recount text. It means there are one independent variable and one dependent variable; variable X1 as the independent variable (vocabulary mastery) which has interconnected and influenced the variable Y as the dependent variable (students' writing recount text). The method used is a survey with regression.

According to Fraenkel and Norman (2003: 97), sampling refers to the process of selecting individuals. Sample in a research study refers to any group on which information is obtained. The sampling technique used for this survey research is a cluster-simple random sampling-taking a sample in cluster, random, and simple ways. It chooses sample, there are wide area and



a great deal of population. As a result, 80 students on the tenth-grade of 2022/2023 academic year to be sample in this survey research.

In order to obtain for vocabulary mastery variable and writing recount text variables are by asking respondents to answer the questions given by the researcher. The respondents' answers are scored based on the existing score rule. To collect the data, the used instruments of the research are one questionnaire, one multiple-choice formed test and written test. The questionnaire is used for measuring student's reading habit. Meanwhile, multiple-choice formed test is used to assess the ability of the student in vocabulary mastery and written test is to assess the writing recount text.

RESULT AND DISCUSSION

Result

The result of this research are as follows:

Table 1 Descriptive Data Research

Descriptive Statistics						
	N	Minimum	Maximum	Mean	Std. Deviation	Variance
Vocabulary Test	80	53.00	98.00	74.1000	10.47190	109.661
Writing Recount Text	80	55.00	95.00	76.7000	11.18815	125.175
Valid N (listwise)	80					

The score of Vocabulary Mastery which was obtained from 80 respondents shows the average is 74.1 with the standard deviation of 10.47, median of 74, minimum score of 53 and maximum score 98. There were 20 questions given as the instrument for vocabulary mastery. Based on the above data, student's vocabulary mastery is quite good.

The score of Writing Recount Text data that was obtained from the respondents has the average of 76.7, with the standard deviation of 11.19, the median of 75.5, the minimum score 55 and the maximum score of 95. It shows that the average score of Writing Recount Text is quite good.

Table 2 The Result of Normality Test

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Vocabulary Test	.072	80	.200*	.984	80	.444
Writing Recount Text	.089	80	.179	.963	80	.019

a. Lilliefors Significance Correction

*. This is a lower bound of the true significance.

From the above table, it can be seen that Sig column of Kolmogorov-Smirnov method for all samples are more than 0.05 (>0.05), so H_0 is accepted. In other words, that the data of all samples in this research has a normal distribution.

Table 3 The Calculation of Regression Line Linearity Test Result, the Relation between Variable X and Variable Y



ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Writing Recount Text * Vocabulary Test	Between Groups	(Combined)	7629.567	21	363.313	9.327	.000
		Linearity	6414.267	1	6414.267	164.670	.000
		Deviation from Linearity	1215.299	20	60.765	1.560	.096
	Within Groups		2259.233	58	38.952		
	Total		9888.800	79			

The above table is shown that the score in the column Sig. Line Deviation from Linearity (0.096) is more than 0.05 (> 0.05), thus H_0 is accepted. In other words, that the regression line between variable X_2 and variable Y is linear. In other words, the equation of the regression line between vocabulary mastery and the students' Writing Recount Text forms the linear pattern. In other words, the better students' vocabulary mastery, the ability of Writing Recount Text is good as well.

Table 4 The Calculation Result, of Coefficients Correlation, the Effect of Variable X_1 and X_2 towards Variable Y

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.805 ^a	.649	.644	6.67423

a. Predictors: (Constant), Vocabulary Mastery

Table 5 The Calculation of Result of Regression Coefficient Significance Test, the Effect of Variable X_1 and X_2 towards Variable Y

ANOVA ^b						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	6414.267	1	6414.267	43.994	.000 ^a
	Residual	3474.533	78	44.545		
	Total	9888.800	79			

a. Predictors: (Constant), Vocabulary Mastery

b. Dependent Variable: Writing Recount Text

Table 6 The Calculation of Result of Regression Line Equation Test the Effect of Variable X_1 and X_2 towards Variable Y



Coefficients ^a					
		Unstandardized Coefficients		Standardized Coefficients	
Model		B	Std. Error	Beta	t
1	(Constant)	12.939	5.366		2.412
	Vocabulary Mastery	.860	.072	.805	12.000

a. Dependent Variable: Writing Recount Text

From the Table 4.4 above, it can be seen that the effect of correlation coefficient of independent variable vocabulary mastery (X) towards Writing Recount Text (Y) is 0.805. From the calculation, it was obtained that correlation coefficient is significant, in other words, there is significant effect of independent variable of vocabulary mastery (X) towards Writing Recount Text (Y).

While the coefficient determination is 64.9%. It shows the quantity of the effects of reading habit and vocabulary mastery towards Writing Recount Text is 64.9 %, the residue (35.1%) because of the effects of another factors. Whereas for the hypothesis test through the regression analysis, from the Table 4.6, it was obtained the regression line equation that represent the effect of variable towards variable Y, that is $\hat{Y} = 12.939 + 0.860X$

While the significance of regression line test, is by paying attention to the result calculation in Table 4.5. Based on the existing rule, the criteria for significance regression is “if Sig < 0.05 so H0 is rejected” or “if F test > F table so H0 is rejected”, it means that the regression coefficient is significant, in other words, there is a significant of independent variable toward dependent variable Y. The score of Sig is the number printed in Sig column in Table 4.5. The score of F test is the number printed in F column in Table 4.5. Whereas the score F table is the score of distribution table F for the real standard is 5% with the numerator degree (k) = 2 and denominator degree (n – k – 1) = 77 where n is the number of respondents, and k is the number of independent variables.

From Table 4.5., it can be seen that the score of Sig = 0.000 and F test = 43.994; while F table = 3.12. Because the score of Sig < 0,05 and F test > F table so H0 is rejected, it means that the regression coefficient is significant. In other words, there are significant effect of independent variable of vocabulary mastery (X) on Writing Recount Text (Y).

From the test result of correlation and regression, it can be concluded that there is significant effect of independent variable of vocabulary mastery (X) on students' Writing Recount Text (Y).

Discussion

From the descriptive data, after the correlation analysis which has been carried out, it is obtained that the correlation coefficient of 0.805 and the coefficient determination of 64.9%. After the test carried out by SPSS program, it was proved that the correlation coefficient was significant. It means that there is significant effect of independent variable of X (vocabulary mastery) on dependent variable Y (Writing Recount Text).



While from the regression analysis, it was obtained the equation of the regression line $Y^{\wedge} = 12.939 + 0.860X$. The constant score = 12.939 shows that with the lowest vocabulary mastery, it was difficult for students to obtain a good Writing Recount Text score, while the score of coefficient regression of 0.860 shows that there is positive effect of independent variable X (vocabulary mastery) on dependent variable Y (Writing Recount Text). Every increase of one score vocabulary mastery, there will be an increase of Writing Recount Text score of 0.860.

After having been tested, the regression line linearity using SPSS program, it was obtained that the regression line is linear. From the significance test of regression coefficient also using SPSS program, it was obtained that the regression coefficient is significant. It really means that there is a positive effect of independent variable X (vocabulary mastery) towards dependent variable Y (Writing Recount Text).

According to theoretical assumptions from Chapter II, the perception of Vocabulary mastery is someone's proficiency in using words and their meaning appropriately in language. From the definition, we can say that the biggest component of any language course is vocabulary. Good mastery of vocabulary helps the learners express their ideas precisely. By having many stocks of words, learners will be able to comprehend the reading materials, catch someone's talk, give a response, and write some kinds of topics.

From the quantitative information and theoretical aspects, the researcher concluded that reading habit and vocabulary mastery have significant effects towards the students' Writing Recount Text.

CONCLUSION

Based on the result of the analysis and discussion in Chapter IV, it can be concluded as follow: There is effect of vocabulary mastery towards student's writing recount text. It is shown in the score of F observed is 43.994 and Sig is 0.000. The score of F observed is more than F table (> 3.12), and the score of Sig is less than 0.05 (< 0.05). Based on that, we can conclude that the better of reading habit and vocabulary mastery, the better students' writing recount text. While correlation coefficient of independent variable vocabulary mastery (X) towards Writing Recount Text (Y) is 0.805, and the coefficient determination is 64.9%. It shows the quantity of the effect of vocabulary mastery on Writing Recount Text is 64.9 %, the residue (35.1%) because of the effects of another factors.

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