

The Influence of Vocabulary Mastery and Reflectivity on Students Writing Skill at Senior High School

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Abstract—Teaching English as foreign language is to enable students to produce the English language orally and in a written, at Senior High School program, the students should be taught, trained, and tested to write English. The students must learn how to write formal letters, emails, application letters, etc. Practically, the process of teaching and learning to write unsuccessfully due to hampered on content, grammar, vocabulary, and reflectivity. The study conducted to solve the problem facing by the teacher in teaching English language at Senior High School in Indonesia. The method of the research was a correlational study and use a probability random sampling. Three types of research instruments were used to collect the data (writing test, multiple-choice tests and questionnaire). The data were analysed by multiple correlations and multiple regressions. The result showed the influence of vocabulary mastery, reflectivity and writing skill are positive and strong as supported by multiple correlation coefficient R is 0.894. The influence of vocabulary mastery and writing skill is positive and significant as supported by t statistic 4.287 that higher than $t_{critical}$ 2.000. The influence of reflectivity and writing skill is positive and significant as supported by t statistic 10.09 that is higher than critical 2.000.

Keywords: *vocabulary mastery, reflectivity, writing skill, Senior High School*

I. INTRODUCTION

Communicating English in both oral and written forms well make people able to share their ideas, emotions, and thoughts correctly. Vocabulary mastery and reflectivity are the most important element in writing skill. During the Senior High School program in Indonesia, student should be thought, trained, and tested to write English well because Senior High School students are prepared to be college students or officers. To prepare the future, the students must learn how to write formal letter, email, application letters, etc. In addition, writing an essay, project proposal, or a report also has to be taught to the students as a requirement for standard competence in curriculum 2013. However, in the fact, the process of teaching and learning to write is conducted unsuccessfully for several reasons.

On the other side, the students are hampered on writing such as content, grammar, vocabulary, and reflectivity. They sometime wrote without considering the unity and coherence

between one sentence into another, or one paragraph into another. Every student might be able to write, but it does not mean they are able to write skilfully. It can be inferred that writing is only an activity that everyone does, while skill is his/her abilities acquired through long practices or trainings. However, it does not only require practice and trainings, but also requires a much higher level of brain development. It is stated by Morley [4], who defined that writing is a challenging activity used to test someone's memory, language, and thinking skill. It means, writing is not a natural gift, which some people have, and others do not.

Vocabulary mastery also appears in the process of study which resulted the failed on the writing skill. The students often have difficulty in processing, transferring, and interpreting the meaning. The limitation of vocabulary occurring the difficulty to write in a different language. Schmitt and McCarthy stated [11] that vocabulary is one of the most important elements in language in which students need to possess much vocabulary before they produce a target language. It means the students need to possess much vocabulary when they wrote. The learning process also, becoming bored, tired, and frustrated activities.

Another problem that occurs on students' writing skill is their ways in planning, reacting, and solving problems faced in their learning. The students prefer to complete their work/problem when they do not know the words and need to refer to the dictionary to find proper words. Another problem that occurs on students' writing skill is their ways in planning, reacting, and solving problems faced in their learning. The students prefer to complete their work/problem as quickly as possible without considering accuracy in completing them. They often finish writing quickly and guess or bet the writing aspects they use such as vocabulary, grammar, mechanics, idea development, etc.

Nietfeld and Bosma [7] claimed that reflective students accomplish their tasks better than impulsive students because reflective students tend to finish their tasks more carefully. It means that reflective students emphasize on accuracy when completing their tasks instead of emphasizing on completing them quickly. Vocabulary mastery is one of the influential factors to be considered when teaching or learning language.

It ensures that vocabulary is one of the most important steps in writing a language. Students can write in a language appropriately by mastering enough vocabulary. In addition, reflectivity of the students should be concerned by the teacher because students must emphasize on accuracy when completing their tasks rather than completing them quickly.

The students should also pay attention on writing aspects such as grammar, vocabulary, mechanics, developing idea, etc. Therefore, they have to enrich their vocabulary mastery and increase their reflectivity in writing activities.

Considering the facts above and the necessity to solve the problems, the study is to investigate whether vocabulary mastery and reflectivity altogether influence the writing skill. To investigate whether vocabulary mastery influence students' writing skill while reflectivity is held constant and to investigate whether reflectivity influences students' writing skill while vocabulary mastery is held constant.

II. METHOD

The assessment was conducted at Senior High School 10 Tangerang, to determine the influence of vocabulary mastery and relativity of students writing skill, the correlational research applied [2]. 25% of the students from each class of out of total 298 students were as a sample. Data collecting technique for writing skill the student were asked to write a composition based on the instruction given, the item validity was measured by using content validity and the item reliability measured with inter rather reliability and the inter reliability scores which is analyse by Alpha Cronbach. For vocabulary mastery, applied the written technique in the form of multiple-choice item to investigate the student's vocabulary mastery, the validity was measured by point biserial and the reliability was measured by KR 20 formula. Questionnaire was applied for reflectivity in the form of statement to measure high or low of student reflectivity. The item validity was measure by product moment correlation and the reliability test by Alpha Cronbach. All the data analyse by correlation and regression technique. After the data processed and presented in the form of frequency distribution, mean, mode, and median, the simple regression equations of Variable X1 toward Y and X2 toward Y would be sought. Based on the regression equation, the normality, linearity, and multi-collinearity test were examined.

III. RESULTS AND DISCUSSION

The statistical result showed that the writing skill test scores, which involved 73 students, ranged from 50 to 98. In other words, the lowest score of the respondents was 50 and the highest score was 98 with the range of 48. The mean score of the respondents 71.78, the median 75, and the mode 50. In addition, the standard deviation 15.61 and the variance 243.84.

A. Vocabulary Mastery (X1)

The test was administered in the form of multiple-choice items which had been validated previously. Based on the vocabulary mastery test, found that 73 students' scores ranged from 10 to 44, which is lowest score 10 and the highest score 44 with the range of 34. The mean of the respondents'

scores 28, the median 31, and the mode 34. The variance 93.35 with the standard deviation 9.65.

B. Reflectivity (X2)

The data of students' reflectivity (X2) was obtained by giving the questionnaire to 73 students that had been validated. Based on the computation by using SPSS 22.0, found that the lowest score of students' reflectivity 119 and the highest score of students' reflectivity 199. Respectively, the mean of the scores 150.94, the median 155.00, the mode 119.00, the standard deviation 24.48, and the variance 599.66.

Based on test of the three hypotheses that have been conducted, obtained that all variables were significantly related. Further discussions of the results of the test of the three hypotheses as follow.

C. Vocabulary Mastery and Reflectivity Altogether Influences Students' Writing Skill

It is stated clearly that there are several factors that might hamper the students on writing. Some of them are vocabulary and reflectivity. The students often having difficulty in they use of vocabulary, grammar, mechanics, idea development, etc. Therefore, it can be concluded that an English teacher should gave a pay attention and the great efforts to improve students' vocabulary mastery and their reflectivity of the students to be able to write a composition well.

Based on the finding from the first hypotheses test, showed that the multiple correlation coefficient R 0.894. It implies that the relationships among the variables are positive and strong. That variability in students' writing skill can be explained by its linear relationship with vocabulary mastery and reflectivity and linear relationship with other factors. In addition, vocabulary mastery and reflectivity altogether influence students' writing skill. Related to the conceptual framework, vocabulary mastery and reflectivity have positive impact and relationship on writing skill. A student who has a good mastery of vocabulary can write a composition. The more word one knows, the better he/she write a composition. Schmitt and Mc-Carthy [11] stated the vocabulary is the one of the most important elements in language in which the student needs to possess vocabulary before they write a text. Paquot [8] also explained that to communicate well both of spoken and written, the student needed to possess much vocabulary when they are writing. In others words the richness of vocabulary has very conspicuous effects on students writing skill.

Considering vocabulary mastery is not only enough since students' reflectivity might also be considered to success of writing skill. A student who tends to calculate or think first using his /her own previous experience before completing their work consider the accuracy and correctness in solving problem that happen in writing. Nietfel and Bosma [7] claimed that reflectivity accomplishes their task better than impulsive student because reflectivity student accomplishes their task more carefully. It means that reflective student emphasizes on accuracy when completing their task instead of focusing on completing them quickly.

Writing skills proses is complex because writer needs to possess element, such as experience, thinking skill, and knowledge of language to start writing. As stated by Morley

[4] writing is a challenging activity to use one's memory, language, and thinking skill. In addition, Heaton [3] emphasizes that writing skill is complex and sometimes difficult to teach because writing is a creative activity in which a writer requires experience, thinking skill, and knowledge of language to write composition. Related to the result, there were six categories of thinking skill which influence student writing skill such as knowledge, comprehension, application, analysis, synthesis, and evaluation [1]. From those categories, the student has done evaluation in which they have created their own words based on introduction, explaining, arguing and summarizing their own ideas to write analytical or hortatory exposition.

D. Vocabulary Mastery Influences Students' Writing Skill While Reflectivity is Held Constant

Based on the findings of the second hypothesis test, it is shown that vocabulary mastery influences students' writing skill while reflectivity is held constant. In addition, the test of the second hypotheses also conducted by using t test. The result shows that the p value is 0.000. It is smaller than α 0.05. Therefore, the assessment decided to reject H0 2 and to accept H1 2. It is inferred that vocabulary mastery influences students' writing skill while reflectivity is held constant. Furthermore, from the estimated regression equation found that the b1 is 0.470. It concludes that if vocabulary mastery increases by 1 point, the students' writing skill will increase by 0.470 point while reflectivity is held constant. Related to the test given, the students were tested with the form of multiple-choice. The test was constructed based on the topic discussed by the English teacher at school. The texts were related to the analytical and hortatory exposition texts and the words were chosen familiarly to the students. In addition, the construction of the test includes five aspects of vocabulary measured, such as synonym, antonym, spelling, word definition, and word classes in which they are familiar to those aspects because they also learned and tested with that way.

Related to the conceptual framework, vocabulary mastery has a positive relationship on writing skill. A student who possesses good vocabulary mastery will be able to write a text easily. It means that vocabulary mastery is considered as one of the decisive factors to achieve success in writing skill. Richards and Renandya [9] stated that vocabulary is the most important component of language proficiency. Students who can speak, listen, read, and write well have a basic of vocabulary mastery. Ur [13] suggested students to have much vocabulary because it is one of the most important aspects in language learning. Thorbury [12] in addition explained that vocabulary plays an important role for how well learners speak, listen, read, and write. It was found that data supports the theory in which vocabulary helps the students to write a text.

As a result, it is inferred that vocabulary mastery supports the success of writing skill. In other words, the higher one's vocabulary mastery, the better his/her writing skill will be. It is highly expected that the teachers should be more aware of their students' vocabulary mastery in order to do better efforts to improve and enrich the students' vocabulary mastery. This can be conducted by providing the students with learning programs which give more contribution to the development

of students' vocabulary mastery on writing skill such as wall magazines, poems, or fiction story competitions.

Reflectivity Influences Students' Writing Skill while Vocabulary Mastery is Held Constant

The finding of the third hypotheses test revealed that reflectivity influences students' writing skill while vocabulary mastery is held constant. The researcher also used t test to test the relationship between variable X2 and Y. The result shows that the p value is 0.000. It is smaller than α 0.05. Therefore, H03 is rejected and H13 is accepted. It can be concluded that reflectivity influences students' writing skill while vocabulary mastery is held constant. From the estimated regression equation, it was found that the b2 is 0.437. It means that if the students' reflectivity increases by 1 point, their writing skill will increase by 0.437 while vocabulary mastery is held constant. Suparman [10] also states that students' reflectivity correlates to their writing skill because they tend to focus on accuracy, calculate several possibilities, and refer to systematic investigation toward what they have written.

Related to the questionnaire given, the score of the students' reflectivity was measured using the Likert Scale to investigate the tendency of students' reflectivity. The subject was asked to indicate whether he/she strongly agree, undecided, disagree, and strongly disagree. The result shows that ten students indicate high reflectivity and the ten students got better score among others. For examples, respondents 16, 17 and 30 indicate high reflectivity and got 95 score for their writing test.

Related to the conceptual framework, reflectivity refers to a person's characteristic which tends to calculate or think over before she/he decides in either language learning or in real life. Due to their characteristic, she/he is often slow on completing work in which systematic investigation and previous experiences are their basis for taking decisions. Reflectivity is considered as an important cognitive learning style for students in improving their writing skill because students tend to make few mistakes in grammar, mechanism, and punctuation with this character. As the result, possessing reflectivity is very important and supports students' success in developing their writing skill since the higher one's reflectivity, the better his/her writing skill will be.

Related to reviews of previous study, the result of this assessment indicated that the researcher supports previous research studies, such as Mahdavinia and Molavizadeh [5] who investigated the relationship between impulsivity/reflectivity on the use of idiom and writing composition for 80 Iranian university learners. The result indicated that there was significant relationship among those variables and showed that reflective students used more idioms in their writings than impulsive students.

However, the result of this research rejects Mahasneh's [6] research who investigated the relationship between reflective thinking and learning style on language learning. He claimed that there is no significant correlation between reflective thinking and learning style on language learning.

IV. CONCLUSION

Based on the finding, the first result shows that the influence vocabulary mastery, reflectivity and writing skill are positively strong. The influence of vocabulary mastery on writing skill while reflectivity is held constant is positively and significant. The influence of reflectivity on writing skill while vocabulary held constant is positive and significant.

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