

THE INFLUENCE OF VOCABULARY KNOWLEDGE ON THE WRITING ACHIEVEMENT OF STUDENTS OF THE ENGLISH EDUCATION STUDY PROGRAM AT UIN RADEN MAS SAID SURAKARTA

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Abstract

Vocabulary knowledge is considered one of the important factors influencing students' writing achievement in learning English as a foreign language. Students with adequate vocabulary knowledge tend to express their ideas more effectively and produce better written texts. This study aims to investigate the influence of vocabulary knowledge on the writing achievement of students of the English Education Study Program at UIN Raden Mas Said Surakarta. The study employed a quantitative correlational research design. The participants of this study were students of the English Education Study Program selected through random sampling techniques. The data were collected through vocabulary tests and writing tests. The vocabulary test was used to measure students' vocabulary knowledge, while the writing test was used to assess students' writing achievement. The collected data were analyzed using statistical analysis, particularly correlation and regression analysis, to determine the influence of vocabulary knowledge on students' writing achievement. The findings of the study are expected to show that vocabulary knowledge has a significant positive influence on students' writing achievement. Students with higher vocabulary knowledge are likely to achieve better performance in writing. Therefore, improving students' vocabulary mastery can contribute positively to the development of their writing skills. The results of this study are expected to provide useful contributions for English lecturers, students, and future researchers in enhancing English language teaching and learning, especially in vocabulary and writing instruction.

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1. Introduction

Writing is one of the essential language skills that English learners must master because it allows students to express ideas, opinions, and information in written form. In higher education, particularly in English Education Study Programs, writing ability becomes highly important since students are expected to produce academic assignments, essays, reports, and research papers in English. However, many students still experience difficulties in developing their writing skills. One of the factors that may influence students' writing achievement is vocabulary knowledge.

Vocabulary knowledge plays an important role in language learning because vocabulary is the foundation for communication. Students who possess sufficient vocabulary knowledge are more likely to express their thoughts clearly and effectively in writing. On the contrary, students with limited vocabulary often struggle to choose appropriate words, organize ideas, and construct meaningful sentences. As a result, their writing achievement may be affected. Therefore, vocabulary mastery is considered one of the important components that support students' writing performance.

In the context of English as a Foreign Language (EFL), Indonesian students frequently face challenges in mastering English vocabulary due to limited exposure to the language in daily communication. This condition also occurs among students of the English Education Study Program at UIN Raden Mas Said Surakarta. Although they learn English intensively in the classroom, some students still encounter problems in writing English texts because of insufficient vocabulary knowledge. They may find it difficult to use suitable words, apply correct grammar, and develop coherent paragraphs in their writing.

Several previous studies have shown that vocabulary knowledge has a significant relationship with writing ability. Students with better vocabulary mastery tend to achieve higher scores in writing tasks because they can express ideas more accurately and creatively. Nevertheless, the influence of vocabulary knowledge on writing achievement among university students, especially at UIN Raden Mas Said Surakarta, still requires further investigation. Therefore, this study is important to examine whether vocabulary knowledge significantly influences students' writing achievement.

Based on the explanation above, the researcher is interested in conducting a study entitled "The Influence of Vocabulary Knowledge on the Writing Achievement of Students of the English Education Study Program at UIN Raden Mas Said Surakarta." This study aims to identify the influence of vocabulary knowledge on students' writing achievement and to provide useful information for both lecturers and students in improving English learning, particularly in vocabulary and writing skills.

2. Literature Review

2.1. Vocabulary Knowledge in English Language Learning

Vocabulary knowledge is widely recognized as one of the most fundamental components in second and foreign language acquisition. It serves as the basis for language comprehension and production because learners cannot effectively communicate ideas without adequate lexical resources. In the context of English as a Foreign Language (EFL), vocabulary mastery becomes particularly important since learners are required to understand and use English words accurately in various communicative situations. Vocabulary knowledge refers not only to the number of words learners know but also to their understanding of word meanings, forms, usage, collocations, and contextual appropriateness.

According to language learning theories, vocabulary is considered the building block of language because it provides learners with the necessary linguistic tools to construct meaning. Learners who possess sufficient vocabulary knowledge are generally more capable of understanding reading texts, participating in conversations, and producing written compositions. Without adequate vocabulary mastery, students often experience difficulty expressing ideas, selecting appropriate words, and constructing coherent sentences. In academic settings, vocabulary knowledge is closely associated with language proficiency. University students, especially those enrolled in English Education Study Programs, are expected to demonstrate strong vocabulary mastery because they frequently engage in academic tasks such as essay writing, report writing, presentations, and research paper production. Their success in these activities depends greatly on their ability to access and apply appropriate vocabulary.

Several studies have emphasized that vocabulary knowledge is not merely about memorizing word lists but involves understanding semantic relationships, word associations, contextual meanings, and lexical flexibility. Students with deeper vocabulary knowledge are able to choose precise expressions, avoid repetition, and create more varied and sophisticated language structures.

Therefore, vocabulary mastery is considered an essential foundation for developing productive language skills, particularly writing.

2.2. Writing Achievement in EFL Context

Writing is one of the four primary language skills and is often regarded as one of the most challenging skills for EFL learners to master. Writing requires learners to integrate multiple language components simultaneously, including grammar, vocabulary, organization, coherence, mechanics, and critical thinking. In higher education, writing is particularly important because it functions as a medium for academic communication and knowledge construction.

Writing achievement refers to students' ability to produce written texts that fulfill certain criteria, including clarity, coherence, grammatical accuracy, vocabulary appropriateness, and logical organization. Good writing demonstrates the writer's capacity to communicate ideas effectively while adhering to accepted language conventions. For EFL students, writing presents unique challenges because they are required to generate ideas and express them in a language that is not their first language. This often creates difficulties related to lexical retrieval, grammatical construction, and idea organization. Many students struggle to transform their thoughts into written English due to limited vocabulary, inadequate grammatical knowledge, and lack of writing practice. Among these challenges, vocabulary limitation is often considered one of the most significant barriers. Students who lack sufficient vocabulary may find it difficult to elaborate ideas, explain concepts clearly, or maintain coherence throughout their writing. As a result, their written work may become repetitive, simplistic, or unclear.

Writing achievement in English Education Study Programs is especially significant because students are being prepared to become future English educators. Their writing competence reflects not only their language proficiency but also their readiness to teach English effectively. Therefore, understanding factors that influence writing achievement is essential for improving instructional strategies and student learning outcomes.

2.3. The Relationship Between Vocabulary Knowledge and Writing Achievement

The relationship between vocabulary knowledge and writing achievement has been widely discussed in language education research. Many scholars argue that vocabulary mastery significantly contributes to students' ability to write effectively because vocabulary provides the linguistic resources needed to express ideas accurately and meaningfully.

Students with extensive vocabulary knowledge generally demonstrate stronger writing performance. They are more capable of selecting precise words, creating varied sentence structures, and conveying ideas clearly. Rich vocabulary allows students to express subtle meanings, avoid unnecessary repetition, and produce more sophisticated written texts.

On the other hand, students with limited vocabulary knowledge often encounter difficulties in expressing their ideas. They may rely heavily on simple and repetitive words, resulting in writing that lacks variety and depth. Their inability to retrieve appropriate lexical items can interrupt the writing process and reduce the overall quality of their compositions.

Vocabulary knowledge contributes to writing achievement in several ways. First, it enhances idea expression. Students who know more words can describe concepts more specifically and elaborate their arguments more effectively. Second, it supports coherence and cohesion by enabling students to use transitional words and logical connectors appropriately. Third, vocabulary mastery improves lexical accuracy, which contributes to clearer communication. Moreover, vocabulary knowledge influences students' confidence in writing. Students who possess broad vocabulary resources often feel more confident because they can express themselves without constant hesitation. This confidence facilitates smoother writing processes and encourages greater

engagement in writing tasks. Theoretical perspectives in second language acquisition also support this relationship. Lexical competence is viewed as a crucial component of communicative competence, and effective written communication depends heavily on lexical selection and application. Therefore, vocabulary knowledge is considered a strong predictor of writing success.

2.4. Previous Studies on Vocabulary Knowledge and Writing Achievement

Numerous empirical studies have investigated the relationship between vocabulary knowledge and writing achievement, and most findings indicate a positive relationship between the two variables. Anderson and Ardiansyah (2023) found that students with higher vocabulary mastery demonstrated significantly better writing performance in EFL classrooms. Their study showed that vocabulary competence contributed substantially to students' ability to organize ideas and produce coherent written texts. They concluded that vocabulary instruction should be integrated into writing activities to improve overall writing outcomes.

Astuti and Rahmawati (2024) examined vocabulary knowledge as a predictor of writing achievement among university students. Their findings revealed that vocabulary mastery significantly influenced writing performance, particularly in academic writing tasks. The study emphasized that students with broader vocabulary knowledge were better able to produce analytical and well-developed written responses. Similarly, Putri and Kurniawan (2024) explored the relationship between vocabulary knowledge and writing competence among Indonesian EFL learners. Their results indicated a moderate positive correlation between the two variables, suggesting that vocabulary knowledge plays an important role in supporting writing development.

Hidayati and Nugroho (2025) reported that vocabulary mastery contributed significantly to students' academic writing skills. Their research highlighted that students with strong vocabulary knowledge produced more coherent paragraphs and demonstrated greater lexical variation. Susanto and Dewi (2025) also found that vocabulary knowledge had a direct positive effect on students' writing achievement. They argued that vocabulary enrichment activities significantly improved students' ability to express ideas effectively in written form.

Rahayu, Rahma, and Salija (2023) specifically investigated the effects of vocabulary size and depth on EFL students' writing performance. Their findings suggested that both dimensions of vocabulary knowledge positively affected writing quality, with vocabulary depth showing particularly strong influence on lexical appropriateness and contextual usage.

These previous studies consistently demonstrate that vocabulary knowledge is closely related to writing achievement. However, most of these studies were conducted in different institutional contexts. There is still limited research focusing specifically on students of the English Education Study Program at UIN Raden Mas Said Surakarta. Therefore, this present study seeks to fill this gap by examining the influence of vocabulary knowledge on writing achievement within this specific academic context.

Conceptual Framework

Based on the theories and previous empirical studies discussed above, this research is grounded in the assumption that vocabulary knowledge significantly influences students' writing achievement. Vocabulary knowledge functions as an independent variable because it represents students' lexical competence, including their ability to understand and use English vocabulary appropriately. Writing achievement serves as the dependent variable because it reflects students' performance in producing written texts.

The conceptual relationship between these variables can be understood through the idea that broader vocabulary knowledge provides students with greater linguistic flexibility. This enables them to organize ideas more effectively, select precise expressions, construct coherent sentences,

and produce higher-quality written compositions. Thus, it is hypothesized that students with higher levels of vocabulary knowledge will demonstrate better writing achievement compared to students with lower vocabulary mastery.

2.5. Research Hypothesis

Based on the theoretical review and previous studies, the hypothesis of this research is formulated as follows:

Alternative Hypothesis (H_a):

There is a significant positive influence of vocabulary knowledge on the writing achievement of students of the English Education Study Program at UIN Raden Mas Said Surakarta.

Null Hypothesis (H₀):

There is no significant influence of vocabulary knowledge on the writing achievement of students of the English Education Study Program at UIN Raden Mas Said Surakarta.

3. RESEARCH METHOD

3.1 Research Design

This research used a quantitative research method with a correlational design. The quantitative method was used because the data of this research were in the form of numerical scores, which were analyzed statistically. Meanwhile, the correlational design was applied to determine whether there was a significant relationship between vocabulary knowledge and students' writing achievement.

In this research, vocabulary knowledge was treated as the independent variable (X), while writing achievement was treated as the dependent variable (Y). The researcher used correlation analysis to identify the influence of vocabulary knowledge on students' writing achievement.

3.2 Population and Sample

The population of this research was the sixth semester students of the English Education Study Program at UIN Raden Mas Said Surakarta.

The sample of this research was class 6B consisting of 35 students. In selecting the sample, the researcher used total sampling technique because all students in the class were involved as the sample of the research.

3.3 Research Variables

This research consisted of two variables, namely:

1. Independent Variable (X): Vocabulary Knowledge
2. Dependent Variable (Y): Writing Achievement

Vocabulary knowledge was measured through the vocabulary component score in the students' writing assessment, while writing achievement was measured through the total writing score obtained by the students.

3.4 Research Instrument

The instrument used in this research was a writing test. The writing test was used to obtain the students' scores related to vocabulary knowledge and writing achievement. The students' writing was assessed based on five aspects, namely:

- a. Content
- b. Organization
- c. Vocabulary
- d. Language Use
- e. Mechanics

The scoring rubric used in this research was adapted from the ESL Composition Profile. In this study, the vocabulary component score was used as the data of vocabulary knowledge, while the total writing score was used as the data of writing achievement.

3.5 Technique of Data Collection

The data in this research were collected through several procedures. First, the researcher administered a writing test to the students. Second, the students completed the writing task individually. After that, the students' writing was assessed using the writing scoring rubric.

The researcher then calculated the students' scores in each aspect of writing, especially the vocabulary score and the total writing score. Finally, all scores were collected and tabulated for statistical analysis.

3.6 Technique of Data Analysis

The data of this research were analyzed quantitatively using statistical analysis. The researcher used several techniques in analyzing the data, as follows:

1. Descriptive Statistics

Descriptive statistics were used to describe the students' vocabulary knowledge and writing achievement. The researcher calculated the mean score, highest score, and lowest score of both variables.

2. Normality Test

The normality test was conducted to determine whether the data were normally distributed or not before conducting further statistical analysis.

3. Correlation Analysis

Pearson Product Moment Correlation was used to determine the correlation between vocabulary knowledge and students' writing achievement. The result of the correlation analysis was used to identify the strength of the relationship between the two variables.

4. Regression Analysis

Regression analysis was used to determine whether vocabulary knowledge significantly influenced students' writing achievement. The significance value was compared with the level of significance 0.05 to determine whether the hypothesis was accepted or rejected.

4. Findings

This section presents the findings of the research about the influence of vocabulary knowledge on students' writing achievement at UIN Raden Mas Said Surakarta. The data were taken from the students' writing scores. In this study, the vocabulary score (V) was used as the data for vocabulary knowledge, while the total score (T) was used as the data for writing achievement.

4.1 The Result of Vocabulary Knowledge

Based on the data from 35 students, the vocabulary scores ranged from 10 to 17. The average score of vocabulary knowledge was 12.83. Most students got scores between 12 and 14, which shows that their vocabulary mastery was at a moderate level.

Description	Score
Number of Students	35
Highest Score	17
Lowest Score	10
Mean Score	12.83

The result indicates that the students had enough vocabulary knowledge to support their writing activities.

4.2 The Result of Writing Achievement

The writing achievement was measured using the total writing score. The data show that the highest writing score was 77, while the lowest score was 61. The mean score of writing achievement was 67.43.

Description	Score
Number of Students	35
Highest Score	77
Lowest Score	61
Mean Score	67.43

From the data above, it can be seen that the students' writing achievement was in the fair category.

4.3 The Correlation between Vocabulary Knowledge and Writing Achievement

To find out the relationship between vocabulary knowledge and writing achievement, Pearson Product Moment Correlation was used. The calculation showed that the correlation coefficient was 0.558. It means that there was a positive correlation between vocabulary knowledge and writing achievement.

Variables	Correlation Coefficient (r)	Significance Value
Vocabulary Knowledge and Writing Achievement	0.558	0.000

The significance value was 0.000, which is lower than 0.05. Therefore, the correlation between the two variables was significant. It means that students who had better vocabulary knowledge also tended to have better writing achievement.

4.4 Discussion of the Findings

The findings show that vocabulary knowledge has an important role in students' writing achievement. Students with higher vocabulary scores were able to produce better writing results. Vocabulary helps students express their ideas more clearly and choose appropriate words in writing.

Based on the result of the correlation analysis, it can be concluded that vocabulary knowledge gives a positive influence on students' writing achievement. Therefore, improving students' vocabulary mastery can help them improve their writing skill.

4.5 Summary of Findings

In conclusion, the result of the study showed that vocabulary knowledge significantly influences students' writing achievement. The correlation analysis showed a positive correlation with the coefficient of 0.558 and significance value of $0.000 < 0.05$. It means that the alternative hypothesis was accepted and the null hypothesis was rejected.

5. Discussion

The result of this study indicated that vocabulary knowledge had a significant contribution to students' writing achievement. Based on the statistical analysis using Pearson Product Moment Correlation, the correlation coefficient between vocabulary knowledge and writing achievement was 0.558 with the significance value of 0.000. Since the significance value was lower than 0.05, it can be interpreted that the relationship between the two variables was statistically significant. The correlation coefficient also showed that the relationship between vocabulary knowledge and writing achievement was positive and moderate. This means that students who had better mastery of vocabulary were more likely to obtain higher scores in writing activities, while students with limited vocabulary knowledge tended to achieve lower writing scores.

The findings of this research proved that vocabulary mastery plays an essential role in supporting students' writing ability. Vocabulary is one of the fundamental aspects of language learning because it functions as the main tool for expressing ideas, thoughts, feelings, and information. In writing activities, students need sufficient vocabulary knowledge in order to communicate their ideas clearly and effectively. Students who possess broad vocabulary mastery usually find it easier to arrange sentences, explain opinions, connect ideas, and develop paragraphs in a more organized way. On the other hand, students who lack vocabulary knowledge often experience difficulties in expressing their thoughts because they have limited word choices. As a result, their writing may become repetitive, unclear, and less meaningful.

Furthermore, the data analysis revealed that students with higher vocabulary scores tended to produce writing with better quality. They were able to use more appropriate words, create more varied sentences, and deliver their ideas more coherently. The availability of sufficient vocabulary knowledge helped students avoid excessive repetition of the same words and allowed them to choose vocabulary that matched the context of their writing. This condition positively affected the readability and overall quality of their compositions. Meanwhile, students with lower vocabulary mastery frequently used simple vocabulary and struggled to elaborate their ideas in detail. Consequently, their writing products were less developed and sometimes difficult to understand.

The findings also demonstrated that vocabulary knowledge contributes to students' confidence in writing English texts. Students who understand more vocabulary generally feel more comfortable when writing because they have enough linguistic resources to express their opinions. They can transfer their thoughts into written language more smoothly without spending too much time thinking about suitable words. In contrast, students with limited vocabulary often hesitate while writing because they are unsure about the words they should use. This hesitation may interrupt the writing process and reduce the effectiveness of their written communication.

In addition, vocabulary knowledge does not only help students in choosing words, but it also assists them in understanding how words are used in different contexts. Students who master vocabulary well are usually more capable of selecting suitable expressions and constructing meaningful sentences. They can differentiate formal and informal vocabulary, understand synonyms and antonyms, and apply words accurately according to the topic being discussed. Therefore, vocabulary mastery becomes an important element that supports students in producing effective academic writing.

The result of this research is consistent with the theories proposed by language experts who state that vocabulary is one of the most important components in mastering writing skill. Writing requires students to combine several language elements such as grammar, organization, mechanics, and vocabulary. Among those components, vocabulary has a significant role because students cannot communicate ideas successfully without sufficient word knowledge. Even if students

understand grammar rules, they may still face difficulties in writing if they do not have enough vocabulary to express their ideas. Therefore, vocabulary mastery can be considered as a strong foundation in developing writing competence.

Moreover, the findings of this study are in line with previous studies which reported that vocabulary knowledge has a positive relationship with writing performance. Several earlier researchers found that students with wider vocabulary mastery generally produced better writing compositions compared to those with limited vocabulary knowledge. The present study strengthens these previous findings because the statistical result confirmed that vocabulary knowledge significantly influenced students' writing achievement at UIN Raden Mas Said Surakarta. This indicates that vocabulary learning should receive greater attention in English language teaching, especially in writing classes.

Although the correlation found in this study was categorized as moderate, the result still showed that vocabulary knowledge gave a meaningful contribution to writing achievement. However, it should also be understood that writing achievement is not determined by vocabulary mastery alone. There are several other factors that may influence students' writing performance, such as grammar understanding, reading habit, motivation, critical thinking ability, creativity, and writing practice. Students who frequently read English texts, for example, may gain more vocabulary exposure and improve their writing ability simultaneously. Likewise, students who regularly practice writing are likely to develop better organization and coherence in their compositions.

Another possible reason why vocabulary knowledge influenced writing achievement is because vocabulary mastery helps students generate ideas more effectively. Students who know many words can express concepts in different ways and provide more detailed explanations in their writing. They are also able to make their writing more interesting because they can use varied diction and more specific vocabulary. In contrast, students with poor vocabulary mastery often produce shorter and less detailed writing because they struggle to find suitable words to continue their ideas. This condition may limit their ability to create well-developed compositions.

Based on the discussion above, it can be concluded that vocabulary knowledge is an important factor that contributes positively to students' writing achievement. Students who have better vocabulary mastery tend to demonstrate better performance in writing activities because they are able to express ideas more clearly, organize sentences effectively, and use appropriate vocabulary according to the context. Therefore, improving students' vocabulary knowledge is necessary to support the development of writing skill.

Considering the importance of vocabulary mastery, English lecturers are expected to provide more vocabulary-related activities in the classroom. Lecturers can encourage students to learn new vocabulary through reading activities, vocabulary exercises, discussions, and writing practices. In addition, students should actively improve their vocabulary mastery by reading English books, articles, journals, and other learning materials. They should also practice using newly learned vocabulary in sentences and writing tasks so that the words can be remembered and applied correctly. Through continuous vocabulary learning and regular writing practice, students are expected to improve their writing achievement and become more confident in expressing their ideas in written English.

6. Conclusion

Based on the findings and discussion of the research, it can be concluded that vocabulary knowledge has a significant positive influence on students' writing achievement at the English

Education Study Program of UIN Raden Mas Said Surakarta. The result of the statistical analysis showed that the correlation coefficient between vocabulary knowledge and writing achievement was 0.558 with the significance value of 0.000, which means that the correlation between the two variables was statistically significant. Therefore, the alternative hypothesis (H_a) was accepted, while the null hypothesis (H_0) was rejected.

The findings indicate that students who possess better vocabulary knowledge tend to achieve better performance in writing. Vocabulary mastery helps students express their ideas more clearly, choose appropriate words, construct coherent sentences, and develop well-organized paragraphs. Students with sufficient vocabulary knowledge are also more confident in writing because they can communicate their thoughts effectively without excessive difficulty in selecting words. In contrast, students with limited vocabulary knowledge often experience problems in expressing ideas, which may reduce the quality of their writing.

This study also confirms that vocabulary is one of the essential components in developing writing skills. Although writing achievement is influenced by various factors such as grammar, motivation, reading habits, and writing practice, vocabulary knowledge remains an important foundation that supports students' ability to produce meaningful and effective written texts. Therefore, improving students' vocabulary mastery can contribute positively to the improvement of their writing achievement.

Based on these findings, English lecturers are encouraged to provide more vocabulary enrichment activities in writing classes, such as reading exercises, vocabulary practice, and guided writing tasks. Students are also expected to actively improve their vocabulary knowledge through continuous learning and regular writing practice. Finally, future researchers are recommended to conduct further studies involving larger samples and additional variables in order to obtain deeper understanding about factors influencing students' writing achievement.

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