

THE EFFECTS OF VOCABULARY MASTERY AND READING INTEREST ON EFL STUDENTS' NARRATIVE WRITING SKILLS

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Abstract: This research aims to find the effect of vocabulary mastery and reading interest on the students' narrative writing skills. The hypothesis of this study includes 1). There is a significant collaborative effect of the vocabulary mastery and reading interest toward the students' narrative writing skill; 2). There is a significant effect of the vocabulary mastery toward the students' narrative writing skill; and 3). There is a significant effect of the reading interest on the students' narrative writing skills. The method of the research is a double regression linear by descriptive survey analysis, applying some samples from many populations, and using questionnaires and tests instrument for data collection. The number of the samples is 80 students of grade ten (X) who are students of the State Vocational High School in West Jakarta.

Keywords: vocabulary mastery; reading habit; narrative writing; foreign language writing

Introduction

There are four language skills that students should learn, i.e., listening, speaking, reading, and writing skills. In mastering English, students find problems dealing with language skills and language components, as mentioned above. Writing is the fourth skill mentioned among the three other language skills. Because writing is a tool to communicate with the audience (reader), it means that writing skill is challenging to learn, because it needs the process to make it meaningful and it is also able to combine with the other skills. It relates to the syllabus that writing is one aspect of the teaching-learning process that must be transferred by the teacher for the learner to make them understand and have the ability in English skills, especially writing.

To be able to write, students need to master vocabulary practice writing a lot. By practicing, students will have a habit in writing and therefore improved their skills (Graham et al., 2014). It is necessary to know that writing is a process. Students need to practice the grammatical aspects as the fundamental organizing principle of language. Learning English grammatical provides as a basis for learning a language such as tenses, subject-verb, agreement, properly used of conjunction, parallel structure, kind of sentences, and sentence pattern. One of the ways to know a good paragraph is by reading. When students read a lot, as a result, they will improve their vocabulary as well as the knowledge of writing forms.

Vocabulary mastery plays an essential role because with a better mastery of vocabulary, reading activities will be easier and can understand well as said by Tarigan (2011, p. 3) that the quality of one's reading ability depends on the quantity and quality of the vocabulary he has. In addition to the mastery of vocabulary factors that affect reading, the ability is an interest in reading. The high interest in reading will make students motivated to read so that many students get various concepts, knowledge, and information. Having such interest, students will have the habit of reading. This motivation will lead to meaningful and quality reading activities. Likewise, vice versa, if the interest in reading among students is low and city vocabulary mastery that is lacking will hamper students' skills in understanding a reading text.

Reading interest among students is very important because their reading interest can encourage students to continue reading. So, reading will be a fun learning activity. With frequent reading, there will

be a mutual influence. That is, slowly, the students can improve their vocabulary mastery, which they will later need to understand other types of English text. Empirical observations indicate that reading interests must be owned by students, especially students in high schools so that later they can gain knowledge through reading (Faliyanti, 2015; Novianti, 2019; Susilo, 2019). This condition is a challenge that is not easy for learners. They are required to be able to master these skills when they are in school with minimal time. As a result, learning is increasingly not optimal. This is an obstacle that must be dealt with so that the academic potential and potential skills that learners have can help in the future when they enter the workforce.

Reading interest is very important because, with interest, students will feel happy. An interest can form a pleasure or hobby. If students have a reading interest, these students will feel happy when they meet new words, new information, and knowledge, which will ultimately enrich the students' insight. With this attitude, students will try to understand all kinds of English texts and eventually have reading comprehension skills. Besides, the ability to read will also give birth to future generations who can express ideas, thoughts, or feelings continuously and systematically. By having good reading, students are encouraged to find out new things or increase their knowledge by themselves. They are accustomed and trained to communicate with other parties following the context and situation in which they are located.

From these insights, it can be concluded that reading interest encourages students to be positive towards a reading activity that is routine and feeling happy so that it becomes an automatic activity that takes place without rethinking. The possibilities mentioned above can be scientific variables that can be proven through scientific analysis. The analysis can give an overview of all parties involved in the relationship between the problems described.

There some kinds of text, such as recount, descriptive, narrative, and report. Recount text is a piece of text that retells past events and usually is expressed in the order in which they happened (Sumarno, 2009). The purpose is either to inform or to entertain the audience. Based on the purpose of the text, narrative text is the right way for students to start writing. Therefore, the writer is interested in finding the effects of vocabulary mastery and reading interest toward the skills of writing narrative text. The purpose of this research is to show: (1) The effect of the vocabulary mastery and reading interest toward the students' narrative writing skill of the State Vocational High School in West Jakarta; (2) The effect of vocabulary mastery towards the students' narrative writing skill of the State Vocational High School in West Jakarta; and (3) The effect of the reading interests towards the students' narrative writing skill of the State Vocational High School in West Jakarta.

Method

The method applied is a descriptive survey methodology. A descriptive survey is a method which uses some sample from some population (Sugiyono, 2016, 2017). The research employs questionnaires and English language tests as a means of collecting data (Ridwan, 2009, p. 65). This study emphasizes the effects of vocabulary mastery and reading interest on the students' narrative writing skills. There are two independent variables and one dependent variable, namely variable X_1 as the first independent variable (vocabulary mastery) and variable X_2 as the second independent variable (Reading interests). These variables have interconnected and influenced the variable Y as the dependent variable (Students' narrative writing skill). The method used is a descriptive survey with double regression linear technique. In data collection, the researcher finds out the field research. The data are namely: vocabulary mastery, reading interests, and students' narrative writing skills. The data are collected by giving a questionnaire for the independent variable and a test for the independent variable, and a test for the dependent variable. The tests are given to 80 students from two vocational high schools, which are set as samples for this current research.

Results and Discussion

The recapitulations of the entire test can be seen as follows:

Table 1.

The Recapitulation result of multiple correlation coefficients of the effects of vocabulary mastery and reading interests toward students' narrative writing skills.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.360 ^a	.130	.107	9.387

a. Predictors: (Constant), Reading Interest, Vocabulary Mastery

Table 2.

The Recapitulation Result for Regression Coefficient Significant Test of the Effects of reading interest

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1012.244	2	506.122	5.744	.005 ^b
	Residual	6785.244	77	88.120		
	Total	7797.488	79			

a. Dependent Variable: Students' Narrative Writing Skill

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

and vocabulary mastery towards students' narrative writing skill.

Table 3.

The Recapitulation Result for Linear Regression Equality Test of the Effects of Reading interest and Vocabulary mastery towards students' narrative writing skills.

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	13.905	21.419		.649	.518
	Vocabulary Mastery	.320	.121	.283	2.645	.010
	Reading Interest	.368	.154	.255	2.387	.019

a. Dependent Variable: Students' Narrative Writing Skill

Table 1, Table 2, and Table 3 have shown that the testing of hypothesis is formulated both statistically and verbally in the following:

A. The Effects of Vocabulary Mastery (X_1) and Reading Interest (X_2) altogether towards Students' Narrative writing skills (Y)

$$H_0 : \beta_1 = \beta_2 = 0$$

$$H_1: \beta_1 \neq 0, \beta_2 \neq 0, \text{ which means:}$$

H_0 : There is no significant effect of vocabulary mastery and reading interest altogether towards students' narrative writing skills.

H_1 : There is a significant effect of vocabulary mastery and reading interest altogether towards students' narrative writing skills.

Referring to Table 1, we can see that the coefficient correlation of the effects of independent variables: vocabulary mastery (X_1) and reading interest (X_2) altogether towards dependent variable: the students' narrative writing skill (Y) is 0.360 It indicates that among variables have some effects. Furthermore, according to the recapitulation above, we may get that coefficient correlation value is significant. In other words, there is a significant bound effect among the independent variables: vocabulary

mastery (X_1) and reading interest (X_2) altogether towards the dependent variable: students' narrative writing skill (Y). Meanwhile, the coefficient of determination, vocabulary mastery, and reading interest variables contribute to students' narrative writing skill variable is 0.130. It indicates that the contribution of independent variables: vocabulary mastery and reading interest altogether towards the dependent variable: students' narrative writing skill is about 13 %, and other factors determine the rest (for about 87%). According to regression analysis, which is used to test the hypothesis, we may get the set of data stated in Table 2 and Table 3. Referring to these data, we may set the regression line equality that represents the effects of independent variables: vocabulary mastery and reading interest altogether towards the dependent variable: students' narrative writing skills in the following equation:

$$Y = 13.905 + 0.320 X_1 + 0.368 X_2$$

which means:

Y = dependent variable

X = independent variables

The constant unstandardized coefficient 13.905 is a value of constant while both 0.320 and 0.368 are values of the regression coefficient. To test the significance of the regression line, we have to look at the recapitulation of Table 1 According to general criteria, the significance of the regression is obtained if Significance (*Sig*) is less than 0.05, which implies H_0 is rejected or if F_{observed} is more than F_{table} , which affects H_0 is rejected. The coefficient of regression is stated significant, or we may say that there is a significant effect of independent variables: vocabulary mastery (X_1) and reading interest (X_2) altogether towards the dependent variable: students' narrative writing skill (Y). As it is known that, *Sig value* is a number which is stated in the *Sig* column in Table 3, while F_{observed} is a number which is stated in the F column in Table 2.

The value for F_{table} is the value of F on the distribution table in 5% real degree, with the numerator degree (k) = 2 and the denominator degree ($n - k - 1$) = 79, where n is the total number of respondents. In contrast, k is the total number of independent variables. Based on Table 1, we can see that *Sig value* is stated by $0.005 < 0,05$ and $F_o = 5.744$ as the consequence H_0 is rejected, and automatically the H_1 is accepted. It means that the coefficient of regression is significant. In general, we may say that there is a significant effect of independent variables: vocabulary mastery (X_1) and reading interest (X_2) altogether towards the dependent variable: students' narrative writing skills (Y). From the recapitulation of the test result in either correlation or regression, we can conclude that there are any effects of vocabulary mastery (X_1) and reading interest (X_2) altogether towards students' narrative writing skill (Y).

The Effect of Vocabulary Mastery (X_1) towards Students' Narrative Writing skills (Y)

$$H_0: \beta_1 = 0$$

$$H_1: \beta_1 \neq 0$$

which means:

H_0 : There is no significant effect of vocabulary mastery towards students' narrative writing skills.

H_1 : There is a significant effect of vocabulary mastery on students' narrative writing skills.

To test the hypothesis above, we can simply see from the numbers which are stated in the t column or *Sig* column in the row of reading interest in Table 3. According to the general assumption, the significance of the regression is if t_{observed} is higher than t_{table} or *Sig value* is less than 0.05, it brings the consequence that H_0 is rejected, and H_1 is automatically accepted. It means that there is a significant effect of the independent variable X_1 towards the dependent variable Y . *Sig value* is the number which is stated in the *Sig* column for the row of vocabulary mastery (Variable X_1) in Table 3. Meanwhile, t_{observed} value is the number which is stated in the t column for vocabulary mastery (Variable X_1) in Table 3 as well. For the value of t_{table} for 5%, real degree and degree of freedom ($df = n - 2$) is 78, where n is the total number of respondents. Referring to Table 3, we can see that *Sig value* is stated by $0.010 < 0,05$, and $t_o = 2.645$, it brings the consequence that H_0 is rejected and automatically H_1 is accepted. It means that there is a significant effect of independent variable X_1 (vocabulary mastery) towards the dependent variable Y

(students' narrative writing skill). From the tabulation of correlation test, regression test, and linear model above, we can conclude that there is a significant effect of independent variable X_1 (vocabulary mastery) towards the dependent variable Y (students' narrative writing skill).

The Effect of Reading interest (X_2) towards Students' Narrative Writing Skills (Y).

$$H_0 : \beta_2 = 0$$

$$H_1 : \beta_2 \neq 0$$

which means:

H_0 : There is no significant effect of reading interest on students' narrative writing skills.

H_1 : There is a significant effect of reading interest on students' narrative writing skills.

To test the hypothesis above, we can simply see from the numbers which are stated in the t column or Sig column in the row of reading interest in Table 3. According to the general assumption, the significance of the regression is if t_{observed} is higher than t_{table} or Sig value is less than 0.05, it brings the consequence that H_0 is rejected, and H_1 is automatically accepted. It means that there is a significant effect of the independent variable X_2 towards the dependent variable Y . Sig value is the number which is stated in the Sig column for the row of reading interest (Variable X_2) in Table 3. Meanwhile, t_{observed} value is the number which is stated in the t column for reading interest (Variable X_2) in Table 3 as well. For the value of t_{table} for 5%, real degree and degree of freedom ($df = n - 2$) is 78, where n is the total number of respondents.

Referring to Table 3, we can see that Sig value is stated by $0.019 < 0.05$ and $t_o = 2.387$; it brings the consequence that H_0 is rejected, and automatically H_1 is accepted. It means that there is a significant effect of independent variable X_2 (reading interest) towards the dependent variable Y (students' narrative writing skill). From the tabulation of correlation test, regression test, and linear model above, we can conclude that there is a significant effect of independent variable X_2 (reading interest) towards the dependent variable Y (students' narrative writing skill).

Conclusions

There are any significant effects of vocabulary mastery and reading interest jointly towards students' narrative writing skills at the State Vocational High Schools in West Jakarta. The score of Sig proves it. $0.005 < 0.05$ and $F_o = 5.744$. There is a significant effect of vocabulary mastery towards students' narrative writing skills at the State Vocational High Schools in West Jakarta. The score of Sig proves that $0.010 < 0.05$ and $t_o = 2.645$. There is a significant effect of reading interest in students' narrative writing skills at the State Vocational High Schools in West Jakarta. The score of Sig . $0.019 < 0.05$ and $t_o = 2.387$ has proved the hypothesis.

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