Research Article

THE INFLUENCE OF PERCEPTION ON LEARNING TECHNIQUE AND VOCABULARY MASTERY TOWARD ENGLISH WRITING ABILITY

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Abstract: The purpose of this study is to determine the effect of learning technique and vocabulary mastery on the English writing ability of students of XI grade of Public Vocational High School in Central Jakarta. The research method used is quantitative research with correlational survey research techniques. The data analysis technique used in this research is Path Analysis. The population in this study was students of XI grade of Public Vocational High School (SMK Negeri) in Central Jakarta area. The sample in this study was 110 students. The results of the study prove that: (1) there is a significant influence of perception on learning technique toward English writing ability as indicated by the t-count = 1.865, (2) there is a significant influence of perception on vocabulary mastery toward English writing ability as indicated by the t-count value = 16,733, and (3) there is a significant influence of perception on learning technique and vocabulary mastery together toward the ability to write English as indicated by the value of F-count = 161.202. The results of this study can provide input to vocational level teachers, especially English teachers to improve their competence in order to develop learning techniques and improve students' vocabulary mastery, so as to optimize students' English writing ability.

Key Words: learning techniques; vocabulary mastery; writing ability

Introduction

Writing is one of skills that must be mastered in English, it is also a tool of communication and very useful in life. Felix Y. Siaw stated in a quote "Talking is easy but it's hard to justify. Writing is more difficult but easier to account for". That's why writing is a measurement tool in English subject. Writing can also be considered as a process as well as a result. Furthermore, writing as an attempt to create or re-write existing writing. Burhan Nurgiantoro (in Vera Sardila, 2015) states that writing is an active productive activity, it is an activity to produce language.

However, the reality faced until now is that most students do not have the ability to write in English and consider it as a difficult skill, because it is related to limited vocabulary and ignorance of text structure and boring, because they only think that learning English is more focused on speaking skills (Inawati, 2016).

Education expert A. Chaedar Alwasilah (in Persadha, 2016) stated that tragically, most of the intellectuals, whether students, university students, lecturers, or experts in various fields of science, are very few who are able to write. The biggest problem in the world of language education in Indonesia is that the ability in the field of writing is very low, especially writing in English. In the global arena, many Indonesian scientists are left behind because they are unable to put their knowledge into writing. In fact, writing is a skill that can be transferred from Indonesian to English. Because they do not have the ability to write, many experts are finally unable to convey their knowledge in English for global consumption, even though they master English. This error occurs because at every level of education in Indonesia, whether

Elementary School, Junior High, Senior High School or Higher Education, writing activity is not done properly. In fact, the writing of the students was not read, corrected, not given feedback and also not returned to the student concerned. This condition makes students become discouraged and unmotivated. They cannot correct their own mistakes and do not try to achieve maximum results.

Based on a list of scientific publications published by the Nature Publishing Index Asia Pacific (the publishing body for scientific journals throughout the Asia Pacific) on April 14, 2014 upto April 13 2015, Indonesia ranks 12th out of 20 countries in Asia Pacific (in Persadha, 2016). Various negative views on writing English require teachers to be more varied and be able to choose an appropriate learning technique to improve English learning outcomes (Hung & Van, 2018).

For this reason, an effort is needed in order to improve student learning achievement, one of which is to choose a techniques or strategy in conveying subject matter in order to obtain increased motivation and learning achievement of students, especially in English subject. For example, by guiding students to be actively involved in learning process and being able to help students develop according to their intellectual level.

Based on the description above, the research tries to apply one of the learning techniques in writing analytical exposition text, namely the outlining techniques. The selection of this learning technique is to condition students to be accustomed to designing, outlining, mapping something related to writing analytical exposition text (Blogdivapress, n.d.). Why analytical exposition text? Writing analytical exposition text is a skill that must be mastered by students, because writing analytical exposition text is part of the teaching material being taught, namely KD 3.22 Analytical Exposition Text in SMK class XI. In addition, by writing an analytical exposition text, students are also expected to be able to present their thoughts on something with existing facts.

The ability of students in writing can also be achieved by mastering a lot of vocabulary. Linguists argue that the more vocabulary a person has, the more skilled the person is in speaking English, both spoken and written (Kharism, 2016). According to Keraf (Keraf, 2010), a person's vocabulary is the whole word that is in a person's memory which will cause a reaction when heard or read.

Based on the description above, it can be found a relationship between students' writing skills and vocabulary mastery. In other words, a person's writing skills are greatly influenced by the quality and quantity of their vocabulary mastery. Vocabulary has a very essential role in mastering foreign languages, especially English. Vocabulary can be interpreted as a collection of words understood by someone (Herlina, 2015). According to Xiqin (Amalia, 2018), vocabulary is defined as "the entire stock of words belonging to a branch of knowledge or known by an individual". Students experience difficulty in achieving a learning indicator due to the inadequate mastery of their English vocabulary and the low interest of students to learn English itself.

Teachers as the foremost education implementers must be able to plan learning strategies and techniques that provide opportunities for students to develop their potential through teaching and learning activities in the classroom (Setyawati, 2015). Zulkifli (in Amalia, 2018) states that the concept of teaching is not only defined as providing knowledge, but also actually to motivate, facilitate and organize classes, students, and other matters related to teaching and learning process.

This research was conducted to reveal (1) whether there is an effect of perception on learning techniques and vocabulary mastery together toward English writing ability; (2) whether there is an effect of perception on learning techniques toward English writing ability; (3) whether there is an effect of perception on vocabulary mastery toward English writing ability.

Method

The research was conducted in XI grade of Public Vocational High School (SMK Negeri) in Central Jakarta area for the 2020/2021 academic year. The research implementation time is scheduled with a time limit starting from proposal approval, estimated to start in September and ending in December 2020. The population is 210 students of SMK Negeri 16 and 525 students of SMK Negeri 27 in area 1, Central Jakarta Academic Year 2020/2021. In order to obtain more complete and accurate data about the research variables, this study determined the size of the sample size, which is 15% of the total population reached by using *the random multi-stage sampling* technique. Furthermore, the sample was given to students at SMK Negeri 16

and SMK Negeri 27 with the following details: SMK N 16 with the number of students in XI grade, N = 210 the sample was chosen 15%, then the selected sample was n = 31 students, and SMK N 27 with The number of students in XI grade, N = 525, the sample selected was 15%, then the sample was selected n = 79 students. So, the total sample is 110 students.

The approach used is quantitative research with correlational descriptive survey research technique. The analysis technique used in this research is Path Analysis. Path analysis is a technique that develops from multiple linear regression. It is used to test the amount of contribution shown by the path coefficient on each path diagram of the causal relationship between variables X1 and X2 to Y (Supardi, 2013). In this study, an attitude scale instrument (LIKERT) was used to obtain data for learning techniques (independent variable X1) and multiple choice questions for vocabulary mastery (independent variable X2). Meanwhile, data for English writing ability (dependent variable Y) was taken from a practical test questionnaire to write an analytical exposition text in English.

Furthermore, data analysis was carried out after obtaining scores from the three tests given to the sample. The scores obtained were then analyzed using descriptive and inferential statistical analysis carried out using two-way ANOVA to determine the effect of perception on learning techniques and vocabulary mastery on students' English writing ability. Kolmogorov-Smirnov statistics are applied to test the normality of the data distribution, which is normally distributed. In addition, in the multi-collinearity test it was found that there was no multi-collinearity problem in the variables used.

Results and Discussion

It has been stated previously that this research was conducted to answer three research questions. The following description explains the findings result of research hypothesis testing that answer the three research questions that can be seen on table 1., table 2. and table 3.

Tabel 1. Result Recapitulation of calculation on variable X1 and X2 with Y

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	642,843	2	321,422	161,202	,000[b]
	Residual	213,348	107	1,994		
	Total	856,191	109			

Table 1. answers the first research question that concerned with whether there is an influence of perception on learning techniques and vocabulary mastery together toward English writing skills. Inferential statistics found that there is a significant influence of perceptions on learning techniques and vocabulary mastery together toward students' English writing ability. This is evidenced by the value of Sig = 0.000 <0.05 and F-count = 161.202 with an effective contribution of 75.1% which is showed by table 2. below:

Tabel 2. Result Recapitulation of Correlation Calculation on Variable X1 and X2 toward Y

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,866[a]	,751	,746	1,412

Learning techniques have a significant influence on students' ability to write English. If the Learning Techniques that is carried out and taught by the teacher is well understood by students, the student is able to achieve the goals of learning English. The more precise the techniques the teacher uses in delivering the

learning material, the better the students are in acquiring the knowledge and skills of the material in accordance with the learning objectives.

Students who have knowledge of writing techniques supported by a large number of vocabularies will find it easier to write English. People who master large vocabulary are usually confident in speaking and writing even if they are not grammatically correct. In contrast, people who master a little vocabulary feel insecure about speaking and writing English.

Vocabulary mastery should be improved. This can be done by encouraging yourself to practice speaking English with people around you, at least with friends while at school. Listening to songs with English lyrics can be a way to enrich vocabulary and at the same time train listening skills in addition to obtain information on how the word is pronounced. Like listening to songs with English lyrics, watching films with English subtitle can also be an option to improve vocabulary mastery, besides we get entertainment from the film itself, and this can be a hobby. Reading English literature is also an option to improve vocabulary mastery as well as strengthening knowledge of grammar. Students must believe that with learning techniques and vocabulary mastery, students will be able to write English.

Tabel 3. Result Recapitulation of calculation on variable X1 and X2 toward Y

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	50,048	3,647		13,723	,000
	Teknik Pembelajaran	,054	,029	,093	1,865	,045
	Penguasaan Kosakata	1,222	,073	,837	16,733	,000

Table 3. answers the second and third research questions which the second question is concerned with whether there is an influence of perceptions on learning techniques toward English writing ability. Inferential statistics found that there is a significant influence of perceptions on learning techniques toward students' English writing ability. This is evidenced by the value of Sig = 0.045 <0.05 and t-count = 1.865. Learning technique is a way that teachers implement a specific method, for example using learning methods to achieve KI (Core Competency) 4, in this case writing skills, it is necessary to use appropriate techniques so that learning objectives are achieved. The teacher must also take the time to correct the students' writing and give students the opportunity to revise their writing. In addition, in implementing learning techniques, the teacher must adapt to the conditions of the class and students. Of the various kinds of learning techniques, the outline technique is considered appropriate to assist students in writing. The appropriate learning techniques that are given and carried out in the classroom in helping students write English refer to changes in students 'knowledge, skills and attitudes towards a better direction in accordance with the objectives of the learning itself, namely increasing the students' English writing ability.

The third research question is concerned with whether there is an influence of perceptions on vocabulary mastery toward English writing ability. Inferential statistics found that there is a significant influence of perceptions on vocabulary mastery toward students' English writing ability. This is evidenced by the value of Sig = 0.000 <0.05 and t-count = 16.733. Linguists argue that the more vocabulary a person has, the more skilled the person is in language. The richer a person's vocabulary is, the more likely he is to become skilled at language. Thus, it can be concluded that if the more vocabulary students master, especially English vocabulary, the more skilled students will be in speaking English, both oral and written.

Conclusions

Based on the results of data analysis, the following conclusion can be drawn as follows: (1) there is a significant influence on the perception of the Learning Technique and Vocabulary Mastery together on the English Writing Ability of students of Public Vocational High Schools in Central Jakarta. This is evidenced

by the value of Sig = 0.000 <0.05 and F-count = 161.202 with an effective contribution of 75.1% while the remaining 24.9% is influenced by other factors not examined in this study; (2) there is a significant influence on the perception of the Learning Technique on the English writing ability of students of Public Vocational High Schools in Central Jakarta. This is evidenced by the value of Sig = 0.045 <0.05 and t-count = 1.865; (3) there is a significant effect of perceptions of vocabulary mastery on the English writing ability of students of Public Vocational High Schools in Central Jakarta. This is evidenced by the value of Sig = 0.000 <0.05 and t-count = 16.733.

Based on the discussion and conclusion of the research results described above, the following implications will be presented as a reflection of the conclusions to add insight for teachers, schools and related parties that the ability to write English is influenced by learning techniques and vocabulary mastery. The results of this study provide information about the ability to write English which is supported by several factors, both linguistic and non-linguistic factors. It has been proven in this study that two factors, namely learning techniques and vocabulary mastery, provide positive and significant support for the ability to write English.

This study gives the result that learning techniques and vocabulary mastery together provide an effective contribution of 75.1% to the ability to write English. These results indicate that to improve English writing skills, it is necessary to have learning techniques and high vocabulary mastery. In an effort to develop mastery of learning techniques, a teacher should read more and participate in competency improvement training in terms of pedagogy, professional, social and teacher personality, and also practice it directly during English lessons, so that students easily accept and understand the subject matter being taught in the classroom. Thus, the objectives of learning can be achieved effectively then improve the English writing ability of XI garde students of Public Vocational High Schools in Central Jakarta.

Apart from learning techniques, another factor that affects the ability to write English is vocabulary mastery. Some ways that teachers can do to help students improve vocabulary mastery include creating an atmosphere that supports the situation to recognize as many words as possible, practice developing simple sentences, using interrogative words or sentences, word equivalents, word opposites, and so on. They can also play language games, use appropriate and attractive methods, techniques, and language learning media for learning vocabulary so that students are more enthusiastic and motivated in learning English, especially in mastering English vocabulary. In addition, the teacher should also advise and encourage students not to be lazy looking for English vocabulary in the dictionary, dare to communicate with friends and teachers using English at least when learning English in class, listening to songs with English lyrics, watching English films, reading comics, novels and other literature in English so that students have the opportunity to add their vocabulary.

The suggestion that we can convey is that learning techniques and vocabulary mastery are important in the learning process, in this case writing English. With the right learning techniques used by the teacher in delivering lesson materials in the classroom will make students excited about learning. Therefore, teachers as educators must be able to continue to develop creativity and innovation regarding learning techniques by reading a lot, discussing, and participating in training to increase their competence, especially pedagogical and professional, so that the presentation of attractive learning will arouse the enthusiasm and interest of students to learn to write. English teachers must also be able to help foster students' interest in enriching their English vocabulary mastery in teaching and learning activities with more varied methods, techniques and media, so students' insight and vocabulary mastery increases as a result. With the increase in vocabulary mastery, the students' ability to write English also increases.

As students, it is better if they know how good their knowledge of writing techniques is and how high their vocabulary is, so it can be a reference for improving their English writing ability. It is also hoped that students will not be lazy to work on practice questions and gain insight to support ideas that can later be poured into an English written text. Thus, students indirectly try to improve their English writing ability.

As an education institution, it is necessary to have a system or policy that supports teachers to participate in activities and training that can increase teacher competence in order to improve the quality of education in schools. Principals and teachers should be able to know the competence of teachers and the characteristics of student intelligence, so learning outcomes in terms of attitudes, skills and problem solving are getting much and much better. Attempting to improve the ability of subject teachers, especially English

teachers by providing training or upgrading, attending teacher seminars, providing opportunities to continue education, or getting their own references about developing learning techniques, enriching vocabulary mastery, improving English writing skills, and so on to improve the quality of education in schools.

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