

The Influence of Perceptions of Learning Media and Vocabulary Mastery on Recount Text Writing Skills

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Abstract

This study aims to examine the influence of perceptions of learning media and vocabulary mastery on students' recount text writing skills. The study employed a survey method with a quantitative approach. The population consisted of tenth-grade students of public senior high schools in Bogor Regency, with 90 students selected through simple random sampling. Data were collected using a Likert-scale questionnaire to measure perceptions of learning media, a multiple-choice test to assess vocabulary mastery, and a writing performance test to measure recount text writing skills. Data were analyzed using multiple linear regression. The results showed a significant simultaneous influence of perceptions of learning media and vocabulary mastery on recount text writing skills (Sig. = 0.001 < 0.05; F = 24.236). Perceptions of learning media also had a significant influence (Sig. = 0.004 < 0.05; t = 2.963), as did vocabulary mastery (Sig. = 0.001 < 0.05; t = 5.532). Thus, both variables significantly contribute to improving students' writing skills.

Keywords: Learning Media, Vocabulary Mastery, Recount Text Writing.

Abstrak

Penelitian ini bertujuan untuk mengkaji pengaruh persepsi terhadap media pembelajaran dan penguasaan kosakata terhadap keterampilan menulis teks *recount* siswa. Penelitian ini menggunakan metode survei dengan pendekatan kuantitatif. Populasi penelitian terdiri dari siswa kelas X SMA negeri di Kabupaten Bogor, dengan 90 siswa yang dipilih melalui teknik pengambilan sampel acak sederhana (*simple random sampling*). Data dikumpulkan menggunakan kuesioner berskala Likert untuk mengukur persepsi terhadap media pembelajaran, tes pilihan ganda untuk menilai penguasaan kosakata, dan tes unjuk kerja menulis untuk mengukur keterampilan menulis teks *recount*. Data dianalisis menggunakan analisis regresi linear berganda. Hasil penelitian menunjukkan adanya pengaruh signifikan secara simultan dari persepsi terhadap media pembelajaran dan penguasaan kosakata terhadap keterampilan menulis teks *recount* (Sig. = 0,001 < 0,05; F = 24,236). Persepsi terhadap media pembelajaran juga memiliki pengaruh yang signifikan (Sig. = 0,004 < 0,05; t = 2,963), demikian pula dengan penguasaan kosakata (Sig. = 0,001 < 0,05; t = 5,532). Dengan demikian, kedua variabel tersebut berkontribusi secara signifikan terhadap peningkatan keterampilan menulis siswa.

Kata kunci: Media Pembelajaran, Penguasaan Kosakata, Penulisan Teks Recount.

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INTRODUCTION

Writing is one of the most complex language skills in English language learning because it requires students to develop ideas, organize information, select appropriate vocabulary, and use grammar and language mechanics accurately. In the context of English as a Foreign Language (EFL), writing is often considered a challenging skill because students are required to integrate various linguistic elements into a text that can be clearly understood by readers. These difficulties can also be found in learning recount texts, in which students encounter challenges in developing ideas, organizing the text structure, using vocabulary, applying appropriate grammar, and paying attention to writing mechanics (Siska et al., 2025).

One type of text taught in English language learning is the recount text. This type of text is used

to retell experiences or events that occurred in the past in chronological order. In producing a good recount text, students need to be able to develop relevant content, organize a sequence of events logically, and use linguistic features appropriate to the characteristics of the text. Research on students' recount text writing ability has shown that mastery of linguistic elements, particularly vocabulary and grammar, is related to students' ability to produce written texts. Therefore, learning recount texts requires not only an understanding of text structure but also mastery of linguistic aspects that support the writing development process.

In addition to linguistic competence, learning factors may also play an important role in supporting students' writing skills. One of these factors is the use of instructional media. Appropriate instructional media can provide stimuli and learning experiences that help students understand the material and develop ideas. In English writing instruction, video-based media has received considerable attention because it provides students with visual and contextual support. Heditami and Wijirahayu (2026) found that EFL students had positive perceptions of the use of video in writing instruction. Video was considered helpful in increasing students' motivation, confidence, engagement, understanding of topics, and ability to find and organize ideas before writing.

Students' perceptions of instructional media are important because the effectiveness of a medium is not determined solely by its characteristics, but also by how students receive, understand, and evaluate its use during the learning process. According to Arsyad (2011), instructional media serve as tools that can support the delivery of learning materials so that information provided by teachers can be received and understood by students more effectively. The use of appropriate media can make the learning process more effective and engaging. Students who have positive perceptions of instructional media tend to view the media as interesting, useful, and easy to use in supporting their learning activities. In a previous study examining students' perceptions of Google Sites-based instructional media and vocabulary mastery, students' perceptions of instructional media were found to have a significant effect on their recount text writing skills. The study also found that students' perceptions of instructional media and vocabulary mastery simultaneously had a significant effect on their recount text writing skills.

In addition to instructional media, vocabulary mastery is an important aspect of writing skills. Vocabulary provides the linguistic resources that enable students to select appropriate words to express ideas, construct sentences, and develop the content of their writing. Limited vocabulary may cause students to experience difficulties in expressing ideas clearly and developing their writing more extensively. Puspitasari et al. (2024) found that vocabulary mastery made a high and significant contribution to students' writing ability. The study also showed that vocabulary mastery and motivation simultaneously made a significant contribution to writing ability. More specifically, Badri et al. (2021) found a high correlation between vocabulary mastery and recount text writing ability among junior high school students, while Prihartono et al. also found that vocabulary mastery had a significant effect on students' recount text writing skills.

Although previous studies have demonstrated relationships or effects among perceptions of

instructional media, vocabulary mastery, and writing skills, further research is needed in different educational contexts. Research on students' perceptions of instructional media and vocabulary mastery conducted in Karawang Regency focused on students from a private junior high school and used Google Sites as the instructional media context. Meanwhile, another study on the use of video in writing instruction showed that students had positive perceptions of video and perceived it as beneficial for developing ideas and organizing their writing. Therefore, the present study is directed toward students at public senior high schools in Bogor Regency in order to obtain empirical evidence regarding the relationship between students' perceptions of instructional media, vocabulary mastery, and recount text writing skills. Differences in educational level, student characteristics, school context, and research location provide an important basis for re-examining the relationships among these variables in a different context.

Based on the discussion above, this study aims to analyze the effects of students' perceptions of instructional media and vocabulary mastery on the recount text writing skills of students at public senior high schools in Bogor Regency, both partially and simultaneously. Theoretically, this study is expected to contribute to the body of knowledge concerning factors related to English writing skills, particularly in recount text instruction. Practically, the findings are expected to provide input for English teachers in selecting and utilizing instructional media and in developing students' vocabulary mastery as part of efforts to improve their writing skills.

METHOD

This study employed a quantitative approach using a survey method. The quantitative approach was selected because the data obtained for each research variable were presented in the form of scores or numerical values, which were subsequently analyzed using statistical techniques. The data analysis included descriptive statistical analysis to provide an overview of the characteristics of each research variable. The results of the descriptive statistical analysis are presented in Table 1.

Table 1. Descriptive Statistics of the Research Variables

Variable	N	Mean	Median	Mode	SD	Min.	Maks.
Perception of learning media	90	136,77	138,00	132	9,935	115	155
Vocabulary mastery	90	67,68	68,00	68	4,110	60	76
Recount text writing skills	90	74,08	74,00	74	5,420	61	85

The accessible population in this study consisted of tenth-grade students at SMA Negeri 1 Jonggol and SMA Negeri 2 Jonggol during the second semester of the 2025/2026 academic year, with a total population of 900 students. The research sample consisted of 90 students selected using the simple random sampling technique. This technique was employed to provide every member of the population with an equal opportunity to be selected as a research sample.

This study involved two independent variables and one dependent variable. The independent variables consisted of students' perception of learning media (X1) and vocabulary mastery (X2), while the dependent variable was students' recount text writing skills (Y). The relationships among these

variables served as the basis for analyzing the influence of students' perception of learning media and vocabulary mastery on their recount text writing skills.

Data for each variable were collected using instruments adapted to the characteristics of the respective variables. Students' perception of learning media (X1) was measured using a closed-ended questionnaire with a five-point Likert scale, ranging from 1 to 5. The instrument was first tested for validity and reliability to ensure that it was appropriate for use in the study.

Vocabulary mastery (X2) was measured using an objective multiple-choice test. The test items were developed based on vocabulary mastery indicators relevant to recount text instruction. Meanwhile, recount text writing skills (Y) were measured through a writing performance test based on a predetermined prompt. Students' writing was assessed using a scoring rubric covering content, organization, vocabulary, grammar, and mechanics.

The data obtained were subsequently analyzed statistically to determine the characteristics of each variable and to examine the relationships and effects of the independent variables, namely students' perception of learning media and vocabulary mastery, on recount text writing skills. The analyses were conducted both partially and simultaneously in accordance with the objectives of the study.

RESULTS AND DISCUSSION

Test of Analysis Assumptions

The data analysis in this study included descriptive statistical analysis, tests of analysis assumptions consisting of normality and multicollinearity tests, and hypothesis testing using multiple linear regression analysis. All data analysis procedures were conducted using IBM SPSS Statistics version 31.

Normality Test

The normality test was conducted to determine whether the data for each research variable were normally distributed. In this study, normality was tested using the *One-Sample Kolmogorov-Smirnov Test*. The results of the normality test are presented in Table 2

Table 2. Results of the Normality Test for Variables X₁, X₂, and Y

Variable	N	Mean	Std. Deviation	Test Statistic	Asymp. Sig. (2-tailed)
Perception of audiovisual learning media (X ₁)	90	136.77	9.935	0.072	0.200
Vocabulary mastery (X ₂)	90	67.68	4.110	0.080	0.200
Recount text writing skills (Y)	90	74.08	5.420	0.084	0.158

Based on Table II, the significance value (*Asymp. Sig. 2-tailed*) for the perception of audiovisual learning media variable was 0.200, the vocabulary mastery variable was 0.200, and the *recount text* writing skills variable was 0.158. All significance values were greater than 0.05. Therefore, it can be concluded that the data for all three variables were normally distributed and thus met one of the requirements for conducting multiple linear regression analysis.

Multicollinearity Test

The multicollinearity test was conducted to determine whether there was an excessively strong relationship between the independent variables in the regression model. The test was performed by examining the *Tolerance* and *Variance Inflation Factor* (VIF) values. The results of the multicollinearity test are presented in Table 3.

Table 3. Results of the Multicollinearity Test

Variable	Tolerance	VIF
Perception of audiovisual learning media (X_1)	0.955	1.047
Vocabulary mastery (X_2)	0.955	1.047

Based on Table 3, the *Tolerance* value for both independent variables was 0.955, which was greater than 0.10. Meanwhile, the VIF value for each variable was 1.047, which was lower than 10. Based on these criteria, it can be concluded that there was no indication of multicollinearity among the independent variables in the regression model. Therefore, the perception of audiovisual learning media and vocabulary mastery could be analyzed simultaneously in the multiple linear regression model.

Hypothesis Testing

The Simultaneous Effect of Perception of Audiovisual Learning Media and Vocabulary Mastery on Recount Text Writing Skills

Simultaneous hypothesis testing was conducted to determine whether the perception of audiovisual learning media (X_1) and vocabulary mastery (X_2) jointly affected *recount text* writing skills (Y). The results of the multiple linear regression analysis are presented in Table 4

Table 4. Results of Multiple Linear Regression Analysis

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.598	0.358	0.343	4.393

Based on Table 4, the multiple correlation coefficient (R) was 0.598. This value indicates a positive relationship between the perception of audiovisual learning media and vocabulary mastery, taken jointly, and *recount text* writing skills. The *R Square* value of 0.358 indicates that the two independent variables simultaneously explained 35.8% of the variance in *recount text* writing skills. The remaining 64.2% of the variance was attributable to other factors not included in the research model. The *Adjusted R Square* value of 0.343 indicates that, after adjustment for the number of variables and sample size, the research model explained 34.3% of the variance in *recount text* writing skills. Furthermore, the significance of the model was tested simultaneously using the F-test. The results of the F-test are presented in Table 5

Table 5. Results of the Simultaneous Significance Test (F-Test)

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	935.455	2	467.728	24.236	< 0.001
Residual	1,679.000	87	19.299		
Total	2,614.456	89			

Based on Table 5, the F value was 24.236 with a significance value of < 0.001. Since the significance value was less than 0.05, H_0 was rejected and H_1 was accepted. Therefore, it can be

concluded that the perception of audiovisual learning media and vocabulary mastery simultaneously had a significant effect on *recount text* writing skills.

The multiple linear regression equation based on the results presented in Table VI is as follows:

$$Y = 11.253 + 0.142X_1 + 0.641X_2$$

The equation indicates that the constant value of 11.253 means that when the perception of audiovisual learning media and vocabulary mastery are assumed to be zero, the predicted value of *recount text* writing skills is 11.253. The regression coefficient of X_1 , which is 0.142, indicates that every one-unit increase in the perception of audiovisual learning media is associated with a 0.142-unit increase in *recount text* writing skills, assuming that vocabulary mastery remains constant. Meanwhile, the regression coefficient of X_2 , which is 0.641, indicates that every one-unit increase in vocabulary mastery is associated with a 0.641-unit increase in *recount text* writing skills, assuming that the perception of audiovisual learning media remains constant.

The positive regression coefficients indicate that both independent variables have a positive direction of association with *recount text* writing skills. Thus, the more positive students' perceptions of audiovisual learning media and the higher their vocabulary mastery, the higher their *recount text* writing skills are likely to be.

The Effect of Perception of Audiovisual Learning Media on Recount Text Writing Skills

Partial hypothesis testing was conducted to determine the effect of the perception of audiovisual learning media (X_1) on *recount text* writing skills (Y). The results are presented in Table 6

Table 6. Results of the Partial Significance Test (t-Test)

Variable	B	Std. Error	Beta	t	Sig.
Constant	11.253	9.111		1.235	0.220
Perception of audiovisual learning media (X_1)	0.142	0.048	0.260	2.963	0.004
Vocabulary mastery (X_2)	0.641	0.116	0.486	5.532	< 0.001

Based on Table 6, the perception of audiovisual learning media variable had a t-value of 2.963 with a significance value of 0.004. Since the significance value was less than 0.05, H_0 was rejected and H_1 was accepted. Therefore, there was a positive and significant effect of the perception of audiovisual learning media on *recount text* writing skills.

The regression coefficient of 0.142 indicates that an increase in students' perceptions of audiovisual learning media was associated with an increase in *recount text* writing skills. The *Standardized Coefficients Beta* value of 0.260 indicates that the perception of audiovisual learning media made a relatively positive contribution to *recount text* writing skills in the research model.

These findings indicate that audiovisual media can serve as one of the supporting factors in writing instruction. The presentation of learning materials through visual and audio elements can help students obtain a more concrete representation of an event, particularly in understanding the sequence of events that characterizes a *recount text*. Audiovisual materials can also help students develop ideas and organize them more systematically before expressing them in written form.

The Effect of Vocabulary Mastery on Recount Text Writing Skills

The subsequent partial hypothesis testing was conducted to determine the effect of vocabulary mastery (X_2) on *recount text* writing skills (Y). Based on Table VI, the vocabulary mastery variable had a t-value of 5.532 with a significance value of < 0.001 . Since the significance value was less than 0.05, H_0 was rejected and H_1 was accepted. Therefore, there was a positive and significant effect of vocabulary mastery on *recount text* writing skills.

The regression coefficient of 0.641 indicates that every one-unit increase in vocabulary mastery was associated with a 0.641-unit increase in *recount text* writing skills, assuming that the perception of audiovisual learning media remained constant. The *Standardized Coefficients Beta* value of 0.486 indicates that vocabulary mastery had a relatively greater effect than the perception of audiovisual learning media in the research model.

These findings indicate that vocabulary mastery is an important component of *recount text* writing skills. Good vocabulary mastery enables students to select appropriate words to express ideas, construct sentences more effectively, and develop a sequence of events clearly. Conversely, limited vocabulary may cause students to experience difficulties in expressing their ideas and constructing coherent texts.

Discussion

The results of the study indicate that the perception of audiovisual learning media and vocabulary mastery simultaneously had a positive and significant effect on *recount text* writing skills. The two variables contributed 35.8% to the variance in *recount text* writing skills, while the remaining 64.2% was influenced by other factors outside the research model.

The positive effect of the perception of audiovisual learning media on *recount text* writing skills indicates that the use of media integrating visual and audio elements can support students in the writing process. Audiovisual media can function as scaffolding, or initial support, that facilitates students' understanding and development of ideas. Through materials presenting a sequence of events visually and supported by auditory information, students receive stimuli that can help them identify the characters, setting, time, and sequence of events. This condition can facilitate students in organizing ideas according to the structure of a *recount text*, namely orientation, events, and re-orientation.

In addition, the results of the study show that vocabulary mastery had a positive and significant effect on *recount text* writing skills. This finding reinforces the importance of vocabulary mastery as one of the fundamental components of writing skills. Students with better vocabulary mastery tend to have a wider range of word choices to express experiences and events accurately. Vocabulary mastery also supports students' ability to construct sentences, connect ideas, and convey information more clearly and effectively.

When compared based on the Standardized Coefficients Beta values, vocabulary mastery ($\beta = 0.486$) had a relatively greater effect than the perception of audiovisual learning media ($\beta = 0.260$). This indicates that, within the research model, vocabulary mastery was a more dominant predictor of *recount*

text writing skills. Nevertheless, students' perceptions of audiovisual learning media still had a significant effect. Therefore, improvements in recount text writing skills can be supported through a combination of appropriate instructional media and strengthening students' vocabulary mastery.

Overall, the findings indicate that recount text writing skills are influenced not only by students' language abilities but also by instructional factors that can support the process of developing ideas. The use of audiovisual media that is positively perceived by students, accompanied by adequate vocabulary mastery, can create learning conditions that better support students in developing and expressing their ideas in written form.

CONCLUSION

Based on the results of the data analysis and discussion, it can be concluded that the perception of audiovisual learning media and vocabulary mastery simultaneously had a positive and significant effect on the recount text writing skills of students at public senior high schools in Bogor Regency. Together, the two variables explained 35.8% of the variance in recount text writing skills, while the remaining 64.2% was influenced by other factors outside the research model.

Partially, the perception of audiovisual learning media had a positive and significant effect on recount text writing skills. This indicates that the more positive students' perceptions of the audiovisual learning media used in the learning process, the better their recount text writing skills. In addition, vocabulary mastery was also found to have a positive and significant effect on recount text writing skills. Based on the standardized beta coefficients, vocabulary mastery ($\beta = 0.486$) had a relatively greater effect than the perception of audiovisual learning media ($\beta = 0.260$). Therefore, vocabulary mastery is an important factor in supporting students' ability to develop ideas and produce well-written recount texts.

Based on these findings, English teachers are encouraged to optimize the use of interactive audiovisual learning media that are relevant to recount text materials. In addition, learning activities should be accompanied by systematic vocabulary enrichment so that students develop better abilities to formulate ideas and express them in written form.

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