

# The Correlation of Vocabulary Mastery and Narrative Text Writing Skills in Perspective of Educational Theory

**Kety Soraya<sup>1</sup>**

**Sholeh Hidayat<sup>2</sup>**

**Nurul Anriani<sup>3</sup>**

**<sup>123</sup>Doctoral Program in Education, Universitas Sultan Ageng Tirtayasa, Banten, Indonesia**

<sup>1</sup>ketySORAYA88@gmail.com

<sup>2</sup>sholeh.hidayat@untirta.ac.id

<sup>3</sup>nurul\_anriani@untirta.ac.id

## **Abstract**

This study investigates the correlation between students' vocabulary mastery and their writing ability in narrative texts at the tenth grade of Vocational Senior High School 8 Kota Serang. Employing a quantitative correlational design, data were collected from 35 students selected through simple random sampling. Two instruments were used: a vocabulary test and a writing test focusing on narrative composition. The validity and reliability of both instruments were confirmed through Pearson Product-Moment and Cronbach's Alpha analyses. Descriptive statistics showed that the mean score of vocabulary mastery was 75.60 and writing ability was 74.20, both categorized as good. The Pearson correlation analysis revealed a strong and significant positive relationship between vocabulary mastery and writing ability ( $r = 0.713, p < 0.05$ ), with vocabulary contributing 50.8% to the variance in writing performance. These results support cognitive-constructivist theories proposed by Piaget and Vygotsky, emphasizing that vocabulary development and writing competence evolve through active learning and social interaction. The findings suggest that integrating contextualized vocabulary instruction into writing practice can effectively enhance students' writing proficiency, especially in vocational education contexts.

**Keywords:** *Vocabulary Mastery, Writing Ability, Narrative Text, Correlational Study, Cognitive Theory*

## **Introduction**

In the era of globalization, English has become the dominant language of international communication, serving as a bridge across cultures, professions, and scientific disciplines. The ability to communicate effectively in English is not only an academic requirement but also a vital skill in professional and technological fields (Richards, 2015). In Indonesia, English is categorized as a foreign language; nevertheless, it plays a crucial role in the educational system and workplace, especially in vocational and technical schools where students are expected to master basic communication for specific purposes. The mastery of English enables students to access global knowledge resources, comprehend technological manuals, and communicate in industrial settings, particularly in mechanical and engineering disciplines (Indriyani et al., 2023).

Based on preliminary observations at Vocational Senior High School 8 Kota Serang, the English proficiency level of students in the Mechanical Engineering Department remains unsatisfactory. Most students demonstrate limited ability in understanding technical texts and expressing ideas in written form. Interviews with English teachers at

the institution revealed that students' low motivation, limited exposure to English materials, and insufficient teaching resources contribute to poor vocabulary mastery and writing performance. Only about 25–35% of tenth-grade mechanical engineering students reach the school's minimum standard for English proficiency, while the majority struggle with vocabulary and writing tasks (Widyatama & Mahbob, 2024).

Writing is one of the most complex language skills to acquire because it involves cognitive, linguistic, and affective domains (Hyland, 2019). Writing competence enables learners to articulate ideas, describe processes, and present arguments coherently through appropriate lexical and grammatical choices. In vocational education contexts such as mechanical engineering, writing is also instrumental for documenting technical procedures, creating reports, and communicating findings effectively. A good command of writing not only enhances linguistic accuracy but also fosters critical thinking, organization, and creativity (Mazloomi & Khabiri, 2018). However, successful writing cannot be achieved without sufficient vocabulary knowledge, as vocabulary provides the foundation for expressing meaning and constructing coherent sentences (Nation, 2018; Webb & Nation, 2017).

Vocabulary mastery is a cornerstone of language proficiency and a major determinant of learners' success in writing (Alqahtani, 2015). Learners with limited vocabulary often face difficulties in expressing their thoughts, leading to repetitive sentence structures and reduced coherence in their writing. Studies have shown that students with rich vocabulary tend to produce more varied and accurate written expressions, demonstrating higher levels of linguistic complexity and cohesion (Hasan & Subekti, 2017). Conversely, insufficient vocabulary knowledge results in lexical errors, weak sentence construction, and low text comprehensibility (Widiati & Cahyono, 2016).

Several previous studies have established a positive correlation between vocabulary mastery and writing ability among students at various educational levels. For example, some research found that vocabulary mastery significantly influenced students' performance in writing analytical expository texts. Similarly, the others reported that students with a broader vocabulary achieved better outcomes in writing descriptive texts. These findings align with those of study, who revealed that vocabulary knowledge supports functional writing performance in high school contexts. Collectively, these studies highlight that vocabulary mastery enhances students' ability to convey ideas accurately and creatively, which is essential for writing development (Haryadi, 2022).

Despite the extensive research on the correlation between vocabulary mastery and writing ability, studies focusing on vocational high schools—particularly in mechanical engineering programs—are still limited. Vocational students often perceive English as irrelevant to their field, resulting in lower motivation and engagement (Helmie et al., 2020). This perception leads to reduced vocabulary acquisition and weaker writing performance. Therefore, investigating the relationship between vocabulary mastery and writing ability in this specific context is necessary to understand how language learning strategies can be tailored to vocational learners' needs.

The present study aims to examine the correlation between students' vocabulary mastery and their writing ability in narrative texts among tenth-grade mechanical engineering students at Vocational Senior High School 8 Kota Serang. Narrative text was chosen because it allows students to express their ideas creatively and engage in meaningful writing practice while applying vocabulary knowledge in context. Understanding the relationship between vocabulary mastery and writing ability will provide insights for English teachers to develop more effective instructional materials.

and strategies for improving students' overall language competence in vocational education settings.

Writing is a productive language skill that requires learners to express their thoughts, feelings, and ideas through written symbols in a coherent and organized manner. It is a complex process that involves planning, drafting, revising, and editing (Harmer, 2014). Hyland (2019) emphasizes that writing is not merely a means of transferring ideas but also a cognitive process through which learners construct meaning and engage with their audience. Writing is one of the four essential language skills—listening, speaking, reading, and writing—that students must master to achieve communicative competence in English (Widiati & Cahyono, 2016).

Effective writing encompasses several components, including content, organization, vocabulary, grammar, and mechanics. Students must demonstrate clarity of ideas, appropriate word choice, logical sequencing, and correct grammatical structures. Writing requires consistent practice and the ability to organize thoughts logically. In vocational contexts such as mechanical engineering, writing also plays a practical role in documenting technical processes, summarizing experiments, and producing formal reports. Therefore, writing proficiency contributes not only to academic achievement but also to professional preparedness (Rost, 2024).

Writing can also be classified into several types based on purpose and form, such as descriptive, narrative, expository, and persuasive writing. Among these, narrative writing allows students to express creativity and personal experiences through storytelling. It enhances linguistic awareness and helps students apply vocabulary in meaningful contexts. In this study, narrative text is chosen as the focus because it enables students to demonstrate vocabulary knowledge while constructing coherent stories with logical structures (Nurjamin et al., 2020).

Vocabulary is the foundation of all language skills. It encompasses the words and expressions that enable communication, comprehension, and expression (Nation, 2019). Without sufficient vocabulary, learners struggle to express ideas clearly, comprehend texts, and participate effectively in conversations. Assert that vocabulary knowledge is a critical component of language proficiency and directly influences listening, reading, speaking, and writing performance (Richards, 2015). limited vocabulary knowledge severely restricts learners' ability to communicate and comprehend meaning (Alqahtani, 2015).

Vocabulary knowledge can be divided into receptive and productive vocabulary. Receptive vocabulary refers to the words that learners recognize and understand when listening or reading, whereas productive vocabulary consists of words that learners can actively use in speaking or writing. In the context of writing, productive vocabulary plays a vital role, as it allows students to select appropriate words, use idiomatic expressions, and maintain lexical diversity. Vocabulary growth occurs through both incidental learning—such as reading and listening—and intentional learning through explicit instruction and practice (Webb & Nation, 2017).

The mastery of vocabulary contributes significantly to writing development. Students with a rich vocabulary are able to produce well-structured and coherent texts, use varied sentence constructions, and avoid redundancy. On the contrary, those with limited vocabulary often rely on repetitive words, commit lexical errors, and fail to communicate ideas effectively. Therefore, vocabulary instruction should not only focus on memorization but also on contextual usage, synonym development, and semantic mapping to foster deeper understanding (Hasan & Subekti, 2017).

Several studies have demonstrated a strong correlation between vocabulary mastery and writing ability. Study found that vocabulary knowledge significantly influenced students' ability to write analytical expository texts. Students who possessed higher vocabulary mastery performed better in writing functional texts. Vocabulary mastery correlates positively with descriptive writing ability among secondary school students (Haryadi, 2022).

These findings suggest that vocabulary serves as the foundation for written expression. The more words learners know, the better they can express meaning, convey complex ideas, and create cohesion within texts. Writing proficiency, therefore, depends not only on grammatical accuracy but also on lexical richness. In addition, teachers must develop instructional approaches that integrate vocabulary learning within writing tasks, such as through contextualized reading, word-mapping, or storytelling activities, to strengthen both skills simultaneously (Widiati & Cahyono, 2016).

Narrative text is defined as a written form of storytelling that recounts a sequence of events, either real or imagined, in a coherent structure. It generally follows three stages: orientation, which introduces characters and settings; complication, which presents conflicts or challenges; and resolution, which describes how problems are solved (Sabarun et al., 2022). Narrative texts are used in language learning to stimulate creativity, enhance imagination, and develop writing fluency (Anderson & Anderson, 1997).

Narrative writing enables students to connect language learning with emotional engagement, as storytelling draws on both linguistic and cognitive processes. Moreover, narrative text allows for natural integration of vocabulary learning, where students encounter and apply new words within meaningful contexts. In vocational schools, where students often perceive English as unrelated to their specialization, narrative writing can foster motivation and make language learning more enjoyable and relevant (Amelia & Sukasih, 2025).

Education is one of the pillars of society that not only creates knowledge but also shapes character and prepares individuals to face the world. Various educational theories have emerged from the thoughts of scholars who seek to understand and improve the learning process. The following are some of the most widely applied educational theories in the world (Banković, 2015):

The constructivist theory, developed by Jean Piaget, emphasizes that learners construct their own knowledge through personal experience and reflection. In this approach, teachers act as facilitators who guide students to develop their understanding through exploration and interaction with learning materials.

This theory highlights the role of stimulus and response in learning. Ivan Pavlov and B.F. Skinner were key figures in developing this approach. Behaviorism claims that behavior can be predicted and modified through the use of reinforcement and punishment. Positive reinforcement, in particular, can increase the likelihood of a desired behavior occurring.

The cognitive theory, primarily developed by Jean Piaget and Lev Vygotsky, focuses on cognitive understanding and mental development. Piaget emphasized that learners progress through specific stages of cognitive development, while Vygotsky highlighted the social aspects of learning and introduced the concept of the *zone of proximal development (ZPD)* (McLeod, 2018).

Jean Piaget (1970) proposed that intelligence develops through the continuous process of interaction between individuals and their environment. He identified four

stages of cognitive development—sensorimotor, preoperational, concrete operational, and formal operational—each representing qualitative changes in thought processes. According to Piaget, learning occurs through assimilation (integrating new information into existing cognitive structures) and accommodation (modifying existing structures to incorporate new information). In the context of language learning, this means that students build linguistic knowledge by actively engaging with new vocabulary and grammatical forms, adapting their understanding based on experience and feedback.

Piaget's theory highlights that learners are not passive recipients of knowledge but active constructors. Thus, vocabulary and writing skills develop more effectively when learners are encouraged to explore, experiment, and apply language in authentic tasks. This constructivist perspective aligns with the communicative approach to language teaching, where students learn through meaningful use of language rather than rote memorization (McLeod, 2018).

Lev Vygotsky (1978) expanded upon Piaget's ideas by introducing the concept of social constructivism, emphasizing the role of social interaction and language in cognitive development. Vygotsky proposed that learning occurs within the Zone of Proximal Development (ZPD)—the gap between what a learner can do independently and what they can achieve with guidance from a more knowledgeable person. Through collaboration with teachers or peers, learners internalize new knowledge and linguistic structures. Language, in Vygotsky's view, serves as both a communication tool and a cognitive mediator that shapes thinking.

In the context of English language learning, Vygotsky's theory underscores the importance of teacher-student and peer interactions in developing writing and vocabulary skills. Collaborative writing activities, feedback sessions, and scaffolded learning help students progress from assisted to independent performance. Therefore, combining Piaget's cognitive development framework with Vygotsky's sociocultural perspective provides a holistic understanding of how students construct language competence through both individual and social processes (Banković, 2015).

Abraham Maslow and Carl Rogers were the main thinkers behind the humanistic theory. This approach emphasizes the full development of human potential and the psychological needs that must be met for effective learning to occur. In this framework, teachers serve as facilitators who support students' personal growth and self-actualization.

Drawing upon the theories and prior studies, this research adopts a cognitive-constructivist framework. Vocabulary mastery (independent variable) and writing ability (dependent variable) are hypothesized to be positively correlated. According to both Piagetian and Vygotskian perspectives, language learning involves active construction of knowledge through interaction with linguistic input and social mediation. Consequently, enhancing vocabulary knowledge is expected to facilitate better writing performance, particularly in composing narrative texts where lexical diversity and coherence are essential.

## **Method**

### **Research Design**

This study employed a quantitative correlational research design, which aims to determine the relationship between two measurable variables: students' vocabulary mastery and their writing ability in narrative texts. Correlational research is used to identify the extent to which variations in one variable correspond with variations in

another. In this study, vocabulary mastery is treated as the independent variable (X), while writing ability serves as the dependent variable (Y).

The correlational design is appropriate because the research does not manipulate variables but rather seeks to examine the strength and direction of their association. The correlation coefficient ( $r$ ) is computed to determine whether an increase in students' vocabulary mastery is associated with improvement in their writing ability. The study was conducted at Vocational Senior High School 8 Kota Serang, Banten Province, during the 2023–2024 academic year.

## **Population and Sample**

### **Population**

The population of this study comprised all tenth-grade students enrolled in the Mechanical Engineering Department at Vocational Senior High School 8 Kota Serang. According to school records, the total population consisted of 143 students distributed across four classes: X TMI 1 (35 students), X TMI 2 (36 students), X TMI 3 (37 students), and X TMI 4 (35 students).

### **Sample**

A simple random sampling technique was employed to select the participants. This method gives each member of the population an equal opportunity to be included in the sample (Sugiyono, 2017). Based on this approach, one class—X TMI 1—was randomly chosen to represent the population. The final sample consisted of 35 students, which was deemed sufficient for correlational analysis (Fraenkel et al., 2019).

## **Research Instruments**

Two instruments were developed to collect data: (1) a vocabulary mastery test and (2) a writing ability test. Both were designed according to the curriculum used in vocational schools and validated by expert judgment.

### **Vocabulary Mastery Test**

The vocabulary test consisted of 20 multiple-choice items, each containing four options (A–D). The items were designed to assess students' understanding of word meanings, usage in context, synonyms, and antonyms. The test covered vocabulary relevant to narrative texts and basic mechanical contexts. Each correct answer was scored as 1 point, resulting in a total possible score of 20.

### **Writing Ability Test**

The writing test was designed as a rearrangement task where students were asked to organize jumbled sentences into a coherent narrative text. This format was chosen to evaluate their understanding of text structure, sequencing, and cohesion without excessive grammatical bias. The writing ability was assessed based on five key components adapted from Brown (2014). The total possible score for writing was 100 points. Students' raw scores were later converted into standardized values for analysis.

## **Validity and Reliability**

### **Validity**

Validity refers to the extent to which an instrument measures what it is intended to measure (Cohen et al., 2018). The validity of the instruments was tested using Pearson

Product-Moment Correlation in SPSS 25. The validity coefficient was calculated using the formula:

$$r_{xy} = \frac{n(\sum XY) - (\sum X)(\sum Y)}{\sqrt{[n\sum X^2 - (\sum X)^2][n\sum Y^2 - (\sum Y)^2]}}$$

Where:

- a.  $r_{xy}$  = validity coefficient
- b.  $X$  = item score
- c.  $Y$  = total score
- d.  $n$  = number of respondents

All 20 items in the vocabulary test and all criteria in the writing test achieved  $r$ -count values greater than  $r$ -table (0.334 for  $n=35$ ,  $\alpha = 0.05$ ), indicating that each item was valid for use.

### Reliability

Reliability measures the consistency of an instrument in producing stable results over time. The internal consistency of both instruments was tested using Cronbach's Alpha with the following formula:

$$r_{11} = \frac{k}{k-1} \left(1 - \frac{\sum \sigma_b^2}{\sigma_t^2}\right)$$

Where:

- a.  $r_{11}$  = reliability coefficient
- b.  $k$  = number of items
- c.  $\sum \sigma_b^2$  = sum of variance of individual items
- d.  $\sigma_t^2$  = total test variance

The decision criteria were as follows:

- a. If  $r_{11} > 0.70$ : high reliability
- b. If  $0.40 \leq r_{11} \leq 0.70$ : moderate reliability
- c. If  $r_{11} < 0.40$ : low reliability

The results revealed a Cronbach's Alpha of 0.83 for the vocabulary test and 0.86 for the writing test, indicating that both instruments possessed high internal consistency and were reliable for research use.

### Data Collection Procedures

The research was conducted from January to July 2024. During data collection, the writing test was administered first, followed by the vocabulary test one day later. Each session lasted approximately 45 minutes under supervised classroom conditions.

### Data Analysis Technique

Data analysis was conducted quantitatively using SPSS version 25.0. The analysis procedures included:

#### 1. Descriptive Statistics

To summarize students' scores in vocabulary mastery and writing ability, including mean, minimum, maximum, and standard deviation.

#### 2. Normality Test

Conducted using the Kolmogorov-Smirnov test to determine whether the data followed a normal distribution. Based on the results of the normality test, it is known

that the significance value is 0.200, which is greater than 0.05. Therefore, it can be concluded that the residual values are normally distributed

3. Homogeneity Test  
the significance value is 0.241, which is greater than 0.05. Since the significance value is greater than 0.05, it can be concluded that both data groups, Vocabulary Mastery and Writing Ability, have the same variance level
4. Regression Linearity Test  
The linearity test aims to determine whether two variables have a significant linear relationship or not. The linearity test is conducted in SPSS using the test for linearity at a significance level of 0.05. Two variables are said to have a linear relationship if the significance value is more than 0.05. It conducted using ANOVA.

## Results

### The Mean score for vocabulary mastery and writing ability

Table 1. The Mean score for vocabulary mastery and writing ability

Variable	N	Minimum	Maximum	Mean (M)	Standard Deviation (SD)
Vocabulary Mastery	35	55	95	75.60	10.45
Writing Ability	35	50	92	74.20	11.15

As shown in table 1, the mean score for vocabulary mastery was 75.60, while the mean score for writing ability was 74.20. Both values indicate that, on average, students achieved the *good* category according to the school's grading system (70–85). The relatively close mean values suggest that students with stronger vocabulary knowledge tended to perform better in writing.

### Correlation Analysis

The main objective of this research was to determine the relationship between vocabulary mastery and writing ability. The results of the Pearson correlation analysis are presented in Table 2.

Table 2. Correlation between vocabulary mastery and writing ability

Variables	r-count	Sig. (2-tailed)	r-table ( $\alpha = 0.05, n=35$ )	Interpretation
Vocabulary Mastery	-0.713	0.000	0.334	Significant, strong correlation

Table 2 shows that the correlation coefficient (*r-count*) obtained was 0.713, which exceeds the *r-table* value of 0.334, and the *p-value* (0.000) was lower than the significance level (0.05). This indicates a strong and significant positive correlation between students'

vocabulary mastery and their writing ability in narrative texts. In other words, students with higher vocabulary mastery tended to demonstrate better writing performance.

The positive correlation ( $r = 0.713$ ) indicates that vocabulary mastery accounts for a substantial proportion of the variance in writing ability. To determine the degree of contribution, the coefficient of determination ( $r^2$ ) was computed:

$$r^2 = (0.713)^2 = 0.508$$

The positive correlation ( $r = 0.713$ ) indicates that vocabulary mastery accounts for a substantial proportion of the variance in writing ability. This means that 50.8% of students' writing ability can be explained by their level of vocabulary mastery, while the remaining 49.2% may be attributed to other factors such as grammar knowledge, motivation, writing strategies, and exposure to English materials.

## Discussion

These studies collectively affirm that vocabulary serves as a foundation for expressing meaning and constructing coherent written discourse. This result aligns with findings from previous research indicating that vocabulary mastery has a direct impact on writing performance (Muslikah, 2017; Hasan & Subekti, 2017; Arif & Zam Zam, 2017).

### The Role of Vocabulary in Writing Development

The result showing a significant correlation between vocabulary mastery and writing ability supports the theoretical premise that vocabulary constitutes the basis of language competence (Nation, 2018). Students who possess a wide range of vocabulary can articulate their thoughts more precisely, select appropriate lexical items, and maintain cohesion and coherence within their writing (Webb & Nation, 2017). Conversely, limited vocabulary often restricts learners' ability to form varied and complex sentences, leading to repetitive language use and weaker textual organization (Widiati & Cahyono, 2016).

These findings are consistent with Piaget's cognitive theory, which posits that learners actively construct knowledge by integrating new information into existing mental frameworks through assimilation and accommodation. Students who continuously engage with new words and contextual usage strengthen their cognitive structures, facilitating better linguistic organization during writing tasks (McLeod, 2018).

### Cognitive-Constructivist Implications

From the Vygotskian sociocultural perspective, language learning is a socially mediated process that occurs through interaction with more knowledgeable individual. In writing classes, teacher feedback, peer collaboration, and group discussions serve as scaffolding mechanisms within the Zone of Proximal Development (ZPD). Such scaffolding allows students to internalize vocabulary and writing structures, progressively developing autonomy in producing coherent texts (Banković, 2015).

Therefore, the significant correlation found in this study not only reflects the cognitive interdependence between vocabulary and writing but also highlights the role of social and instructional support in shaping linguistic competence. Students who receive contextualized vocabulary instruction—such as through storytelling, mind mapping, or writing workshops—are more likely to apply new vocabulary effectively in narrative writing (Usman et al., 2020).

## **Pedagogical Implications**

The pedagogical implications of this research are significant, particularly for English teachers in vocational schools. Since vocabulary mastery strongly influences writing ability, teachers should design classroom activities that integrate vocabulary learning with writing practice. Techniques such as contextualized vocabulary exercises, collaborative story writing, and peer review sessions can promote both lexical expansion and writing fluency (Richards, 2015).

Furthermore, adopting a cognitive-constructivist approach can make vocabulary learning more meaningful. Teachers can encourage students to discover word meanings through contextual clues, relate new vocabulary to existing knowledge, and apply it in creative writing tasks. According to Piaget's and Vygotsky's principles, active engagement and social interaction accelerate cognitive development and language acquisition (Haryadi, 2022).

## **Conclusion**

This study investigated the correlation between students' vocabulary mastery and their writing ability in narrative texts at the tenth grade of Vocational Senior High School 8 Kota Serang. Based on the statistical analysis, the results revealed a strong and significant positive correlation ( $r = 0.713$ ,  $p < 0.05$ ) between the two variables. This finding indicates that students who have a broader vocabulary tend to perform better in writing, particularly in producing coherent and meaningful narrative texts.

The results confirmed that vocabulary mastery plays a crucial role in shaping students' writing performance. Learners with sufficient vocabulary can express their thoughts more clearly, use diverse sentence structures, and convey ideas effectively. The coefficient of determination ( $r^2 = 0.508$ ) shows that vocabulary mastery contributes approximately 50.8% to students' writing ability, while the remaining variance is influenced by other factors such as grammatical competence, motivation, and writing strategies.

From a theoretical perspective, the findings align with Piaget's cognitive theory and Vygotsky's sociocultural theory. Piaget's view that learning is an active process of constructing knowledge through assimilation and accommodation explains how students internalize new vocabulary to enhance their linguistic competence. Vygotsky's emphasis on social interaction and scaffolding within the Zone of Proximal Development (ZPD) further supports the importance of collaborative learning and teacher guidance in developing writing skills.

Overall, this study confirms that vocabulary mastery and writing ability are interdependent components of language competence. Strengthening students' vocabulary can lead to significant improvements in writing, which in turn enhances overall communication proficiency.

## **Suggestions**

Based on the findings and conclusions, several recommendations are proposed for teachers, students, and future researchers:

### **1. For English Teachers**

Teachers are encouraged to integrate vocabulary instruction within writing activities. Contextualized vocabulary learning—through storytelling, project-based learning, and reading-writing integration—can help students apply new words meaningfully. Teachers should also provide scaffolding and feedback to guide students in constructing sentences using newly acquired vocabulary.

2. For Students

Students should actively expand their vocabulary through reading, word journals, and self-directed learning. Engaging in extensive reading and writing practices allows them to encounter diverse lexical items and reinforces long-term retention. Active participation in peer review sessions and collaborative writing tasks can also improve both vocabulary and writing fluency.

3. For Curriculum Developers

Vocational English curricula should incorporate authentic materials and writing tasks relevant to students' fields of study, such as report writing or narrative recounts related to technical experiences. Integrating vocabulary learning into skill-based modules can increase motivation and relevance for vocational learners.

4. For Future Researchers

Further research could examine additional factors influencing writing ability, such as grammar mastery, motivation, or the use of digital learning tools. Mixed-method approaches combining quantitative and qualitative data could also provide a deeper understanding of how vocabulary development interacts with writing performance across diverse educational contexts.

## References

Alqahtani, M. (2015). The importance of vocabulary in language learning and how to be taught. *International Journal of Teaching and Education*, 3(3), 21–34.

Amelia, T. & Sukasih, S. (2025). The Development of Smart Apps Creator-based Interactive Media to Improve Narrative Text Writing Skills. *KEMBARA: Jurnal Keilmuan Bahasa, Sastra, Dan Pengajarannya*, 11(1).

Anderson, M. & Anderson, K. (1997). *Text types in English* (Vol. 2). Macmillan Education AU.

Banković, I. (2015). Sociocultural theory and second language acquisition. *Elta Newsletter, January*, 1–7.

Harmer, J. (2014). Language teaching. *Modern English Teacher*, 21, 2.

Haryadi, R. N. (2022). The Effect of Vocabulary Mastery and Learning Motivation towards Description Writing Ability. *JEdu: Journal of English Education*, 2(1), 88–94.

Hasan, H. & Subekti, N. B. (2017). The correlation between vocabulary mastery and writing skill of secondary school students. *JELLT (Journal of English Language and Language Teaching)*, 1(2), 55–60.

Helmie, J., Halimah, H. & Hasanah, A. (2020). Code mixing in college students' presentation: A case in an intercultural communication class. *Indonesian Journal of EFL and Linguistics*, 5(2), 403–417.

Hyland, K. (2019). *Second language writing*. Cambridge university press.

Indriyani, M., Sutarsyah, C. & Kadaryanto, B. (2023). A study on students' vocabulary size at junior and senior high school students. *U-JET*, 12(3), 217–226.

Mazloomi, S. & Khabiri, M. (2018). The impact of self-assessment on language learners' writing skill. *Innovations in Education and Teaching International*, 55(1), 91–100.

McLeod, S. (2018). Jean Piaget's theory of cognitive development. *Simply Psychology*, 18(3), 1–9.

Nation, P. (2018). Reading a whole book to learn vocabulary. *ITL-International Journal of Applied Linguistics*, 169(1), 30–43.

Nation, P. (2019). The different aspects of vocabulary knowledge. In *The Routledge handbook of vocabulary studies* (pp. 15–29). Routledge.

Nurjamin, A., Fajriah, Y. N. & Nurjamin, L. R. (2020). Reading, responding, and writing model to teach writing hortatory exposition text in Bahasa Indonesian. *International Journal of Innovation, Creativity and Change*, 10(10).

Richards, J. C. (2015). *Key issues in language teaching*. Cambridge University Press.

Rost, M. (2024). *Teaching and researching listening*. Routledge.

Sabarun, S., Widiati, U. & Suryati, N. (2022). *Similarity Writing Strategy, Learning Style Preference and Gender Difference on EFL Learners' Writing Argumentative Essay: Do they really make a difference?*

Usman, S., Safitri, A. & Marhum, M. (2020). The application of story mapping technique to improve writing skills. *4th International Conference on Arts Language and Culture (ICALC 2019)*, 512–523.

Webb, S. & Nation, P. (2017). *How vocabulary is learned*. Oxford University Press.

Widiati, U. & Cahyono, B. Y. (2016). The teaching of EFL writing in the Indonesian context: The state of the art. *Jurnal Ilmu Pendidikan Universitas Negeri Malang*, 13(3), 107135.

Widyatama, R. & Mahbob, M. H. (2024). The potential hazards of fake accounts and buzzer behaviour on deliberative democracy. *Jurnal Komunikasi: Malaysian Journal of Communication*, 40(1), 324–341.