

THE CORRELATION BETWEEN VOCABULARY MASTERY AND STUDENTS' WRITING SKILL: A SYSTEMATIC REVIEW

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ABSTRACT

The following systematic review aims at analyzing the correlation between vocabulary mastery and the EFL students' writing skills. Vocabulary is an important factor in language achievement and it has been well established that an individual with a well-developed word knowledge has the capacity to build good writing skills. Prior research about the relationship between these two variables has been done and most results stated that there is significant relationship while some research reveal moderate association. This literature review will gather evidence from numerous empirical papers, which were published between 2015 and 2025. This research use PRISMA method to analyze the previous study about the correlation between vocabulary mastery and writing abilities. The review show that the various sources do not distinguish between the depth and breadth of vocabulary knowledge, as well as the writing abilities and mechanism that the amount of vocabulary knowledge impairs or enhances. The conclusions derived from the present systematic review are useful for educators, curriculum developers, and researchers who aim at enhancing pupil's writing abilities linked to the explicit focus on the domain-specific vocabulary. It also suggest directions for future research, these include variables that may moderate the relationship between accessible vocabulary and writing, and teaching and learning EFL in various context.

Keywords: Correlation; EFL; SLR; Vocabulary; Writing.

A. INTRODUCTION

Since the globalizing and industrializing landscape keeps changing, communication has become an essential part of one's life to advance and balance job abilities. In this regard, language as a means of communication is important for anyone who succeeds in any field. Therefore, it is highly important to develop and enhance language proficiency and language skills like listening, speaking, reading, and writing. Language is a combination of vocabulary and grammar where the vocabulary acts as the building blocks while the grammar governs relations between words (Karakoç & Köse, 2017). Additionally, any language skill improves through deep daily exercises and knowledge on every aspect of the established skills. Students usually learn language skills with assistance from teachers and training. In terms of writing skills which are considered a way to translate and convey ideas and thoughts of writers into texts; writers need to have access to wide range of vocabularies thus selecting words that suit their purpose (Qasem et al., 2021). This emphasizes how mastery over vocabulary plays an important role in developing effective writing skills. The relationship between vocabulary knowledge and writing performance is a topic of increasing interest in the field of language education.

Vocabulary is crucial for students as it aids in communication and English learning achievement. Mastering vocabulary helps students express ideas and supports their progress in the four language skills. Students who have mastered vocabulary, it able to help students in

learning process of writing, speaking, reading, and listening skill (Milton, 1984). Vocabulary are important to know as much as the learners can. Because there are stock of words can be used in express the idea when people or students communicated. According to Andriani & Sriwahyuningsih, (2019), the lack of words understanding, the people or students will be unable to respond in further communication. There are two types of vocabulary. The one is productive and the other is receptive. The productive vocabulary is word that often used, familiar and easy to recognize by individual in every aspect, especially in writing and speaking. In contrast, the Receptive vocabulary is the words that are less in used, unfamiliar and may not use in spontaneous by individual, they may recognize the words' meaning as they read or listening (Andriani & Sriwahyuningsih, 2019). Based on the statement above, it can be conclude that vocabulary mastery is stock of words' meaning that are important to know by the individual. By mastering the vocabulary it can be easier for students to learn English, help express their ideas creatively in writing or communication.

Writing is one of the fundamental language skills for student, which enables communication in written form. It has features and conventions that make it out itself, and learning to write well in any language, including one's mother tongue, is never easy. The study from Septia et al (2022), emphasized that writing is a skill that can be learned with diligent practice and hard work. Students must practice and explore their thoughts in a series of mechanisms to become good writers. They must be at liberty to infuse their sentiments, thoughts, and creativity take the shape of a single gadget in the process so that they can accumulate their minds and create a masterpiece. Harmer (2001), stated that writing is a process that comprises four elements: planning, drafting, editing, and the final version of the written work. The planning segment centers on the reason, audience, and the structure of the written content. The stages are paralleled except for the final draft writing stage, which reflects the drafting stage as already discussed above. It is the first draft, re-flights that can require revision once again. The stages kick off the writer a make reflect on their writing thinking of re-planning and alterations to be done on the final draft. The other level in the editing stage which mirrors the drafting and final drafting stages. Editing-first and foremost the final product before it is submitted to the intended reader. The multiple levels of this staged writing process can be summarized then as a repeating process of writing the final draft while repeated re-planning, re-drafting, and editing to return to the final-drafting stage. The repetition of the stages guarantees the writer arrive at the final draft that will appeal to the intended reader. The most common problem EFL students face in writing is limited of vocabulary mastery they have. Because of this the students often dislike to enhance their writing due to lack of ideas and felling failure to do it (Alfaruqy et al., 2022)

Researchers have explored the extent to which students' vocabulary mastery correlates with their ability to produce coherent, well-structured, and engaging written texts. Understanding these relationships can provide valuable insights for educators, curriculum designers, and researchers who seek to support the development of students' writing skills through targeted vocabulary instruction and practice. Previous research has been conducted in field of vocabulary knowledge and writing skill. A study conducted by Azro (2018), investigated about the relationships between writing ability and vocabulary. The result is little association between two variables and demonstrated with the 0.383 coefficient of correlation. Another research conducted from (Solati-dehkordi & Salehi 2016; Boudribila 2019; Qasem 2021; Ratnaningsih & Clara, 2021) shown that there is a substantial relationship between both variables of vocabulary size and writing competence. Besides that some research according to (Aksoy 2021; Puspitasari et al 2024) shown that the vocabulary and writing skill have significant impact on students writing abilities. From those study (Solati-dehkordi & Salehi 2016; Azro 2018; Boudribila 2019; Aksoy 2021; Qasem 2021; Ratnaningsih & Clara 2021;

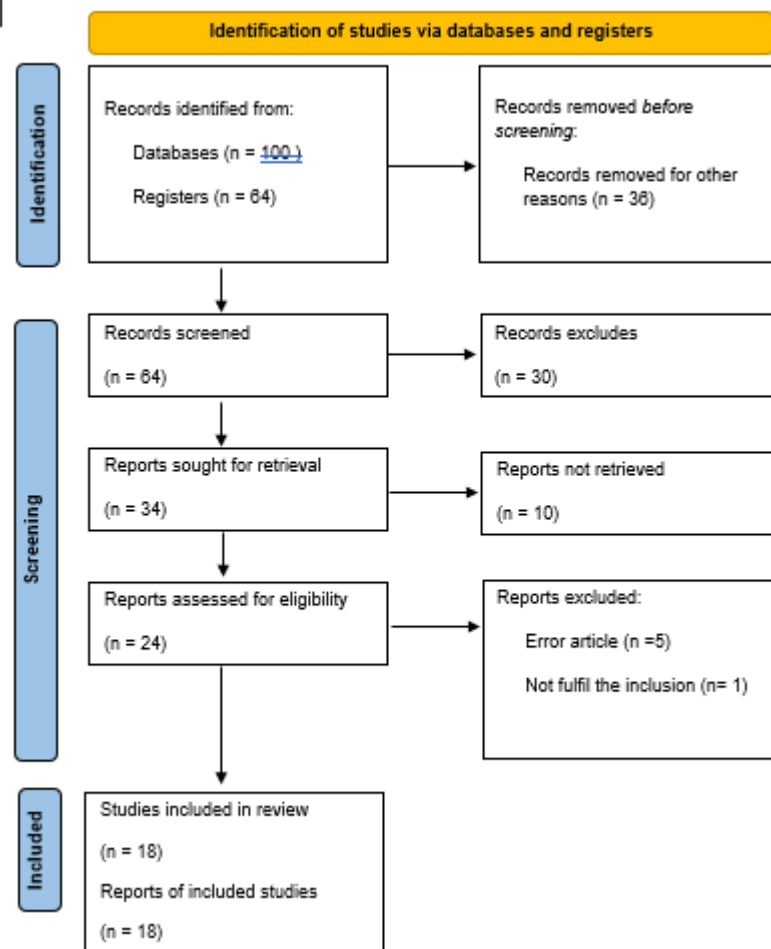
Wiskarnid & Wahyudi, 2022; Puspitasari et al 2024) can be conclude that there is positives inferences toward the role of vocabulary in helping writing skills of the students. Therefore, the correlation between vocabulary and writing is quite close each other. But, there is still luck of conduct in determine the strongly vocabulary aspect in teaching vocabulary knowledge that associated with students' writing performance. Furthermore, it also need to determine the importance of vocabulary in enhancing writing skill. From the previous study can be assume that, by mastering a great number of vocabularies, there is positive relationship between student's writing skill. So students feel free to express their ideas as what they want to write or say. Based on the explanation the research questions for this systematic literature review are:

- 1) Which are the most strongly aspects of vocabulary knowledge that are associated with writing performance?
- 2) Is vocabulary mastery important in enhancing writing skill?

B. METHODS

For this research, researchers conducted systematic literature review (SLR). This involves a thorough search, evaluation, and summary of the findings of previous similar studies. Focused on finding journal articles and papers in this decade that were published between 2015 and 2025. The researchers began finding previous research by using keywords such as "Vocabulary mastery and writing skills," and "correlation between Vocabulary mastery and writing skills in EFL" to search relevant research. This collect and select sources that best suit for the current research topic. Researchers used the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) method to select, carefully review, and analyze research. This requires the application of specific inclusive/exclusive criteria to identify the most appropriate studies. The PRISMA method applies the application of specific inclusion and exclusion criteria to the identified studies. The inclusion criteria ensured that the selected studies focused on vocabulary and writing variables. This research involved participants who were students and/or teachers in English language learning classrooms at various levels of education. Focus on quantitative and qualitative method use as well as mixed research methods, are also considered. Additionally, research must be published in English or have an English translation available, follow the principles of scientific research with research methodology, data collection, and analysis methods clearly and appropriately described, and be published during this decade between 2015 and 2025. On the other hand, some revealed criteria for eliminating studies that do not specifically focus on the mastery and writing skills variables, literature reflections, editorials, or opinions without empirical data, studies with insufficient methodological details or reporting of results, studies published in languages other than English with no translation available, and research that does not adhere to the principles of scientific research or has significant methodological flaws that affect the validity and reliability of the findings. The articles were collected from academic databases and electronic journals. After using the PRISMA model and applying inclusion and exclusion criteria, a total of 100 studies were initially identified. Subsequent screening and assessment of study eligibility resulted in 18 studies being selected and included in the systematic literature observation. The data selection process is illustrated in Figure 01, PRISMA flow diagram.

Figure 01. The PRISMA Model



To select the relevant articles, authors establish inclusion and exclusion criteria as follows:

Table 1. Inclusion and Exclusion Criteria

<i>Inclusion Criteria</i>	<i>Exclusion criteria</i>
The use of vocabulary and students' writing variables' research	Not using of vocabulary and students Writing variables' research
The use of scientific approaches including Qualitative, quantitative, or both	Not using scientific approaches including Qualitative, quantitative, or both
Publication years in 2015-2025	Below publication years of 2015-2025
EFL students or English learners' context	Non-EFL students or English learners' context
English Language	Non English Language

C. RESULTS AND DISCUSSION

The articles that have been selected reviewed the positive correlational in field of vocabulary knowledge and students writing abilities. Several studies have been conducted exploring the relationship in Vocabulary mastery, to measure their writing abilities. Previous research studies have highlighted the positive correlation with both variables which is the vocabulary mastery and students writing skill in various countries. In this case, the focus of this research can be formulated in two main parts: 1) to determine the most strongly aspects of vocabulary knowledge that are associated with writing performance. 2) The importance of vocabulary mastery in enhancing writing skill. The results of the research show the several relationship between different aspects of vocabulary knowledge (such as frequency word, receptive and productive, vocabulary mastery and size, also the depth and breadth of vocabulary knowledge) which has great potential to provide significant benefits in measuring

students writing abilities. And also the other research shows that there is a positive correlation between the size of students' vocabulary and students' writing abilities. Further information about the findings from previous research can be found in Table 2, which presents more details regarding the research findings.

Table 2. An overview of selected articles

No.	Researcher/s and year of the study	Location	Educational Level	Findings
1.	Yüksel, İ. (2015)	Turkey	University	Students' overall vocabulary competence, reliable indicator of their Second language writing performance.
2	Solati-dehkordi & Salehi, (2016)	Iran	Upper-intermediate	The finding is about vocabulary used increased significantly in learners' writing
3.	Johnson, (2016)	United States	University	The relationships among vocabulary knowledge, vocabulary use, and L2 writing performance and found that accurate productive knowledge of high-frequency word families positively impacts writing performance
4.	Karakoç & Köse, (2017)	Turkey	University	Vocabulary knowledge significantly impacts EFL students' reading, writing, and proficiency.
5.	Azro, (2018)	Indonesia	University	The study shows that there are little association between two variables was demonstrated by the 0.383 coefficient of correlation.
6.	Sulistyaningrum et al., (2018)	Indonesia	Junior High School	Used Simple Correlation and Multiple Correlation, researcher found that there is positive correlation between vocabulary mastery, reading habit, and writing skill.
7.	Boudribila, (2019)	Marocco	University	The study shows that there are significantly associated between vocabulary size and writing ability
8.	Budiarta, (2020)	Indonesia	University	The findings stated that there is significant difference in academic vocabulary across proficiency levels and it essential for EFL students in university writing.
9.	Syartika & Sevrika, (2020)	Indonesia	University	The results demonstrated there is a positive, strong and significant relationship between students' vocabulary mastery and their writing skill.
10.	Aksoy, (2021)	Turkey	University	The study shows that there is a positive and significant impact on writing abilities.

11.	Amini & Iravani, (2021)	Iran	University	The researcher conclude that there is moderate correlations between vocabulary knowledge and writing performance among Iranian EFL learners.
12.	Limbong et al., (2021)	Indonesia	Senior High School	The results stated that vocabulary mastery crucial for English written skill among 53 sample of tenth-grade students.
13.	Qasem et al., (2021)	Malaysia	University	The results shows that L2 postgraduate students in teaching and learning vocabulary might assist their writing productivity, effectively communicate their ideas, and allow them in to create texts.
14.	Ratnaningsih & Clara, (2021)	Indonesia	University	The findings of the study shows that vocabulary had a positive significant effect on writing skill
15.	Ismayanti & Susilowati, (2021)	Indonesia	Junior High School	The study demonstrated there is significant correlation with both variables-Vocabulary mastery and writing achievement.
16.	Wiskarnid & Wahyudi, (2022)	Indonesia	Senior High School	Used Quantitative research that found significant relationship between vocabulary mastery and writing skills.
17.	Puspitasari et al., (2024)	Indonesia	Junior High School	The study showed there are significant relationship between vocabulary mastery and writing ability using linear and multiple regression analyses.
18.	Soraya et al., (2025)	Indonesia	Senior High School	The correlation analysis of this study revealed a strong and significant positive relationship between vocabulary mastery and writing ability.

Aspects of Vocabulary that Are Strongly Associated with Writing Ability

Vocabulary are stock of words that can be manipulate someone ideas in their communication whether there is in speaking or writing papers. There are two components of vocabulary knowledge according to Schmitt, (2014) there are mastering the large number of words and mastering these words well. These use to measure the effective of writing ability. According to previous research, the strongly aspects of vocabulary include: accurate productive knowledge of high-frequency word families, can significantly contribute in writing performance and also the lexical level of student essays being significantly related to productive vocabulary knowledge (Karakoç & Köse, 2017). In addition, vocabulary mastery and size also contributed as positive correlation among EFL learners. The larger vocabulary size it can allows learners to recognize and produce words more effectively, which enhances their writing abilities (Boudribila, 2019). The higher number of students' vocabulary mastery the easier their construct the ideas in their writing performance (Sulistyaningrum et al., 2018; Ismayanti & Susilowati, 2021; Puspitasari et al., 2024). The depth and breadth vocabulary are most fundamental aspect to correlate in writing. As it depth field in understanding specific words knowledge and mastering the words and lexical items for their ideas in writing ability. In the other hand, breadth as it the concerns of the range of words vocabulary known, also repertoire of low-frequency word families

based on someone need in writing. Furthermore, it can be taken that the depth and breadth of vocabulary dimension are most important in assist writing to produce words better. So it is strong and significant positive correlation between these aspects and writing ability (Amini & Iravani, 2021). Another research by (Khalavi & Zeraatpishe, 2023) students' vocabulary depth is the most important in enhancing their quality in writing, as depth encompasses all aspects of a word. This aspect of vocabulary highlight the crucial role of vocabulary mastery in facilitating and improving EFL students' writing abilities.

The Importance of Vocabulary Mastery in Enhancing Writing Skill

The literature review further reiterates the strong correlation between students' vocabulary mastery and their writing skill. Various studies have indicated that knowledge of vocabulary is a good indicator of the quality of writing (Johnson, 2016; Allagui & Naqbi, 2024; Soraya et al., 2025). As it writing is one of fundamental skill in English proficiency especially for among EFL learners and relationship writing with vocabulary mastery cannot be denied that vocabulary has massive impact and have been proven by previous study. According Amalia et al., (2025) limited vocabulary is something every second language or EFL learners knows can impede effective communication. For instance, Hunston et al., (1997) treated such factors as vocabulary among grammar form mechanics style, which contribute greatly to writing performance. According to Laufer & Nation, (1995) a writer who has a wide vocabulary size closely corresponds to their ability to express a wide range of ideas on paper. This study was also supported by Yüksel's (2015) report which discovered that students' overall vocabulary competence is a reliable indicator of their second language writing performance, and Karakoç & Köse, 2017 investigation indicating that vocabulary knowledge made a significant contribution to the EFL students' ability in reading, writing, and overall language proficiency". Additionally, Ratnaningsih & Clara (2021) suggested that the need for more focus on vocabulary teaching and learning. So, from the results stated above both the teachers and the students should be more focus on vocabulary teaching and learning method and need for acquisition processes to develop vocabulary. At the same time, they find it difficult in conduct written tasks because of lack of vocabulary mastery. That's why, it is very important to have vocabulary knowledge to improve writing skills of EFL students.

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D. CONCLUSION

The reviewed literature clearly points out the important role of vocabulary knowledge in improving writing among Students in educational level include EFL students. Two components of vocabulary knowledge have been identified in previous study, and that is breadth (the number of words known) and depth (the quality of word knowledge), both are strong determinants of writing ability. Having precise productive knowledge on high frequency word families is vital as it assists students to identify and produce words better; hence helping them build thoughts through their writing. Besides, the depth of vocabulary knowledge that includes all aspects about a word has been found to be the most decisive factor for enhancing writing quality. It has been consistently established from research findings that there is a positive association between vocabulary mastery and writing proficiency. Bigger vocabularies and more accurate understanding are associated with better performance in writing skill because they allow the expression of a variety of ideas due to the variety of lexical resources available. Conversely, writers who possess limited vocabularies will experience difficulties in transmitting their messages effectively in written form.

Moreover, literature recommends that teachers as well as students should pay significant attention to teaching and learning vocabulary. Targeted instruction and acquisition activities aimed at building breadth and depth of vocabulary knowledge can significantly enhance learners' writing abilities. This is particularly important for EFL students or second language learners, who often struggle with writing due to insufficient vocabulary mastery. The findings of past research revealed that the strong association between vocabulary knowledge and writing performance. Developing both the breadth and depth of vocabulary is crucial, as it empowers learners to recognize, produce, and effectively utilize a wide range of words, thereby facilitating the construction of coherent, well-expressed written texts. Prioritizing vocabulary learning and teaching should be a key strategy in improving the writing skills of Students.

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Abstract