

Does A Student's Interest in Writing and Vocabulary Mastery Have An Impact on Their Writing Ability in Tenth Grade at SMK Negeri 2 Muara Enim?

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Abstract: Writing This article aims to look at: first, the effect that occurs between writing interest variables on writing ability, second, the effect that occurs between mastery vocabulary variables on writing ability, and lastly the interactions that occur between the variables in the study. In analyzing the data, we employed a using the triangulation approach with descriptive analysis. From the results of the analysis, researchers have found: that writing interest has an impact on writing ability, and that vocabulary mastery has an impact on writing ability. Additionally, writing interest and vocabulary mastery have a large impact on writing ability.

Keywords: Vocabulary Mastery, Writing Ability, Writing Interest

A. Introduction

Writing is a skill that students should be able to acquire in the English language. But writing is believed to be the most challenging ability. Writing is a crucial skill for sharing thoughts, feelings, and experiences with others through written communication, according to four skills, (Anjayani et al., 2016). Furthermore, Nunan, (2003), "Thinking up new ideas, considering how to communicate them in effective writing, and then logically organizing those thoughts into sentences and paragraphs is the process of writing". Asserted that writing is a form of thought. Additionally, writing is the act of putting thoughts or opinions into the form of books, poems, novels, etc, (Brown, 2007). According to Zulkifli et al., (2019), we can draw the conclusion that writing is a process that involves careful thought and the delivery of a message to the reader. Writing can take the form of novels, poems, stories, etc.

There are various text types, including narrative, descriptive, expository, procedural, and recount texts. A narrative describes a sequence of real or imagined events. Description is the second. A description describes how something seems. Exposition follows. Exposition clarifies the what, how, and why of an event. The text's purpose is to persuade the audience. Recount is the final. A recount describes what took place. The

text's goal is to recount an incident. The description text is one kind of text. Students in the tenth grade are required to grasp descriptive texts. According to Gerot & Wignell, (2013), a descriptive text is one that gives specific details about people, places, or things. Some components, like social function, generic structure, and lexical grammatical traits, are present in descriptive writing. A descriptive text should contain each of the components.

Writing is the most challenging ability for speakers of second or foreign languages to master, (Richards & Renandya, 2002). Because writing ability demands a command of both idea development and thought structure as well as idea translation into a legible document, this is the case. If they are not very proficient in the language, the difficulty is more apparent. The interest of kids in writing is a factor that may affect writing ability. Writing interest is a crucial component. According to Harackiewicz & Hulleman, (2010), having an interest in something indicates that we care about it and consider it to be significant for us. Students' personal interests typically garner more attention. Students will be very motivated to write if they are interested in writing. If the kids lack motivation, they won't be motivated to write if this is the case.

The evaluation of the following factors can be used to judge writing ability in descriptive texts: (1) the idea's content; (2) how it is organized; (3) grammar; (4) vocabulary; and (5) mechanics. The use, meaning, and form are the three criteria for measuring vocabulary competence. According to Azwar, (2013), assessing students' writing interest is done based on a number of factors, including: awareness, willingness, attention, and feeling. Based on the aforementioned claims, it is necessary to conduct research to determine whether writing interest and vocabulary mastery have a good effect on writing ability in the tenth-grade students at SMK Negeri 2 Muara Enim. Another reason to conduct this study at SMK Negeri 2 Muara Enim is the dearth of studies on writing interest and vocabulary mastery in relation to writing skill in descriptive texts.

B. Methods

In this study, researcher used descriptive analysis techniques in the data management process. Descriptive analysis is a research technique that involves gathering data in line with the actual data, which is then gathered, processed, and evaluated to be able to present an overview of the current problems, (Sugiyono, 2012). Graphs, bar charts, line charts, pie charts, regular tables or frequency tables, data centering measures, data distribution measures, and other visual representations of data are frequently used in descriptive analysis.

This study used tests, questionnaires, and the creation of descriptive writings to gather its data. The first is the 40-question writing interest survey, which aims to uncover students' preferred forms of writing. The researcher can divide them into groups (i.e., those with high scores and those with low scores) based on information. Second, a multiple-choice test with 40 questions was used to gauge students' command of the English language, and third, an essay test was used to gauge students' capacity for writing about the tourist attraction "Bedegung Waterfall" in Muara Enim.

C. Results and Discussion

The data collected for this study were initially examined using the following tests: a data normality test, a data linearity test, a data multicollinearity test, and a data heteroskedasticity test. The test is used to determine whether the data that have been collected can be used to assess the study's hypothesis. It can be said that the data in this study were normally distributed because the normality test, which was performed using the one sample Kolmogorov Smimov, revealed that a significant (2-tailed) value of 0.200 was higher than the value of $= 0.05$. It may be concluded that there is linearity in the research data based on the findings of the linearity test that was conducted using the analysis of variance (ANOVA) to produce a significant value of 1.000 greater than 0.05. There is no multicollinearity in the regression model, according to the findings of the multicollinearity test, which had a tolerance value of $0.643 > 0.10$. The heteroscedasticity test utilizing the Glejser test produced the following results: writing interest has a significant value of 0.405 and vocabulary mastery has a significant value of 0.446, both of which are greater than the threshold value of 0.05, indicating that there are no indications of heteroscedasticity in the regression model.

Table 1. The Influence Writing Interest on Writing Ability

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1234.951	1	1234.951	16.640	,000 ^b
	Residual	7347.457	99	74.217		
	Total	8582.408	100			

a. Dependent Variable: Writing Ability

b. Predictors: (Constant), Writing Interest

A significant value of 0.00, less than $= 0.05$ or $0.000 < 0.05$, has been obtained based on the analytical results in the table above. Conclusion: There is a relationship between

students' writing skills and their fluctuating interest in writing; Ha is accepted and H0 is rejected.

Table 2. The Influence of Vocabulary Mastery on Writing Ability

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2004.241	2	1002.121	14.929	,000 ^b
	Residual	6578.167	98	67.124		
	Total	8582.408	100			

a. Dependent Variable: Writing Ability

b. Predictors: (Constant), Vocabulary Mastery, Writing Interest

From table 2 above, a significant value of 0.00 was obtained which was less than the value of 0.05 from the results of the comparison of the values on variable Y2 with variable X. It can be claimed that vocabulary mastery and pupils' writing skills are significantly correlated. Therefore, Ha is accepted whereas H0 is refused.

Table 3. The Influence of Writing Interest and Vocabulary Mastery on Writing ability

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2004.241	2	1002.121	14.929	,000 ^b
	Residual	6578.167	98	67.124		
	Total	8582.408	100			

a. Dependent Variable: Writing Ability

b. Predictors: (Constant), Vocabulary Mastery, Writing Interest

According to the data in the table above, the significant value was found to be 0.000, which is less than 0.05 or 0.00 0.05. The alternative hypothesis, which states that writing interest (X1) and vocabulary mastery (X2) affect students' writing abilities (Y) in class X at SMK N 2 Muara Enim, is accepted based on the simultaneous F test that has been conducted.

Based on the findings and analysis of the hypotheses carried out in this study, it is clear that the distribution. First, the tenth grade students at SMK Negeri 2 Muara Enim had a significant association (X1) between their interest in writing and their writing skill (Y) that was smaller than $\alpha = 0.050$. This is in line with the opinion of previous research which stated that interest in writing can improve students' writing skills, (Hidi et al.,

2002). Pupils' writing abilities may be impacted by their level of interest in writing, and vice versa for pupils who have low writing interest. Therefore, it can be concluded that writing interest has a major impact on a person's capacity to produce descriptive texts. Therefore, the presented theory is accepted. It needs understanding of the subject matter to produce a descriptive text. Writing exercises can be used to get this understanding. Existing interest in writing will operate as a powerful catalyst for writing activity. If an activity is not founded on interest in it, it will not be successful in attaining its aims.

Second, the effect of mastery of vocabulary on writing ability. As a consequence of the investigation, it was discovered that variable Y has a large impact on variable X2. This is evident from the table's significant value, which is less than alfa (α). According to Mahmudah, (2014), students who master a lot of vocabulary tend to have good writing skills too, but students who don't master a lot of vocabulary have deficiencies in writing skills. Therefore, the most important thing in writing should be supported by mastery of vocabulary as well.

Finally, the relationship between students' capacity to write text descriptions and their writing interest and vocabulary knowledge. 0.000 less than the alpha value was acquired from the simultaneous f test findings of researchers, which are significant. In order for researchers to get to the conclusion that variables X1 and X2 have had an impact on variable Y or for the null hypothesis to be rejected and the alternative hypothesis to be accepted. This conclusion is backed by researchers from Novita et al., (2020), who found that writing passion can influence one's ability to create descriptive texts and vocabulary knowledge can also enhance students' writing abilities. As a result, the teacher's involvement is crucial in encouraging students' interest in writing and their command of terminology so that they may write well in English classes.

D. Conclusion

The conclusion that is presented below can be formed in light of the research findings and discussion. First and foremost, it is important to raise students' interest in writing because better reading interest equals better writing ability for texts reporting observation data. Otherwise, the less interest a kid has in reading, the lower their writing skills will be for the observation outcome descriptive paragraph. Second, among many other variables, language mastery affects students' capacity to compose an observational description.

According to the results the students achieved, vocabulary mastery must be raised once again by encouraging a desire to read about the students' personal lives in a way that the instructor can encourage higher vocabulary mastery in high school students. A well-written observation report text will have a strong command of the vocabulary. On the other hand, poor language skills will also show in the writing skills of the content of the report on the observational findings.

The last, it is possible to infer from the contribution of writing interest and vocabulary mastery to the writing abilities of observational results report text that there is a significant contribution between writing interest and vocabulary mastery with writing ability of the observation results descriptive text.

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