

THE EFFECT OF GRAMMAR AND VOCABULARY MASTERY ON PROCEDURAL TEXT WRITING SKILLS (Survey on State Junior High School in South Tangerang)

Selvy vivianty¹⁾

Universitas Indraprasta PGRI

Oom rohmah syamsudin²⁾

Universitas Indraprasta PGRI

Widodo³

Universitas Indraprasta PGRI

Selvyvivianty20@gmail.com

Abstract

This study examines the influence of grammar and vocabulary mastery on procedural text writing skills among junior high school students in South Tangerang. The research employed a quantitative correlational survey design with multiple regression analysis involving 86 eighth-grade students from SMP Negeri 8 and SMP Negeri 13 South Tangerang, selected through simple random sampling. Three validated instruments were used: a multiple-choice test for grammar mastery (35 items), a multiple-choice test for vocabulary mastery (35 items), and a writing test for procedural text skills. Data analysis revealed that grammar and vocabulary mastery simultaneously significantly influence procedural text writing skills ($F = 5.806$, $p = 0.004 < 0.05$) with a coefficient of determination (R^2) of 0.623, indicating that 62.3% of the variance in writing skills can be explained by these variables. Partial analysis showed grammar mastery significantly affects writing skills ($t = 2.185$, $p = 0.032 < 0.05$) with a standardized beta coefficient of 0.232, while vocabulary mastery also demonstrates significant influence ($t = 1.999$, $p = 0.049 < 0.05$) with a standardized beta coefficient of 0.212. The findings suggest that both linguistic competencies serve as fundamental foundations for developing effective procedural text writing skills, providing empirical support for integrated grammar and vocabulary instruction in English language learning curricula.

Keywords: grammar mastery; vocabulary mastery; procedural text writing; junior high school; English language learning

Abstrak

Penelitian ini mengkaji pengaruh penguasaan tata bahasa dan kosakata terhadap kemampuan menulis teks prosedural di kalangan siswa SMP di Tangerang Selatan. Penelitian ini menggunakan desain survei korelasi kuantitatif dengan analisis regresi berganda yang melibatkan 86 siswa kelas VIII dari SMP Negeri 8 dan SMP Negeri 13 Tangerang Selatan, yang dipilih melalui sampling acak sederhana. Tiga instrumen yang telah tervalidasi digunakan: tes pilihan ganda untuk penguasaan tata bahasa (35 item), tes pilihan ganda untuk penguasaan kosakata (35 item), dan tes menulis untuk keterampilan menulis teks prosedural. Analisis data menunjukkan bahwa penguasaan tata bahasa dan kosakata secara bersamaan secara signifikan mempengaruhi keterampilan menulis teks prosedural ($F = 5.806$, $p = 0.004 < 0.05$) dengan koefisien determinasi (R^2) sebesar 0.623, menunjukkan bahwa 62,3% varians dalam keterampilan menulis dapat dijelaskan oleh variabel-variabel tersebut. Analisis parsial menunjukkan bahwa penguasaan tata bahasa secara signifikan mempengaruhi keterampilan menulis ($t = 2.185$, $p = 0.032 < 0.05$) dengan

koefisien beta standar sebesar 0.232, sementara penguasaan kosakata juga menunjukkan pengaruh yang signifikan ($t = 1.999$, $p = 0.049 < 0.05$) dengan koefisien beta standar sebesar 0.212. Temuan ini menunjukkan bahwa kedua kompetensi linguistik tersebut berperan sebagai landasan fundamental dalam mengembangkan keterampilan menulis teks prosedural yang efektif, memberikan dukungan empiris untuk pengajaran tata bahasa dan kosakata yang terintegrasi dalam kurikulum pembelajaran bahasa Inggris.

Kata kunci: penguasaan tata bahasa; penguasaan kosakata; menulis teks prosedural; sekolah menengah pertama; pembelajaran bahasa Inggris

INTRODUCTION

Education is a fundamental foundation in shaping civilization and the progress of a nation, as conveyed by Ki Hajar Dewantara that education plays a role in shaping the character, intelligence, and physique of children so that they can live their lives according to their times (Akhadiah, 1998). In the Indonesian context, Law No. 20 of 2003 concerning the National Education System emphasizes that education is a conscious and planned effort to create a conducive learning environment, so that students can actively develop spiritual potential, self-control, intelligence, morality, and skills needed in the life of society, nation, and state (Aprilia et al., 2022). One of the fundamental skills that must be possessed in facing the era of globalization is language skills, especially English as an international language used in global communication.

RESEARCH METHOD

This study uses a quantitative research design with a correlational survey approach that aims to investigate the relationship and influence between independent variables and dependent variables (Widodo, 2021). The survey method was chosen because of its ability to study a population through the selection of a representative sample to determine the tendencies, spreads, and relationships between variables from sociological and psychological aspects. This study uses a multiple regression design with two independent variables, namely grammatical mastery (X_1) and vocabulary mastery (X_2), as well as one dependent variable, namely procedural text writing skills (Y). A quantitative correlational approach was chosen to allow statistical analysis that can provide an objective picture of the strength and direction of the relationship between the variables studied.

The target population in this study includes all grade VIII students at SMP Negeri 8 South Tangerang and SMP Negeri 13 South Tangerang with a total population of 600 students, consisting of 307 students at SMP Negeri 8 and 293 students at SMP Negeri 13. The sampling technique uses a simple random sampling method to ensure that each member of the population has an equal chance of being selected as a sample. The sample size was determined using the Slovin formula with a margin of error of 10%, resulting in a sample of 86 students consisting of 44 students from SMP Negeri 8 South Tangerang and 42 students from SMP Negeri 13 South Tangerang. The inclusion criteria for participants



include students who are actively enrolled in grade VIII at the two schools and have studied materials related to grammar, vocabulary, and writing procedural texts in the English curriculum.

This study uses three types of objective test instruments to measure each research variable. The grammar mastery instrument (X_1) is in the form of a multiple-choice test that includes five main indicators, namely sentences, phrases, tenses, word classes, and clauses with a total of 35 questions that have been validated. The vocabulary mastery instrument (X_2) is also in the form of a multiple-choice test with three main indicators including word meaning (synonyms, antonyms, lexical meaning), word use (idiom meaning, collocation), and word type (verb, noun, adjective, preposition) with a total of 35 question items. The instrument of procedural text writing skills (Y) is in the form of a written test that requires students to compile a procedural text consisting of three paragraphs with the right structure. The assessment of writing skills uses a holistic rubric that covers five aspects, namely the content of the text (score 13-30), the organization of the text (score 7-20), vocabulary (score 7-20), grammar (score 5-25), and spelling (score 2-5) with a maximum total score of 100.

Prior to use in the main study, all instruments had gone through a validation and reliability test process involving 30 students (15 students from each school) who were not included in the research sample. The validity test used the Pearson product moment technique with the calculation criteria of $> r_{table}$ (0.361) at the significance level of $\alpha = 0.05$ and $df = 28$. The validation results showed that of the 35 questions for grammar mastery instruments, 30 items were declared valid with calculation values ranging from 0.387 to 0.739. For vocabulary mastery instruments, out of 35 question items, 30 items were declared valid with calculation values ranging from 0.420 to 0.784. The instrument of procedural text writing skills showed validity in all five aspects of the assessment with a calculation value ranging from 0.374 to 0.642. The reliability test using Cronbach's Alpha coefficient yielded a value of 0.933 for the grammar mastery instrument, 0.949 for the vocabulary mastery instrument, and 0.713 for the procedural text writing skill instrument, all of which showed a high level of reliability (> 0.60).

Data collection was carried out during the period from March to July 2025 through systematic stages that included direct observation to schools, coordination with schools, and test implementation. The data collection procedure began by conducting initial observations to both research locations to understand the learning conditions and characteristics of students. After obtaining permission from the school, the researchers carried out the test in stages by starting instrument trials on 30 students who were not included in the research sample. The main test was carried out on 86 sample students using validated instruments, where each student worked on three types of tests, namely a grammar mastery test, a vocabulary mastery test, and a procedural text writing skill test. Data collection was conducted in a regular classroom setting with a predetermined time, and each test session was monitored directly by the researcher to ensure the objectivity and validity of the data.

Data analysis used descriptive and inferential statistical approaches with the help of SPSS software version 26.0. The initial stage of analysis includes descriptive statistics to describe the data characteristics of each variable including mean, median, mode, range, variance, and standard deviation. Before conducting the hypothesis test, an analysis prerequisite test was carried out which included a normality test using the Kolmogorov-Smirnov test with a normally distributed data criterion if the significance value > 0.05 , as well as a linearity test using the F test to ensure the linear relationship between variables. Hypothesis testing was carried out through partial correlation and multiple correlation analysis to determine the strength of relationships between variables, as well as simple and multiple linear regression analysis to test the influence of independent variables on dependent variables. The interpretation of the results used the significance criterion $\alpha = 0.05$, where the hypothesis is accepted if the significance value is < 0.05 or the value of $F_{cal} > F_{table}$ for multiple regression, and the value of $> t_{table}$ for partial regression.

This research has obtained approval from the school and follows the ethical protocol of educational research. All participants were provided with clear information about the purpose of the research, the procedures to be carried out, and their right to participate or withdraw without consequence. The confidentiality of the identity of the participants is maintained through the use of numerical codes in data processing, and the data collected is used only for the purposes of academic research. There were no potential risks or dangers for participants in this study, and the entire research procedure was designed not to interfere with the regular learning process in schools.

RESULTS AND DISCUSSION

Result

This research was carried out on 86 students from two public junior high schools in South Tangerang, namely SMP Negeri 8 and SMP Negeri 13 South Tangerang. Data was obtained through questionnaire instruments that have been validated and declared reliable after going through the trial stage (tryout). The data collection instruments were arranged in the form of multiple choice to measure mastery of grammar and vocabulary, while procedural text writing skills were measured through essay tests. Descriptive analysis showed the characteristics of the data distribution for the three research variables. The grammar mastery variable (X_1) has a score range of 70-100 with an average score of 93.87, a median of 96.67, a mode of 96.67, and a standard deviation of 5.849. This distribution shows that 75% of respondents have a relatively high level of grammar mastery, indicating good data homogeneity. The average and median scores were almost the same (93.87 and 96.67) indicating that the grammar mastery data were quite representative with a distribution that tended to be normal.

Table 1 Descriptive Analysis Statistics



	Grammar Mastery (X1)	Vocabulary Mastery (X2)	Procedural Text Writing Skills (Y)
Mean	93,87	91	78,20
Median	96,67	96,67	80
Mode	96,67	96,67	80
Std. Deviation	5,849	8,496	8,292
Range	30	33,34	35
Minimum	70	63,33	60
Maximum	100	96,67	95
Sum	8073,42	7826,83	6725

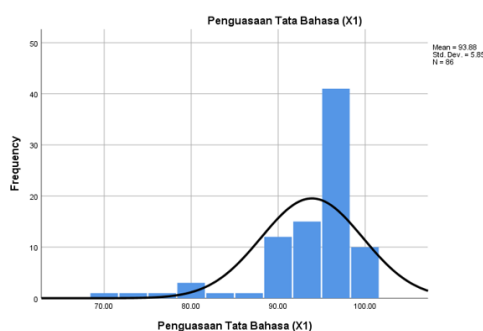


Figure 1 Grammar Frequency Histogram

For the vocabulary mastery variable (X_2), the data showed a score range of 63.33-96.67 with an average score of 91.00, a median of 96.67, a mode of 96.67, and a standard deviation of 8.496. As many as 75% of respondents showed relatively high vocabulary mastery, which confirmed the homogeneity of respondents' data. The difference between the mean (91.00) and the median (96.67) indicates that the distribution of data is still within normal limits with the tendency of respondents to have good vocabulary skills.

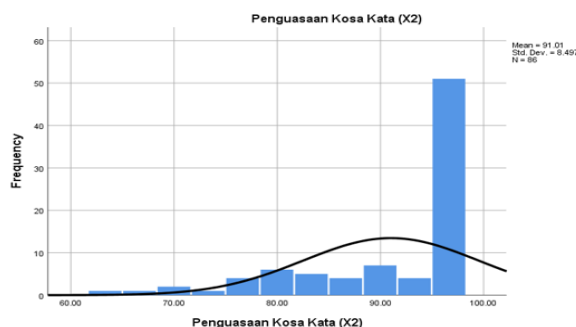


Figure 2 Histogram of Vocabulary Mastery Value Frequency

The procedural text writing skill variable (Y) showed a score range of 60-95 with an average score of 78.20, median 80, mode 80, and standard deviation of 8.292. This data shows that the ability to write procedural texts of respondents is in the medium to high category. Although only 15% of the average score showed relatively low ability, overall the distribution of data was still homogeneous. Almost identical mean and median values (78,20 and 80) indicate adequate data representativeness.

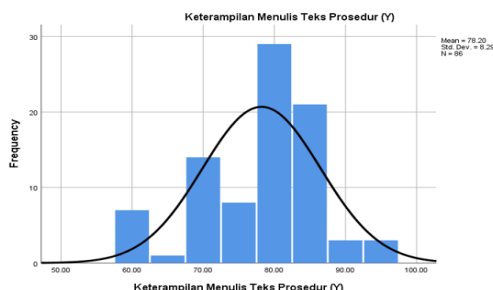


Figure 3 Histogram of Frequency of Value Skills Writing Procedural Text

Analysis Prerequisites Test

Before performing hypothesis testing, a series of analysis prerequisites tests were carried out to ensure that the data met the assumptions required in multiple linear regression analysis. This test includes tests of normality, linearity, multicollinearity, heteroscedasticity, and residual normality.

Normality Test

The normality test is performed using the Kolmogorov-Smirnov test to find out if the data is normally distributed. The test results showed a significance value for the grammar mastery variable of 0.084, vocabulary mastery of 0.090, and procedural text writing skills of 0.110. All three values are greater than $\alpha = 0.05$, so H_0 is accepted and it can be concluded that all data in the study are normally distributed or meet the normality assumption requirements for regression analysis.

Table 2 Normality Test Results

	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistics	Df	Sig.	Statistics	Df	Sig.
Grammar Mastery (X1)	3,247	86	0,084	4,81	86	0,092
Vocabulary Mastery (x2)	4,315	86	0,09	6,757	86	0,115
Procedural Text Writing Skills (Y)	6,237	86	0,11	5,913	86	0,105

a. Lilliefors Significance Correction

Linearity Test



The linearity test aims to verify the linear relationship between independent variables and bound variables. The results of the linearity test for the grammar mastery variable on procedural text writing skills showed a significance value of 0.010 (< 0.05), which means that H_0 is accepted and there is a linear relationship. Similarly, for the vocabulary mastery variable on the skill of writing procedural texts, the significance value of 0.015 (< 0.05) showed a linear relationship. These two results confirm that the assumption of linearity is fulfilled for both independent variables.

Multicollinearity Test

Multicollinearity testing was performed to detect whether there is a high correlation between independent variables in the regression model. The test results showed a tolerance value for both variables of 0.940 (> 0.10) and a VIF value of 1.064 (< 10). These values indicate that there is no problem of multicollinearity between the variables of grammatical mastery and vocabulary, so that the classical assumption of regression is fulfilled.

Table 3 Multicollinearity Test Results

	Coefficients	
	Collinearity Statistics	
	Tolerance	VIF
(Constant)		
Vocabulary Usage (X2)	0,94	1,064
Grammar Usage (X1)	0,94	1,064

Heteroscedasticity Test

The heteroscedasticity test using the Glejser test showed that there was no heteroscedasticity problem in the regression model. The significance value for the grammar mastery variable was 0.052 and vocabulary mastery was 0.062, both greater than 0.05. This is also confirmed by scatterplot analysis which shows randomly scattered points above and below the zero line on the Y axis, indicating a constant residual variance.

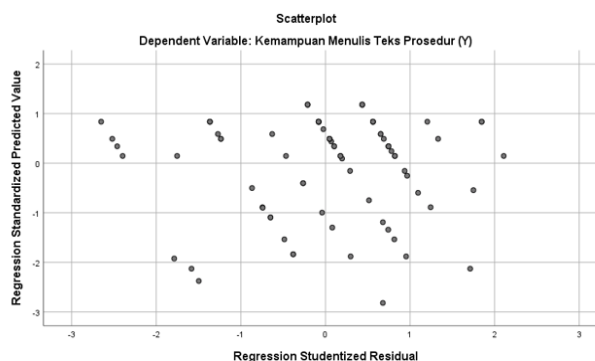


Figure 4 Scatterplot Heteroscedasticity Test Results

Residual Normality Test

The residual normality test using the Kolmogorov-Smirnov test showed the value of Asymp. The sig is 0.151 (> 0.05), which means that the residual is normally distributed. These results confirm that the regression model meets the residual normality assumptions required for the validity of the analysis results.

Table 4. Results of the Normality Error Test

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		90
Normal Parameters, b	Mean	0
	Std. Deviation	7,6735553
Most Extreme Differences	Absolute	0,13
	Positive	0,66
	Negative	-0,13
Test Statistic		0,13
Asymp. Sig. (2-tailed)		0.151c

a. Test distribution

b. Calculated from data

c. Lilliefors Significance Correction

Hypothesis Testing

After all prerequisite tests were met, hypothesis testing was carried out using multiple linear regression analysis to test the influence of grammar and vocabulary mastery on procedural text writing skills.

Simultaneous Influence of Grammar and Vocabulary Mastery

The results of the analysis showed a double correlation coefficient (R) of 0.650, which indicates a strong relationship between the independent variable together and the bound variable. A coefficient of determination (R^2) of 0.623 or 62.3% showed that simultaneous mastery of grammar and vocabulary contributed 62.3% to variance in procedural text writing skills, while the remaining 37.7% was explained by factors outside the study model.

Table 5 Coefficient of Determination

Model Summary ^b						
Type R	R Square	Adjusted Square	R Std. Estimate	Error of the	Durbin-Watson	
1	0.650a	0,623	0,602	7,86038	1,401	

a. Predictors: (Constant), Grammar Use (X1), Vocabulary Use (X2)

b. Dependent Variable: Procedural Text Writing Skills (Y)



The F test resulted in an F value of 5.806 with a significance of 0.004 (< 0.05). These results show that H_0 is rejected and H_1 is accepted, which means that there is a significant influence of mastery of grammar and vocabulary together on procedural text writing skills. The regression equation formed is $Y = 30.674 + 0.301X_1 + 0.216X_2$, which indicates that every one unit increase in grammar mastery will increase writing skills by 0.301 units, and every increase in one unit of vocabulary mastery will increase writing skills by 0.216 units.

Table 6 F Test Results

NEW ERA					
Type	Sum of Squares	Df	Mean Square	Calculation	Sig.
1 Regression	717,436	2	358,718	5,806	0.004b
Residual	5128,204	83	61,786		
Total	5845,64	85			

a. Dependent Variable: Procedural Text Writing Skills (Y)

b. Predictors: (Constant), Vocabulary Mastery (X2), Grammar Mastery (X1).

Table 7 Multiple Regression Equation Results

Type	Unstandardized Coefficients		Coefficient Standardized Coefficients		t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta				Tolerance	VIVID
(Constant)	30,674	14,096			2,176	0,032		
1 Grammar Mastery (X1)	0,301	0,138	0,232		2,185	0,032	0,94	1,064
Vocabulary Mastery (x2)	0,216	0,108	0,212		1,999	0,049	0,94	1,064

a. Dependent Variable: Procedural Text Writing Skills (Y)

Partial Influence of Grammar Mastery

Partial hypothesis testing for the grammar mastery variable showed a calculated t-value of 2.185 with a significance of 0.032 (< 0.05). These results indicate that H_0 is rejected and H_1 is accepted, which means that there is a significant influence of grammatical mastery on procedural text writing skills in part. A standardized beta coefficient of 0.232 indicates that grammatical mastery makes a positive contribution to procedural text writing skills.

Partial Influence of Vocabulary Mastery

The test results for the vocabulary mastery variable showed a calculated t-value of 1.999 with a significance of 0.049 (< 0.05). This shows that H_0 is rejected and H_1 is accepted, which means that there is a significant influence of vocabulary mastery on procedural text writing skills in part. A standardized beta coefficient of 0.212 confirmed the positive contribution of vocabulary mastery to the ability to write procedural texts. A comparison of standardized beta coefficients showed that grammar mastery (0.232) had a slightly greater influence than vocabulary mastery (0.212) on procedural text writing skills. However, both variables both make a significant and positive contribution to students' ability to write English procedural texts.

Overall, the findings of this study confirm the importance of mastering fundamental aspects of language such as grammar and vocabulary in developing more complex writing skills. These results provide practical implications for educators to pay balanced attention to the development of students' grammar and vocabulary abilities as a foundation for improving writing skills, particularly in the context of writing English procedural texts.

Discussion of Research Results

The Simultaneous Influence of Grammar and Vocabulary Mastery on Procedural Text Writing Skills

The results of the study showed that simultaneous mastery of grammar and vocabulary had a significant influence on the writing skills of procedural texts of junior high school students in South Tangerang. An F-value of 5.806 with a significance of 0.004 ($p < 0.05$) confirms the rejection of the null hypothesis and the acceptance of the alternative hypothesis. A determination coefficient (R^2) of 0.623 showed that 62.3% of variance in procedural text writing skills could be explained by mastery of grammar and vocabulary together, while the remaining 37.7% were influenced by other factors outside the study model. These findings are in line with the research of Nurfadilah (2022) which obtained a significance value of $0.000 < 0.05$ with $F_0 = 45.365$, showing a consistent and strong influence of both independent variables on the ability to write procedural texts.

The strength of this relationship can be understood through the perspective of language learning theory which emphasizes that writing skills are complex competencies that require the integration of various linguistic components. Grammatical mastery provides a structural framework that allows students to construct grammatical and coherent sentences, while vocabulary mastery provides the lexical variety necessary to express ideas with precision and detail. In the context of the procedural text, these two components synergize to create instructions that are clear, systematic, and easy for the reader to understand. As stated by (Nurgiyantoro, 2014) Vocabulary mastery standards in language education must be integrated with an understanding of grammatical structures to achieve effective communicative competence.



Partial Influence of Grammar Mastery on Procedural Text Writing Skills

Partial testing showed that grammar mastery had a significant influence on procedural text writing skills with a calculated t-value of 2.185 and a significance of 0.032 ($p < 0.05$). A regression coefficient of 0.301 indicates that each increase of one unit of grammar mastery will increase procedural text writing skills by 0.301 units, assuming other variables are constant. A standardized beta of 0.232 indicates a substantial contribution of grammatical mastery in the regression model. These results are consistent with the findings (Li, 2021) which obtained a significance value of $0.000 < 0.05$ with $t_o = 9.677$, as well as research (Djumingin, 2017) which shows a significance of $0.000 < 0.05$ with $t_{\text{observed}} = 2.041$.

The importance of grammatical mastery in writing procedural texts can be explained through the intrinsic characteristics of this type of text that require clear sentence structure, consistent use of tenses, and logical syntactic organization. Procedural texts demand the use of simple present tense to describe general facts and instructions, imperative mood to give commands, and complex sentence structures to explain the cause-and-effect relationship between steps. (Halne et al., 2020) emphasizing that mastery of spelling, punctuation, and capital letters which are part of grammatical competence greatly determines the quality of students' writing. When students have a solid understanding of grammar, they can construct sentences that are not only grammatical but also effective in conveying procedural information in a logical order that can be followed by the reader.

Partial Influence of Vocabulary Mastery on Procedural Text Writing Skills

The vocabulary mastery variable showed a significant influence on procedural text writing skills with a calculated t-value of 1.999 and a significance of 0.049 ($p < 0.05$). The regression coefficient of 0.216 indicates that every one unit increase in vocabulary mastery will increase the skill of writing procedural texts by 0.216 units. A standardized beta of 0.212 confirms a significant positive contribution of vocabulary mastery in the model. These findings are in line with research (Saleh & Sulhan, 2021) which obtained a significance value of $0.000 < 0.05$ with $t_o = 3.788$, and Saleh & Sulhan (2022) who showed $t_{\text{hitung}} = 2.201$ with a significance of $0.000 < 0.05$.

The crucial role of vocabulary in procedural text writing can be understood through the need for lexical precision in describing materials, tools, and work steps. (Panmei & Waluyo, 2023) Through a meta-analysis of 28 empirical studies, it was confirmed that vocabulary mastery has a consistent and significant influence on writing skills. In the context of procedural texts, the richness of vocabulary allows students to choose precise and specific words, avoid excessive repetition, as well as use technical terminology appropriate to the topic being discussed. (Panmei & Waluyo, 2023) shows that mastery of Indonesian vocabulary has a significant effect on students' ability to write stories, which indicates the consistency of vocabulary influence across different types of texts. (Aprilia et al., 2022) emphasized that increasing creative writing literacy can be achieved through various learning strategies, including strengthening vocabulary

mastery. In writing procedural texts, students with a broad vocabulary can use synonyms to avoid repetition, choose precise verbs to describe actions, and use appropriate conjunctions to indicate temporal and causal relationships between steps. This ability is essential to produce procedural texts that are not only informative but also engaging and easy to understand by readers with a wide range of knowledge backgrounds.

Theoretical and Practical Implications

The results of this study provide empirical confirmation of the theory that emphasizes the importance of linguistic competence as the foundation of writing ability. A comparison of standardized beta coefficients showed that grammar mastery (0.232) had a slightly greater influence than vocabulary mastery (0.212), but both variables made significant and substantive contributions. These findings imply that the teaching approach of writing procedural texts should give balanced attention to the development of these two competencies. Educators need to integrate grammar and vocabulary learning in meaningful contexts, particularly through the practice of writing procedural texts that are authentic and relevant to students' lives.

Practically, the results of this study suggest the need to develop a learning strategy that combines explicit grammar exercises with vocabulary enrichment activities that are integrated into the writing process. The curriculum and learning materials should be designed to provide adequate exposure to the distinctive grammatical structures in the procedural text, while simultaneously enriching students' vocabulary through a variety of contexts and language registers. Learning evaluation should also include an assessment of these two aspects as a comprehensive indicator of a student's ability to write procedural texts.

CONCLUSIONS

Based on the results of the research that has been conducted, it can be concluded that there is a significant influence between grammar and vocabulary mastery on the writing skills of procedural texts of junior high school students in South Tangerang. Simultaneously, the two variables made a significant contribution with a value of $\text{Sig} = 0.004 < 0.05$ and F calculated 5.806. Partially, grammar mastery showed a significant influence on the value of $\text{sig. } 0.032 < 0.05$ and t count 2.185, while vocabulary mastery also had a significant effect on the value of $\text{sig. } 0.049 < 0.05$ and t count 1.999.

These findings have important implications for English learning at the junior high school level, where mastery of grammar and vocabulary is a fundamental element in the development of procedural text writing skills. The results of this study provide a basis for teachers to integrate grammar and vocabulary learning in the context of writing, as well as an input for curriculum developers to design learning that provides a balanced portion between the development of the four language skills and the strengthening of grammatical and lexical competence. This research also opens up opportunities for follow-up



research that examines the relationship of other linguistic variables with writing skills in different types of texts with a wider population coverage.

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