THE CONTRIBUTION OF VOCABULARY MASTERY AND SELF-ESTEEM TOWARDS STUDENTS’ WRITING SKILL AND ITS IMPLICATION IN DEVELOPING LESSON PLAN
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Abstract
The objectives of this research are to find out the correlation between (1) vocabulary mastery and writing skill; (2) self-esteem and writing skill; and (3) vocabulary mastery, self-esteem, and writing skill. This research used quantitative method, that is, correlational study. The results show that in the level of significance of $\alpha = 0.05$ there is a positive and significant correlation between (1) vocabulary mastery and writing skill ($r_{x,y} = 0.6766 > r_t = 0.423$); (2) self-esteem and writing skill ($r_{x,y} = 0.9874 > r_t = 0.423$); and (3) vocabulary mastery, self-esteem, and writing skill ($R_{x,y} = 0.85964$ and $F_0 = 26.89 > F_t = 4.35$). Both vocabulary mastery and self-esteem give 73.89% effective contribution to writing skill. Therefore, it is suggested that teachers must create innovation in arranging any interesting activity and develop lesson plan which enable students to acquire vocabulary mastery easily and increase their self-esteem.

Keywords: vocabulary mastery, self-esteem, writing skill, correlational study.

Abstrak
Tujuan dari penelitian ini adalah untuk mengetahui hubungan antara (1) penguasaan kosakata dan keterampilan menulis; (2) penghargaan diri dan keterampilan menulis; dan (3) penguasaan kosakata, penghargaan diri, dan keterampilan menulis. Penelitian ini menggunakan metode kuantitatif, yaitu, studi korelasi. Hasil menunjukkan bahwa pada tingkat signifikansi $\alpha = 0.05$ terdapat hubungan positif dan signifikan antara (1) penguasaan kosakata dan keterampilan menulis ($r_{x,y} = 0.6766 > r_t = 0.423$); (2) penghargaan diri dan keterampilan menulis ($r_{x,y} = 0.9874 > r_t = 0.423$); dan (3) penguasaan kosakata, penghargaan diri, dan keterampilan menulis ($R_{x,y} = 0.85964$ and $F_0 = 26.89 > F_t = 4.35$). Penguasaan kosakata dan penghargaan diri memberikan kontribusi efektif sebesar 73.89% terhadap keterampilan menulis. Oleh karena itu, guru disarankan untuk membuat inovasi dalam menyusun aktivitas yang menarik dan mengembangkan rencana pelaksanaan pembelajaran yang memungkinkan siswa untuk memperoleh pengetahuan kosakata dengan mudah dan meningkatkan penghargaan diri mereka.

Kata Kunci: penguasaan kosakata, penghargaan diri, keterampilan menulis, studi korelasi.
As one of language skills, writing is always considered as an important skill that should be mastered by students. Students must have good writing skill to have outstanding language competence. Besides, having good writing is a must for students to support their academic purposes. Essentially, writing is taught to facilitate students to use the language that they learn. However, writing becomes the most difficult skill to master for both native and non-native English learners. It is due to not only the need to generate and organize ideas using appropriate vocabulary into sentences, and paragraphs, but also the difficulties of transferring ideas from their first language into target language (Fauziati, 2015: 123).

In addition, writing has some influential factors that indicate the quality of writing. Learning to write is a developmental process that involves being able to communicate meaningfully through writing, write for a range of purposes, use culturally appropriate terms, and use correct form and grammar (Haynes and Zacarian, 2010: 89-90). Further, Davidson and Dowson (2002: 141) state that to have good writing skill, a person must have good mastery on some aspects covering spelling, punctuation, vocabulary, language register, syntax, paragraphing, discourse structure, layout, and handwriting or choice of font. Thus, it can be concluded that the quality of one’s writing depends on how well a person master those aspects.

As mentioned before, vocabulary mastery is one of the aspects of writing. Vocabulary mastery can role as booster or inhibitor in writing. It depends on how much vocabulary that a student masters. As a tool of transferring what is in mind into understandable language, vocabulary is the major concern in learning a language. It can be seen from the way people learn vocabulary first rather than other language components. Moreover, the mastery of vocabulary enables them to use the language appropriately. According to Roche and Harington (2013: 4), students with great vocabulary mastery will find it easier to use a language without lot of cognitive demands. On the other hand, the lack of vocabulary mastery will raise some problems in language teaching-learning beside the grammar mastery (Goodwyn and Branson, 2005: 26). In writing, high vocabulary mastery not only help students to create written language appropriately, but also
increase their writing skill. As stated by Spring (2010: 71), the improvement of writing skill can be indicated from some aspects, one of them is the use of expand vocabulary. Thus, it can be concluded that high vocabulary mastery is a must for students not only to enable them in writing but also improve their writing skill.

Further, having high vocabulary mastery can enable someone to learn grammar. As stated by Cameron (2001: 72), vocabulary is the central of learning language at the primary level. Vocabulary not only gives the students vocabulary knowledge, but also gives them grammar information of a language. Cameron suggests that the more students find out about how vocabulary works in a language, and how vocabulary is learnt, stored and used, the more difficult it is separated from grammar. Thus, high vocabulary mastery can support the other aspect of writing such as grammar that consequently improves their writing skill. From the explanation above, it can be concluded that vocabulary mastery is the fundamental aspect influencing writing skill. To have good writing skill, students must have high vocabulary mastery. In addition, previous studies have proven that vocabulary mastery has strong connection with writing. More developed levels of vocabulary knowledge enable learners to learn to write well (Mushlikh, 2014; Sariatun 2010; Laflamme 1997; Putra, 2009; Fahrurrozi, 2015).

Another factor which may affect one’s writing skill is self-esteem. Khansir and Abdolahi (2014: 156) propose that self-esteem can help students to improve their writing. The role of self-esteem is used among students as an aspect of motivation that helps them to show their ability to write. Meanwhile, Branden (1992: 8) states that self-esteem operates as the immune system of consciousness providing resistance, strength, capacity and belief of being attractive and intelligent to cope with any challenges in learning process. Thus, having high self-esteem is one of good solutions to handle students’ psychological condition during writing process. The more they feel that they are worthy, the more they feel relaxed in the writing process.

There are some benefits achieved by having high self-esteem. As stated by Atmojo (2014:3), high self-esteem will create high self-worthiness perception in learning process that helps students to feel confident in facing any challenges
during learning process. Feeling of worthiness has an important role to make students be confident that they are competent, capable, and intelligent to cope any problem in their life. Besides, self-esteem is a person’s perception of appropriateness to life and fulfilment to the requirements of life (Branden, 1992: vii). A person who has high self-esteem will cope with the fundamental challenges of life confidently.

Further, some previous researches have proved that there is a positive correlation between self-esteem and writing skill. Self-esteem functions as a motivation aspect helping them to support their ability in writing (Khansir and Abdolahi, 2014; Fahim and Rad, 2012). It means that self-esteem affects the students’ behavior in achieving their achievements in writing. Self-esteem also supports students to free from anxiety in the writing process. “The more they feel secured in class, the more they are encouraged to participate in writing activities” (Fahim and Rad, 2012: 28).

Based on the explanation above, the aims of this study are to find out the correlation between (1) vocabulary mastery and writing skill; (2) self-esteem and writing skill; and (3) vocabulary mastery, self-esteem, and writing skill.

**RESEARCH METHODS**

According to Gall, Gall, and Borg (2003: 320), correlational research is a research method that is used to find out the relationship between two or more variables through correlational statistics. In line with Gall, Gall, and Borg, Vanderstoep and Johnston (2009: 76) and Sukmadinata (2012: 319) define correlational research as a research method which is involved as descriptive research which focuses on finding the statistical relationship between two or more variables rather than causal relationship. Correlation method is selected in this study because the writer is interested to examine whether there is correlation between three variables in correlation coefficient based on quantitative research method.
There are two kinds of variable in this study. Those variables are called as dependent variable and independent variable. Writing skill becomes the dependent variable (Y) while the independent variables are vocabulary mastery (X₁) and self-esteem (X₂).

This study was carried out at SMAN 1 Tangen, a senior high school which is located at Tangen-Gesi Km. 1 Street, Katelan, Tangen, Sragen 57261. The writer conducted this study from October 2015 to May 2016 covering pre-research, data collection and analysis, and final report writing.

The population was the tenth grade students of SMAN 1 Tangen in the academic year of 2015/2016 consisting of six classes. The total number of the students is 144 students. The sample was 22 students taken by cluster random sampling technique.

In this study, there are three kinds of data obtained by the writer. Those are the data of vocabulary mastery, the data of self-esteem, and the data of writing skill. Those data were obtained by using test and non-test technique. A multiple-choice test was used to collect the data of vocabulary mastery and an essay test was used to collect the data of writing skill. Meanwhile, the students’ self-esteem was investigated using a questionnaire. All instruments have been tried out to find the validity and reliability of the items.

Before analyzing the data, there must be some pre-requisite tests. The pre-requisite tests cover normality test, linearity of regression test, and significance of regression test. After pre-requisite tests are done, the data are ready to be analyzed to test the hypothesis. The data were analyzed using Pearson Product Moment Formula and Multiple Linear Regression. Pearson Product Moment Formula was used to find out the correlation between two variables (X₁-Y / X₂-Y). Meanwhile, Multiple Linear Regression was used to figure out the correlation between two independent variables simultaneously and one dependent variable (X₁, X₂-Y).
RESEARCH FINDINGS AND DISCUSSION

From the simple correlation computation of $X_1$ and $Y$, the value of coefficient of correlation ($r_o$) is 0.6766 and coefficient of determination ($r_o^2$) is 0.4576. The value of $r_{X_1,Y}$ (0.6766) is consulted to $r$-table at the significance level $\alpha= 0.05$ for $n= 22$ (0.423). Because the result shows that $r_{X_1,Y}$ (0.6766) is higher than $r_t(0.423)$ or $r_{X_1,Y} (0.6766) > r_t(0.423)$, it means that $r_o$ is significant. It means that the first hypothesis saying there is a positive correlation between vocabulary mastery ($X_1$) and writing skill ($Y$) is accepted. $r_o^2$ (0.4576) is coefficient of determination, meaning that 45.76% variance of writing skill ($Y$) is determined by vocabulary mastery ($X_1$) and 54.24% variance of writing skill ($Y$) is determined by other factors.

From the simple correlation computation of $X_2$ and $Y$, the value of coefficient of correlation ($r_o$) is 0.9874 and coefficient of determination ($r_o^2$) is 0.9749. The value of $r_{X_2,Y}$ (0.9874) is consulted to $r$-table at the significance level $\alpha= 0.05$ for $n= 22$ (0.423). Because the result shows that $r_{X_2,Y}$ (0.9874) is higher than $r_t(0.423)$ or $r_{X_2,Y} (0.9874) > r_t(0.423)$, it means that $r_o$ is significant. It means that the second hypothesis saying there is a positive correlation between self-esteem ($X_2$) and reading skill ($Y$) is accepted. $r_o^2$ (0.9749) is coefficient of determination, meaning that 97.49% variance of writing skill ($Y$) is determined by self-esteem ($X_2$) and 2.51% variance of writing skill ($Y$) is determined by other factors.

From the computation of multiple linear regression test, the result shows that the value of the coefficient $a_0 = -44.5834$, $a_1 = 0.4767$, and $a_2 = 1.2924$. Therefore, the multiple regression equation of $Y$ on $X_1$ and $X_2$ becomes $\hat{Y} = -44.58 + 0.48X_1 + 1.29X_2$. Moreover, the computation of multiple linear regression test also shows that the value of $F_0$ is 26.89. Then, the value of $F_0$ (26.89) is consulted to $F$-table at the significance level $\alpha= 0.05$ and the degree of freedom (d.f.) for 1:20 (4.35). Because the result shows that $F_0$ (26.89) is higher than $F_t(1,20)$ for $\alpha= 0.05$ (4.35), or $F_0 (26.89) > F_t(4.35)$, it means that the multiple linear regression is significant. It means that there is a positive correlation between vocabulary
mastery \( (X_1) \) and self-esteem \( (X_2) \) simultaneously and writing skill \( (Y) \). \( R^2 (0.739) \) is the coefficient of determination, meaning that 73.9% variance of writing skill \( (Y) \) is determined by vocabulary mastery \( (X_1) \) and self-esteem \( (X_2) \) and the rest, 26.1% variance, is determined by other factors.

Each of the independent variables (vocabulary mastery and self-esteem) gives contribution toward the dependent variable (writing skill). The effective contribution of each variable can be concluded as follows: (1) vocabulary mastery \( (X_1) \) contributes 27.34% to writing skill \( (Y) \); (2) self-esteem \( (X_2) \) contributes 46.55% to writing skill \( (Y) \); and vocabulary mastery \( (X_1) \) and self-esteem \( (X_2) \) simultaneously contribute 73.89% to writing skill \( (Y) \).

The results show that there is significant and positive correlation between vocabulary mastery, self-esteem, and writing skill. The description of the correlation between vocabulary mastery, self-esteem, and writing skill is the following.

Vocabulary is one of important aspects of writing. It is the main tool of expressing what is in mind into written language. As stated by Hinkel (2004: 6), vocabulary is one of essential linguistic skills that plays a crucial role to determine students’ writing successfulness. The use of appropriate vocabulary helps them to deliver meanings and communicate with their readers effectively (Yigzaw, 2013:53). Besides of supporting the successfulness of writing, vocabulary also supports the other linguistics aspects in writing.

As stated by Cameron (2001: 72), vocabulary enables students to learn grammar. He suggests that vocabulary is tightly tied with grammar because vocabulary not only gives the students vocabulary knowledge, but also gives them grammar information of a language. Thus, the more they find out about how vocabulary works in a language, and how vocabulary is learnt, stored and used, the more difficult they split it from grammar.

Furthermore, having high vocabulary mastery can support the organization of writing. Jacobs et al. (in Reid, 1993: 236) suggests that good organization of writing includes the fluency of the expression, the clarity of the ideas, the organization that must be well-organized, the sequence that must be
logical, and the organization must be cohesive. Bandu and Marzuki (2014: 80) propose that vocabulary has significant role that is to enable someone to express his/her feelings, idea, and opinion in mind both into spoken or written language. By having high vocabulary mastery, students will be easier to state the ideas of their writing clearly and to express their expression fluently. Moreover, vocabulary is very helpful in maintaining text cohesion by means of lexical substitution (Hinkel, 2004:97). Besides, the cohesion of the text can also be maintained by the use of cohesive devices which is supported by having high vocabulary mastery. The use of cohesive devices in writing indicates that the writers use cohesive conventions (Reid, 1993: 37). As result, the clarity of the ideas stated and the fluency of the expression expressed supported by good cohesion of writing will create a logical sequences of a writing that is organized into well-organization of writing.

Further, vocabulary supports the content of writing. Vocabulary clearly shows kind, genre, topic, and even the purpose of writing intended to have an effect to the reader. As stated by Knapp and Watkins (2005: 94), different genres require different type of vocabulary depending on determining categories such as topic, purpose and audience. For example, a factual text such as science report requires the use of technical vocabulary including nominalisations and technical noun groups; meanwhile, a literacy description requires descriptive verbs, adjectives and adverbs, and affective language. From the explanation above, having high vocabulary mastery is a must for students to support and strengthen their writing skill.

In addition, vocabulary determines the mechanics aspect of writing. Mechanics deal with the capitalization, spelling, paragraphing, and punctuation. Some vocabularies have some special convention such as the capitalization of the name of people, the name of place, the name of month, and etc. Having high vocabulary mastery is the only way that enables students to capitalize what must be capitalized.

Considering that vocabulary has significant role in writing that is not only support writing skill but also support other aspects of writing, students must
realize that having high vocabulary mastery is a need to support their writing skill. In addition, high vocabulary mastery supports their language competence. As stated by Dafsari and Azari (2015: 654), high vocabulary mastery can enable students to learn and understand English better in communication. On the contrary, lack of vocabulary mastery will create a breakdown in communication.

Having high self-esteem is one of important factors in writing. According to Khansir and Abdolahi (2014: 156), self-esteem can help students to improve their writing. The role of self-esteem is used among students as an aspect of motivation that helps them to show their ability to write. Branden (1992: 8) states that self-esteem operates as the immune system of consciousness providing resistance, strength, capacity and believes of being attractive and intelligent to cope any challenges in learning process. Self-esteem has big roles in both writing process and writing product. It has four indicators that determine the level of self-esteem. In writing, each indicator has its own role to support writing skill. Those are competence, worthiness, acceptance, and confidence.

Considering that writing is one of language skill, so language competences is the most considered aspect in writing. The competence that the students have will mainly influence the quality of their writing. As stated by Browne (2007: 81), writing is a complex activity which involves many skills including deciding the topic, how best to say, and how to put these ideas onto paper in a way that is intelligible. It means that writing requires some language competences such as vocabulary mastery, grammar mastery, paragraphing skill, language style, etc. Besides, other competence such as skill of developing topic, skill of creating argumentations, skill of describing certain facts into information, etc., are also needed in writing. The competence that students have mainly contributes to their writing product. However, it doesn’t mean that competence doesn’t role in writing process. The competence that students have influences other aspects of self-esteem that mainly role in writing process. The higher competence that students have, the more they feel confident and worthy in the writing process.
It has been mentioned above that beside in writing product, self-esteem also roles in writing process. According to Atmojo (2014:3), high self-esteem will create high self-worthiness perception in learning process that helps students to feel confident in facing any challenges during learning process. Feeling of worthiness has an important role to make students be confident that they are competent, capable, and intelligent to create a good writing product during the writing process. Thus, high self-worthiness supporting by competences that students have is a good point to start the writing process confidently. Meanwhile, the consistency of self-worthiness and self-confident condition is influenced by the acceptance of themselves. The more they accept strengths and weaknesses of themselves, the more they feel confident and worthy. Whenever they feel less-competent, they will lose their confidence and worthiness of themselves. As result, it will influence their writing process. Further, some previous studies have proved that high self-esteem contributes to improve writing skill and vice versa. High self-esteem functions as ability motivator in writing (Khansir and Abdolahi, 2014; Fahim and Rad, 2012). Besides, self-esteem also supports students to get free from anxiety in the writing process. As stated by Fahim and Rad (2012: 28), if students feel secured in class, they will be encouraged to participate in writing process. To be concluded, it is important for students to have high self-esteem in order to improve their writing skill.

Ferris and Hedgcock (2005:21-22) state that students are not constituted as a homogeneous group. In learning writing, students may face any challenges that influence their writing product posed by student populations that are heterogeneous. These challenges are known as learning motivation, academic goals, aptitude, anxiety, cognitive strategy use, and language awareness. Thus, students must consider their cognitive and mental competence to get successful in learning writing. Meanwhile, to have outstanding writing skill, students must consider some factors that support their writing skill. Nik, et. al. (2010:54) mention that writing is affected by many factors such as content, vocabulary, organization, language use, and writing. All of these factors include linguistic and cognitive aspects of language.
Some previous studies conducted by Mushlikh (2014); Sariatun (2010); Laflamme (1997); Putra (2009); and Fahrurrozi (2015) prove that lack of linguistic competence, especially in vocabulary mastery, will cause them some difficulties in writing. Therefore, good vocabulary mastery is very important for students to support or to improve their writing skill.

In addition, students should have high self-esteem in order to enable them to have higher academic achievement in which writing skill is one of academic needs. Vishalakshi and Yeshodara (2002: 84) assert that self-esteem involved in students’ academic achievement. They investigate about the correlation between self-esteem and academic achievement. They point out that the higher self-esteem will lead students to have higher academic achievements. It is because the high self-esteem brings a high level of confidence, problem solving abilities and assertiveness that elevates students’ academic performance or achievements. Further, Agata (2013: 132) conducted a research about the correlation between self-esteem and writing ability. He found that correlation between self-esteem and writing ability is significantly positive. Self-esteem can comfort students to feel free from anxiety during writing process. As stated by Salem and Dyiar (2014: 130), low self-esteem on foreign language competence is one of causes of the negative writing that effect on students’ writing apprehension. Besides, self-esteem motivates students to be an expert in certain ability, for example, writing and it can also be the cause of failure or success because it is dynamic (Mruck, 2006: 109).

Some previous studies conducted by Salim and Dyiar (2014); Agata (2013); Vishalakshi and Yeshodara (2002); Fahim and Rad (2012); and Khansir and Abdolahi (2014) prove that low self-esteem will effect on poor writing achievements. Therefore, high self-esteem is needed to improve students’ writing skill.

Considering that vocabulary mastery and self-esteem give contribution to writing skill, teachers need to involve any activities in teaching learning writing that can enrich students’ vocabulary mastery and improve their self-esteem by using appropriate teaching method and media. It is due to the cause of inability of
students in writing are the low motivation in writing and the lack of vocabulary (Fahrurrozi, 2015:2). Therefore, the students’ motivation is needed to be increase that is by improving their self-esteem and students’ vocabulary mastery must be improve by facilitating them to enrich vocabulary in the teaching learning writing.

Dafsari and Azari (2015:655) state that the deficiency in vocabulary will lead to the problem of writing, as when students write, the good vocabulary at the student will have an impact on results of written arguments he wrote, with aspects of denotation, connotation, idioms, synonyms, antonyms, homonyms, homophones, homograph, hypomini and polysemy (Fahrurrozi: 2015:2). In addition, Mushlikh (2014: 38) proposes that good writers may effectively create a composition in case they may use words; therefore, to have the adequate vocabulary knowledge is insisted for them. This imply that the teacher must create such facilitating activities for students to improve their vocabulary mastery in teaching learning writing.

Besides, teachers’ attitudes and behaviour in class is also considered as aspect that influence students’ self-esteem. As stated by Fahim and Rad (2012: 28), teacher must give more attention regarding on their own behaviours and attitudes to boost students’ self-esteem and of course in the same time it motivates students to develop their writing skill. Furthermore, teachers are required to develop great willingness to appreciate students’ efforts in the process of writing because it helps, if they show any kind of progress in the course of their writing, and brings them a high level of self- esteem, as well. In addition, high self-esteem can improve students’ academic achievement where writing is one of academic achievement. As stated by Arshad, et.al. (2015: 161), high self-esteem can lead students to have good academic performance.

CONCLUSION, IMPLICATION, AND SUGGESTION

From the results above, it can be concluded that there is a positive correlation between vocabulary mastery ($X_1$) and writing skill ($Y$) ($r_{xy}=0.6766$) \( > r_t=0.423 \). The relative contribution of vocabulary mastery ($X_1$) toward writing skill ($Y$) is 37.01\% while the effective contribution is 27.34\%. It means that the
increase of vocabulary mastery \((X_1)\) will be followed by the increase of writing skill \((Y)\).

There is a positive correlation between self-esteem \((X_2)\) and writing skill \((Y)\) \((r_{X_{2}Y}=0.9874 > r_t=0.423)\). The relative contribution of self-esteem \((X_2)\) toward writing skill \((Y)\) is 62.99\% while the effective contribution is 46.55\%. It means that the increase of self-esteem \((X_2)\) will be followed by the increase of writing skill \((Y)\).

There is a positive correlation between vocabulary mastery \((X_1)\) and self-esteem \((X_2)\) simultaneously and writing skill \((Y)\) \((R_{X_{1}X_{2}}=0.9874\) and \(F_0=26.89\) \(F_t=4.35)\). The contribution of vocabulary mastery \((X_1)\) and self-esteem \((X_2)\) simultaneously toward writing skill \((Y)\) is 73.9\%. It means that the increase of vocabulary mastery \((X_1)\) and self-esteem \((X_2)\) will be followed by the increase of writing skill \((Y)\).

Therefore, both teachers and students must pay attention more on vocabulary mastery and self-esteem. In the learning process, teachers must consider the students’ need to have good vocabulary mastery and high self-esteem without omitting the goal of the lesson. Teachers must create interesting and meaningful activity in which students are facilitated to improve their vocabulary mastery. Besides, the atmosphere of the learning process must be positive, conductive, and comfortable that can help students to be free from anxiety during the learning process. As result, students’ self-esteem will be improved as well. Teachers must also be able to encourage the students to have outstanding writing skill and improve their language competence by improving their literacy skill such as reading and writing or joining formal education improvement, seminar, workshop, or conference. In the other hand, students must also work hard to improve their vocabulary mastery and self-esteem.

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