



## RESEARCH ARTICLE

# THE INFLUENCE OF PERCEPTION OF LEARNING MEDIA AND VOCABULARY MASTERY ON THE SKILL IN WRITING RECOUNT TEXT (A SURVEY AT PRIVATE JUNIOR HIGH SCHOOLS IN KARAWANG REGENCY)

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**Abstract:** This study investigates the influence of students' perceptions of Google Sites-based learning media and vocabulary mastery on their skills in writing recount texts in English. Utilizing a correlational survey method, the research sampled 84 students from private junior high schools in Karawang Regency. Statistical analysis showed a significant combined effect of perceptions of the learning media and vocabulary mastery on writing skills ( $F=71.521$ ,  $p<0.05$ ). Separately, both perception of Google Sites media and vocabulary mastery significantly influenced recount writing skills ( $t=7.380$  and  $t=4.154$  respectively,  $p<0.05$ ). These findings highlight the importance of integrating digital media perceptions and vocabulary development in improving English writing proficiency.

**Keywords:** perception; Google Sites; vocabulary mastery; writing skills; recount text.

## PENGARUH PERSEPSI ATAS MEDIA PEMBELAJARAN DAN PENGUASAAN KOSAKATA TERHADAP KETERAMPILAN MENULIS TEKS RECOUNT (SURVEI PADA SMP SWASTA DI KABUPATEN KARAWANG)

**Abstrak:** Penelitian ini mengkaji pengaruh persepsi siswa atas media pembelajaran berbasis *Google Sites* dan penguasaan kosakata terhadap keterampilan mereka dalam menulis teks *recount* dalam bahasa Inggris. Menggunakan metode survei korelasi, penelitian ini melibatkan 84 siswa dari sekolah menengah pertama swasta di Kabupaten Karawang. Analisis statistik menunjukkan adanya pengaruh gabungan yang signifikan antara persepsi atas media pembelajaran berbasis *Google Sites* dan penguasaan kosakata terhadap keterampilan menulis teks *recount* ( $F=71,521$ ,  $p<0.05$ ). Secara terpisah, baik persepsi atas media pembelajaran berbasis *Google Sites* maupun penguasaan kosakata secara signifikan memengaruhi

keterampilan menulis teks *recount* ( $t=7,380$  dan  $t=4,154$  masing-masing,  $p<0,05$ ). Temuan ini menyoroti pentingnya mengintegrasikan persepsi terhadap media digital dan pengembangan kosakata dalam meningkatkan keterampilan menulis bahasa Inggris.

**Kata kunci:** persepsi; *Google Sites*; penguasaan kosakata; keterampilan menulis; teks *recount*.

## INTRODUCTION

In the twenty-first century, the capacity to communicate effectively in English has transitioned from a desirable attribute to an essential requirement for academic, personal, and professional growth, particularly in the context of globalization and the fourth industrial revolution. As the dominant language of global communication, science, and technology, proficiency in English enables individuals to access a wide range of resources, engage in intercultural interactions, and take part in global knowledge communities (Brown, 2020; OECD, 2018). In Indonesia, the strategic incorporation of English into the educational framework is vital for cultivating competitive human resources that can adapt to swift technological and socio-economic transformations (Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi, 2021; Suprayekti, 2020).

Among the four essential language skills—listening, speaking, reading, and writing—writing is arguably the most intricate and difficult to master, necessitating the coordination of vocabulary, grammar, organization, creativity, and cognitive skills (Harmer, 2015; Hyland, 2019). In junior high schools (SMP), writing instruction frequently focuses on genre-based texts, with recount text being a primary emphasis. Recount texts require students to narrate personal experiences in a clear, chronological sequence, thereby enhancing their ability to organize information, utilize correct tenses, and choose contextually suitable vocabulary (Derewianka, 2011; Anderson & Anderson, 2003). Moreover, students often face challenges in articulating their ideas, maintaining coherence, and utilizing correct grammar and word choice when creating recount texts. This deficiency highlights the pressing necessity to innovate English writing instruction by leveraging both linguistic and technological resources (Istiqomah & Hasbullah, 2022; Nuryanti & Fahrurrozi, 2022).

The evolution of educational methodologies—driven by the digital age—requires the integration of digital media into language teaching. Tools like Google Sites present considerable opportunities for developing interactive, collaborative, and accessible educational settings. Google Sites enables educators to create multimodal resources, support both asynchronous and synchronous learning, and track student performance (Heggart & Yoo, 2018; Darmawan, 2021; Cahyani & Kumala, 2020). Research indicates that utilizing web platforms within classroom environments improves engagement, motivation, resource accessibility, and active learning, particularly in writing instruction that benefits from continuous feedback and peer collaboration (Meldiani & Nurhamidah, 2023; Ardana, 2024; Wijaya et al., 2021).

Nonetheless, the efficacy of media integration is not solely influenced by the availability of technology or the preparedness of educators. The perceptions that students hold regarding the learning media significantly impact their motivation, participation, and ultimately, their learning outcomes (Arshad et al., 2020). Favorable perceptions of online platforms are associated with increased self-efficacy, enhanced engagement, and improved academic performance, whereas unfavorable perceptions frequently lead to resistance, anxiety, or minimal involvement (Evyyatul

Fajriyah & Ali, 2022; Wright et al., 2020). In the realm of recount text composition, media that facilitates flexible access, collaboration, and creativity—when positively perceived by students—has the potential to more effectively foster writing development.

The mastery of vocabulary is widely recognized as a key indicator of effective writing in a foreign language (Nation, 2001; Zhang, 2013; Schmitt & Schmitt, 2020). In the absence of an adequate vocabulary, learners struggle to articulate experiences, formulate precise sentences, and maintain textual coherence; especially in recount texts, which require the use of temporal expressions, action verbs, and descriptive language (Anderson & Anderson, 2003; Hyland, 2004). Numerous studies have consistently demonstrated the relationship between vocabulary depth and writing proficiency in English as a Foreign Language (EFL) settings (Kim et al., 2021; Alharbi, 2019; Sintawati et al., 2021).

The integration of technology has positively impacted vocabulary instruction, as digital media offers authentic contexts, spaced repetition, interactive tasks, and chances for contextualized practice (Webb & Nation, 2017). However, it is essential to intentionally and systematically promote vocabulary development in conjunction with process writing instruction to achieve significant improvements in written outputs (Hasanah & Safitri, 2021).

While earlier studies have shown the beneficial effects of technology and vocabulary knowledge on proficiency in English writing, there is a scarcity of research within the Indonesian context that investigates the combined influence of students' perceptions of digital media (particularly Google Sites) and vocabulary mastery on their skills in writing recount texts (Andoyo et al., 2024; Wijaya et al., 2021).

Moreover, there is a dearth of studies that utilize strong correlational designs, validated tools, and samples from a variety of private junior high schools that employ Google Sites as the main medium for teaching English writing. In practice, educators continue to express uncertainty regarding which innovations to emphasize and lack definitive evidence concerning the individual and collective effects of media perceptions and vocabulary proficiency on writing performance.

Considering that the media selections made by educators, the attitudes of students, and their vocabulary proficiency are all adjustable elements, comprehending their impact is essential for enhancing instructional design and providing support to students in English as a Foreign Language (EFL) writing programs. Tackling this deficiency can inform both teaching strategies and policy suggestions aimed at merging technology with the fundamental development of language skills.

## **RESEARCH METHOD**

This study employed a quantitative survey methodology with a correlational framework, applying multiple linear regression analysis to explore the connections between students' perceptions of Google Sites-based learning media (X1), vocabulary mastery (X2), and their proficiency in writing recount texts (Y). This design facilitated the evaluation of both the collective and individual impacts of the predictors on students' writing performance in English recount texts.

The research population consisted of all eighth-grade (Grade VIII) students from six private junior high schools (SMP Swasta) in Karawang Regency, West Java, Indonesia, which had integrated Google Sites as an instructional medium in English classes. A total of 538 students formed the accessible population, distributed as follows:

- SMP Yos Sudarso: 110 students
- SMP Ignatius Slamet Riyadi: 80 students
- SMP IT Al-Irsyad: 95 students
- SMP Pusaka Bangsa: 23 students
- SMP IT Mentari Ilmu: 169 students
- SMP IT At-Taubah: 61 students

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A sample of 84 students was determined using the Slovin formula with a 10% margin of error, and proportionate cluster random sampling ensured representation from each school relative to its proportion in the population. Three main research instruments were used:

1. Questionnaire: Assessed students' perceptions of Google Sites-based learning media across four indicators (engagement, relevance, comprehension, and language skill development) using 20 Likert items (scale 1–5). The instrument's validity and reliability were confirmed (Cronbach's Alpha: 0.934; all items  $r > 0.361$ ).
2. Vocabulary Mastery Test: Comprised 30 short answer and fill-in-the-blank items, covering word meaning, use, word formation, and grammar. The test was validated with a reliability coefficient of 0.870 (KR-20).
3. Recount Text Writing Test: Students wrote recount texts based on specified themes. Performance was evaluated using a rubric covering tense accuracy, vocabulary appropriateness, content relevance, and organization. Rubric reliability was 0.770 (Cronbach's Alpha).

Item analysis demonstrated all instrument items were valid and had acceptable difficulty and discrimination indices. The research procedures included:

- Obtaining research permission from schools
- Distributing validated questionnaires to measure students' perceptions
- Administering the vocabulary mastery test and the recount writing test to the sample
- Collecting and scoring all responses according to the established rubrics and answer keys

The data in this research, gathered between March and July 2025, were analyzed through a variety of statistical methods to confirm the reliability and validity of the findings. Initially, descriptive statistics were utilized to encapsulate the distribution of participants' scores by employing measures of central tendency and variability, specifically the mean, median, mode, and standard deviation. Before proceeding with inferential analyses, assumption testing was conducted to verify the suitability of the dataset, which included assessments of normality, multicollinearity, heteroskedasticity, residual normality, and regression linearity. After satisfying the requisite assumptions, multiple linear regression analysis was executed using SPSS version 25 to investigate both the collective and individual impacts of students' perceptions of Google Sites and their vocabulary proficiency on their recount text writing abilities. The criterion for statistical significance was set at  $p < 0.05$ .

## RESULTS AND DISCUSSION

This study examined how students' perceptions of Google Sites as a learning medium and their vocabulary proficiency affect their capacity to compose recount texts. Data were gathered from 84 eighth-grade students across six private junior high schools in Karawang Regency, all of whom had prior experience utilizing Google Sites in their English classes. The instruments employed comprised validated questionnaires to assess perceptions, vocabulary mastery evaluations, and writing assessments specifically for recount texts.

Descriptive statistics indicated that the mean perception score was 72.96 (SD = 7.28), while the average vocabulary mastery was 84.00 (SD = 3.37), and the mean writing score stood at 78.35 (SD = 7.78). The data were verified to satisfy the assumptions of normality, linearity, and reliability, thereby allowing for the application of parametric and regression analyses.



**Table 1**  
Research Data Description

		Statistics		
		Perception of Google Sites-Based Learning Media	Vocabulary Mastery	Recount Text Writing Skills
N	Valid	84	84	84
	Missing	0	0	0
Mean		72.96	84.00	78.35
Median		72.00	87.00	78.00
Mode		72	90	78 <sup>a</sup>
Std. Deviation		7.283	3.365	7.784
Minimum		55	53	65
Maximum		95	100	95

a. Multiple modes exist. The smallest value is shown

The analysis of multiple regression indicated a significant combined influence of students' perceptions regarding Google Sites-based learning media (X1) and their vocabulary mastery (X2) on their writing skills in recount texts (Y). The model produced an R value of 0.799 and a coefficient of determination (R<sup>2</sup>) of 0.638, suggesting that 63.8% of the variance in students' writing proficiency can be accounted for by these predictors. The regression equation is as follows:

$$Y = 33.987 + 0.428X_1 + 0.522X_2$$

Furthermore, the ANOVA test confirmed that the model was highly significant (F = 71.521, Sig. = 0.000 < 0.05).

Perception of Google Sites-based media had a significant effect, with a t-value of 7.380 (Sig. = 0.000 < 0.05), and a standardized beta of 0.579, contributing approximately 36.71% to writing achievement. Vocabulary mastery also had a significant effect, with a t-value of 4.154 (Sig. = 0.000 < 0.05) and a standardized beta of 0.326, contributing about 13.66% to writing achievement.

**Table 2**  
Significance Test Results for Finding Multiple Regression Equations

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	33.987	3.745		9.075	.000
	Perception of Google Sites-Based Learning Media	.428	.058	.579	7.380	.000
	Vocabulary Mastery	.522	.126	.326	4.154	.000

a. Dependent Variable: Recount Text Writing Skills

Both variables together and each variable individually were proven to significantly predict and explain students' writing skills in recount texts. These findings demonstrate that positive student

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perception towards Google Sites-based learning media and a higher level of vocabulary mastery both significantly enhance students' ability to write recount texts in English.

Use of Google Sites creates a digital, interactive, and accessible learning environment. When students perceive this medium as engaging, easy to use, and relevant, their motivation and self-confidence for writing tasks increase. This aligns with prior research, which found that digital platform adoption correlates strongly with higher writing participation and better organization of ideas. The integrated features of Google Sites—such as combining text, images, and interactive activities—facilitate understanding of recount structure and support stepwise writing development.

Vocabulary mastery emerged as a robust predictor of writing performance. Students with a richer vocabulary could describe sequences of events more clearly, choose words more precisely, and avoid redundancy—essential qualities for effective recount writing. Prior research indicates that vocabulary breadth and depth are key for expressing ideas fluently, constructing coherent sentences, and producing text in line with communicative intent.

The implications are that both affective factors (student perceptions and attitudes to technology) and cognitive factors (linguistic resources) are important in fostering productive writing skills. The study confirms that using digital media is not effective unless students find the tool accessible and useful. Therefore, teachers need to facilitate positive experiences with such platforms, provide vocabulary-enriching activities, and maintain an instructional design that is collaborative and supportive.

Despite the high explanatory power of both perception and vocabulary, other factors—such as self-efficacy, writing strategies, or learning context—may also play roles and offer directions for future research.

## CONCLUSIONS

This study investigated the influence of students' perceptions of Google Sites-based learning media and vocabulary mastery on their recount text writing skills among Grade VIII students at private junior high schools in Karawang. Employing a quantitative correlational survey design with a sample of 84 students, the research revealed three key findings. First, both the perception of Google Sites-based media and vocabulary mastery, collectively, had a significant positive impact on students' ability to write recount texts, with the model explaining 63.8% of the observed variance. Second, students' positive perceptions of the digital learning media alone correlated strongly with higher writing performance, emphasizing the importance of engaging and accessible instructional platforms. Third, vocabulary mastery independently demonstrated a meaningful contribution to writing proficiency, underlining the fundamental role of lexical resources in written communication.

These findings confirm that both affective (perceptual) and cognitive (vocabulary) factors are critical in developing writing skills in EFL contexts. The results suggest that integrating interactive digital platforms such as Google Sites, alongside focused vocabulary instruction, can enhance students' engagement and writing outcomes. Nevertheless, the study is limited in scope to private junior high schools in one region and draws on self-report and performance test data; broader generalization requires future research across more diverse samples and settings. Future investigations are encouraged to examine other influencing factors—such as motivation, writing strategies, or support systems, and to consider qualitative approaches for deeper insight into the learning process. Overall, these results contribute valuable evidence for educators and curriculum developers seeking to optimize English writing instruction through a blend of digital media integration and vocabulary development strategies.

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