



The Influence of Vocabulary Mastery Ability to Write Exposition Text of Eighth Grade Students of SMP Negeri 1 Satu Atap Tampahan

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ABSTRACT

This study aims to determine whether there is a relationship between the mastery of vocabulary and the ability to write exposition text for eighth grade students of SMP N 1 atap tampahan in Academic Year 2019/2020. This research is a correlational study using a quantitative approach. The population consists 112 students, and a sample of 24 students. Based on data processing, the average value (m) of vocabulary mastery by eighth grade students of SMP Negeri 1 atap is 78.12 in the good category, while the average value (m) of the ability to write text the exposition is 81.4 in the very good category. Based on the results of the study, it is known that the calculated value is 0.858 while the r table is 0.404 that significance level of 5%. The value of r (count) is greater than r (table) which is $0.858 > 0.404$. Thus there is a positive and significant relationship between the mastery of vocabulary to write exposition text for eighth grade students of SMP Negeri 1 atap tampahan in academic year 2019/2020 . Then H_a is accepted and H_o is rejected at a significant level of 5%.

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1. Introduction

Language is a unit of communication system that uses vocal symbols (speech sounds) that can be strengthened by real body movements (arbiter). Communication the role of language is really very important. Any information submitted requires language. Shows that without language, communication cannot be carried out properly and interaction between people (social) will never occur. Without language can not understand the minds of others. Everyone realizes that all kinds of activities and interactions in society will be paralyzed without language. Given the importance of language as a means of communication and paying attention to the form of language itself, language is a communication tool in the form of sound symbols produced by human speech tools. In communicating there are various kinds of purposes, such as to get information, to establish kinship, or to carry out buying and selling transactions, as we see today.

Language belongs to humans. Thus, language has an important role in communication activities, both oral and written, with language can understand each other's feelings and express thoughts of ideas in written or written form. Learning in schools aims to make students skilled in language which includes listening, speaking, reading and writing skills. Language skills are interrelated. Listening skills must be mastered because by listening activities, a person can recognize sounds that distinguish meaning, obtain vocabulary, and know grammatical Writing skills are the activities of expressing ideas and ideas in written form. In pouring ideas and ideas, of course someone is not possible to write carelessly. it means that a writer needs the ability to interpret his ideas into written form that is easily understood by readers. Choosing the right vocabulary will help the reader understand the meaning of the writing.

Writing activity is indeed not easy, and the ability to write does not come by itself, but the need for practice and in accordance with habits. Lack of writing practice by students makes it difficult for them to





put ideas in their minds into written form. Over time with technological advances, the importance of writing activities for junior high school students, the teaching of writing needs to be fostered well. One of the writing skills contained in the syllabus of Indonesian language and literature for junior high school VIII semester 1 is exposition text. Exposition text is a text that describes or explains something with the aim of explaining something to the reader. In exposition text can also broaden the reader's view. In providing information to the reader, the ability to master vocabulary is needed, in order to be able to use the good vocabulary available so that readers can easily understand what is conveyed in the exposition text. Based on the description above, the author is interested in examining the influence of mastery of vocabulary ability to write exposition text. In this study, researchers wanted to find out whether there was an influence of mastery of vocabulary on the ability to write exposition text.

2. Review of Literature

The Ability is the mastery of someone in doing something that has been learned, or assessment of something. Ability can also be interpreted as intelligence. Intelligence is the ability to learn. In general, general abilities can be defined as individual achievements in various tasks, including solving problems in limited time. In addition, the ability also includes the ability of individuals to understand the task, and can find suitable ways of solving problems, as well as individual achievements in most learning tasks (Sugihartono, et al, 2007: 40-41). To become a good writer, the writer must first determine the intent and purpose of the writing, so that the reader understands the purpose of the writing itself. Then this paper is intended for readers who (in terms of age, knowledge, and interests), so that the writing is made into a useful work (Suriamiharja, et al, 1996: 1-2). So it can be concluded, the ability to write exposition text is a skill and ability which includes intelligence and skill in expressing ideas and ideas about a thing that aims to provide the fullest explanation to the readers about it.

Mastery of vocabulary is needed by every language user, in addition to being a means of channeling ideas, mastery of a number of vocabulary words and facilitating information needed through oral and written communication. Keraf (2003: 10) which states that the quality of a person's language skills depends on the quality and quantity of vocabulary they have. Therefore, the skill to express and accept ideas well is closely related to vocabulary.

The mastery of vocabulary in one language relates to the number of words that must be mastered so that someone can use language to communicate and the choice of words and their use in accordance with the context of communication. Middle school students are only required to master a vocabulary of 12,000 words. Vocabulary mastery is not a simple skill, because it includes introduction, selection, and application. Vocabulary mastery is also not a spontaneous process, but a process towards mastering vocabulary properly and correctly. According to Keraf (2004: 65-66), these stages consist of childhood, adolescence, and adulthood.

3. Research Methodology

The research method used in this study is the descriptive correlational method. According to Arikunto (2006: 170), correlational research is research that aims to find whether there is a relationship and if there is, how close the relationship is and the meaning of the relationship. This method was chosen because the researcher give test whether or not there is a relationship between the mastery of vocabulary ability to write exposition text for grade VIII students SMP N 1 atap tampahan in Academic Year 2019/2020.

In this study there are two variables, namely the independent variable (independent) and the dependent variable (dependent). The independent variable is a variable that affects and occurs because of changes or the emergence of the dependent variable, while the dependent variable is the variable that affected or which is due, because of the independent variable (Sugiono, 2005: 33). In this study, the independent variable (X) is vocabulary mastery, while the dependent variable (Y) is the ability to read comprehension.





4. Finding and Discussion

In accordance with the correlation assessment criteria, the correlation of the two variables is very strong with a value of 0.858. Based on the correlation analysis above, the relationship between vocabulary mastery and the ability to write exposition text by eighth grade students of SMP Negeri 1 Atap Tampahan in academic year 2019/2020 is 0.858. It is known that the calculated r value is 0,858, while the r table is 0.404 at the 5% significance level. It is concluded that the calculated r value is greater than r table that is $0.858 > 0.404$. Thus there is a positive and significant relationship between mastery of vocabulary ability to write exposition text. Then it is accepted and H_0 is rejected at a significant level of 5%.

The research results that can be drawn in this study are:

- a) The average value of vocabulary mastery by students of SMP N 1 atap tampahan is 78.12 and is in the good category (B).
- b) The average value ability to write exposition text by eighth grade students of SMP Negeri 1 atap tampahan is worth 81.04 and is in the very good category (SB).
- c) The relationship between the mastery of vocabulary ability to write exposition text by eighth grade students of SMP Negeri 1 atap tampahan is 0.858, it is known that the calculated r value is 0.858, while the r table value is 0.404 at a significant level of 5%, that the calculated r value is greater than r table that is $0.858 > 0.404$.

5. Conclusion

The conclusions in this study are as follows:

- a) The average value of vocabulary mastery by students of SMP N 1 atap tampahan is 78.12 and is in the good category (B).
- b) The average value ability to write exposition text by eighth grade students of SMP N 1 atap tampahan is worth 81.04 and is in the very good category (SB).
- c) The relationship between the mastery of vocabulary ability to write exposition text by eighth Students SMP N 1 atap tampahan is 0.858, it is known that the calculated r value is 0.858, while the r table value is 0.404 at a significant level of 5%. Explains that the value of r (calculated) is greater than r (table) which is $0.858 > 0.404$. It can be concluded that the higher the students' vocabulary mastery, the higher ability to write exposition texts on students.

6. References

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