The Relationship Between Knowledge of Major Affirmation and Vocabulary Mastery with The Ability to Write Exposition Texts in Junior High School Students

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Abstract: This study aims to determine the relationship between knowledge of affirmation and vocabulary mastery with the skills of writing expository texts in class VIII students of SMPN 2 Bandar Mataram To achieve the research objectives above, the data was collected after all the events in question took place. The techniques used in collecting research data are questionnaires, tests, and observations. Research data analysis techniques include analysis requirements test, normality test, and research hypothesis testing techniques. Based on the results of the study it can be concluded that, (1) there is a negative relationship between knowledge of assertiveness and skills in writing expository texts, indicated by a regression coefficient of 0.914. (2) there is a positive and significant relationship between vocabulary mastery and expository text writing skills as indicated by the regression coefficient of 0.860. (3) there is a positive and significant relationship between vocabulary mastery and the skill of writing exposition texts as indicated by the regression coefficient of 0.525 but has no effect on the variable knowledge of figurative language assertion. Based on the table, it can also be seen that the regression coefficient of the mastery of affirmation variable (X1) is -0.042, which means that if the mastery of affirmation increases 1 value, the result of writing students' exposition text (Y) will decrease by 0.042. The coefficient is negative, meaning that there is a negative relationship between the students' mastery of affirmation knowledge and the skills of writing expository texts.
Keywords: junior high school, vocabulary mastery, writing ability

INTRODUCTION

Language and literature as human creations use good, beautiful languages, which contain imagination so that they can create a sense of beauty and a distinct impression on the reader. The beautiful language here has a broad meaning, in every beautiful language and a word full of imagination has a hidden meaning in it. In expressing ideas in literary form, it can be taken from

experience, associated with high imagination so that the combination of the two can support good literary works (Belsey, 2003).

Language has a central role in the intellectual, social and emotional development of students and is a support for success in studying all fields of study (Warschauer, 2013). Indonesian language learning is directed at increasing students' abilities to communicate in Indonesian properly and correctly, both orally and in writing, as well as fostering an appreciation of the works of Indonesian human literature. The scope of the Indonesian language subject includes the components of language skills and literary abilities which include the following aspects, reading, speaking, listening and writing. Students can develop their potential according to their abilities, needs and interests, and can foster appreciation for the nation's own literary and intellectual results.

Language is a communication tool in the form of a sound symbol system produced from human speech (Nagy & Townsend, 2012). Language consists of words or groups of words. Each has an abstract meaning relationship between words as symbols and objects or concepts represented by a collection of words or vocabulary by linguists arranged alphabetically or alphabetically with an explanation of their meaning and then recorded in a dictionary. When we speak or write the words we say or write are not just regulated, but follow the rules. Language is one of the important connecting tools between humans as a means of communication and interaction with living things.

Figure of speech is generally used to reinforce the impression of a written or spoken sentence and create an imaginative feel for the listeners (Dancygier & Sweetser, 2014). There are benefits to figure of speech in the form of the richness of language, the use of certain varieties to obtain certain effects that make a work of literature more alive. Figure of speech is used in writing literary works, including poetry and prose. Generally poetry can use more figures of speech than prose. There are four types of figure of speech presented in the application of figure of speech, namely the figure of speech for comparison, the figure of speech for contradiction, the figure of speech for affirmation, and the figure of speech of satire. The first figure of speech is explained in an Android-based figure of speech application, namely a comparison figure of speech. This figure of speech states a comparison to increase the impression and also its effect on listeners and readers. The second figure of speech is the figure of speech of contradiction. Contradictory figure of speech is a figure of speech that is commonly used to express something that is true in opposite terms. The third figure of speech is the affirmation figure of speech. Affirmative figure of speech is a figure of speech that is used to state something emphatically in order to increase understanding and impression for readers and listeners. The affirmation figure of speech which is conveyed

in the figure of speech application. The fourth figure of speech, namely satire, is a figure of speech aimed at satirizing the listener or reader. This figure of speech aims to change a person's behavior (Lycan, 2018).

Emphasis is a figure of speech or figurative language that repeats a word with the aim of affirming something. Affirmation is expressed through the repetition of the same words but different meanings or words that are not exactly the same but the meanings are still related. In learning Indonesian language and literature, there are four aspects of language skills, namely listening, speaking, reading, and writing skills. Learning Indonesian at school aims to make students skilled in language (Stracke, 2016). The four language skills are related to one another. Listening skills must be mastered because with listening activities, a person can recognize sounds that distinguish meaning, acquire vocabulary, and know grammatical. Speaking skills are also mastered by someone through listening activities who are familiar with sounds and vocabulary. Reading skills must be possessed by everyone, because through reading a person acquires new vocabulary which helps enrich vocabulary so that he is more skilled. The four language skills, writing skill is the final process that requires thinking ability.

The thing that often becomes an obstacle in writing is the lack of mastery of vocabulary, even though vocabulary determines how skilled a person is in speaking. The quality of a person's language skills clearly depends on the quantity and quality of the vocabulary they have. The richer the vocabulary we have, the more likely we are to be skilled at speaking. The four language skills, writing skills need to receive greater attention than the other three language skills. One way that can be done to grow and develop writing skills is to increase vocabulary mastery. Vocabulary is the main material for realizing ideas and ideas. Vocabulary has an important role because it appears in every language skill. Understanding vocabulary is very important in every language learning. Vocabulary mastery is also needed to communicate with the public (Susanto, 2017).

Writing skills are activities of expressing ideas and ideas in written form (Hastomo, 2016). In expressing ideas and ideas, of course someone can not write arbitrarily. That is, a writer needs the ability to interpret his ideas in a written form that is easy for readers to understand. Choosing the right vocabulary will help the reader understand the meaning of the text. Vocabulary mastery for junior high school students is very important for language practice, for example to write an essay. In general, essays can be presented in five forms, namely description, narration, exposition, argumentation and persuasion.

Expository essay is an essay that specifically conveys information about something (Gómez, 2017). Delivery is done with the aim of explaining,

explaining, and explaining something so that the reader's knowledge increases. Exposition is a variety of discourse that is intended to explain, convey, or describe something that can broaden or add to the reader's knowledge and views. Things that need to be considered in an essay include the appropriate content and form of the essay, theme, mandate, style, language or figure of speech, choice of words, and so on. Emphasis is very useful for reaffirming what is the main idea in an essay. Expository essay aims to explain something to the reader, so that the reader knows what the author has seen or heard. To be more convincing what is explained by the author, this affirmation figure of speech has an important role, usually at the end of a paragraph there is a sentence that repeats or emphasizes the subject matter discussed in the affirmation figure in relation to exposition writing skills, which is the main point of issue in this study.

The problems found in learning Indonesian are related to figurative language knowledge and vocabulary mastery as well as writing skills, especially writing exposition texts. It really needs to be researched, because it involves a very basic matter in composing expository texts. Messages to be written in essay writing activities can be carefully selected and arranged systematically so that the sentences to be expressed in writing are easily understood by the reader. In addition, the choice of words must also be carefully selected and adapted to the rules of the language, in this case it is very important for students to master vocabulary (Webb & Nation, 2017).

The more vocabulary someone has, the easier it is for someone to communicate and interact with others. This illustrates that vocabulary is very important in everyday life. One way to enrich vocabulary is to write essays. The low level of writing an expository essay must be offset by growing will and consistency. There are still problems in learning Indonesian, including difficulties in formulating learning activities that are in accordance with basic competencies and the lack of mapping of basic competencies from the four aspects of language (listening, speaking, reading and writing) (Sadiku, 2015).

The basic problem when students want to write an expository essay is to determine the title of the essay. When composing, students have difficulty using spelling because in learning to write, they are still oriented towards writing products, not the writing process. In addition, students' vocabulary mastery is low, this causes students to find it difficult to express their ideas, difficult to compose and arrange words, and difficult to use figure of speech in writing essays. Students must have sufficient vocabulary to overcome this. Students must also be taught to start choosing words, stringing them into sentences, how to compose sentences and the correct pattern of sentence structure. Whether with a lot or lack of vocabulary mastery can affect the writing of exposition essays the student. Based on the description above, the

author is interested in researching "The Relationship Between Knowledge of Major Affirmation and Vocabulary Mastery with The Ability to Write Exposition Texts in Junior High School Students".

METHOD

This study uses a quantitative descriptive research method, namely research that emphasizes testing theory through measuring research variables with numbers and conducting data analysis with statistical procedures. The population in this study were students of class VIII SMPN 2 Bandar Mataram. The number of research samples consisted of 34 students. The sampling technique in this study used random sampling or random samples. In taking the sample, the researcher mixes the subjects in the population so that all subjects are considered equal. Thus, the researcher gives equal rights to each subject to have the opportunity to be selected as a sample. How to take random samples using lottery.

The data in this study were obtained through test techniques, tests are a series of questions or exercises as well as other tools used to measure skills, knowledge, intelligence abilities or talents possessed by individuals or groups. There are two ways of collecting data in this study. The first objective test (multiple choice) was used to collect data on students' figurative language knowledge and vocabulary mastery and the second, namely the performance test, was used to collect data on students' exposition writing abilities.

RESULT AND DISCUSSION

RESULT

The Relationship Between Assertiveness Knowledge and Exposition Writing Skills

The first hypothesis was tested using Simple Linear Regression analysis which was used to test whether or not there was a relationship between the independent variable knowledge of assertiveness (X1) and the dependent variable exposition writing skills (Y). From the results of the analysis obtained data as follows.

Table 1. The relationship between assertiveness knowledge and exposition writing skills

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	63.131	11.676		5.407	.000
	Assertiveness knowledge	.021	.190	.019	.108	.914

From these results, H_0 is accepted because t_{table} = -2.032 ≤ t_{count} = 0.108 ≤ t_{table} = 2.032 then based on the second criterion, namely the significance value or probability value in the table, a sig value of 0.914 is obtained, which value is greater than 0.05, then H0 is accepted. So based on these two criteria it is stated that there is no relationship between the knowledge of students' mastery of assertion and the skills of writing exposition texts for Class VIII students of SMPN 2 Bandar Mataram.

The Relationship Between Vocabulary Mastery and Writing Skills of Exposition Text

The second hypothesis was also tested using Simple Linear Regression analysis which was used to test whether or not there was a relationship between the independent variable vocabulary mastery (X2) and the dependent variable writing skills of exposition text (Y). This analysis also aims to determine the direction of the relationship between the independent variables and the dependent variable whether positive or negative. From the results of the analysis obtained data as follows.

Table 2. The Relationship Between Vocabulary Mastery and Writing Skills of Exposition Text

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	12.320	3.400		3.624	.001
Vocabulary Mastery	.860	.054	.941	15.795	.000

According to table 2 above, there is a relationship between students' vocabulary mastery and the writing skills of exposition texts for class VIII students of SMPN 2 Bandar Mataram. It can be seen that the regression coefficient of the vocabulary mastery variable (X_2) is 0.680, which means that if the vocabulary mastery increases by 1 value, the result of writing students' exposition text (Y) will increase by 0.860. The coefficient is positive, meaning that there is a positive relationship between students' vocabulary mastery and the skills of writing exposition texts, the higher the students' vocabulary mastery, the more their writing skills will improve.

The Relationship Between Knowledge of Assertiveness and Vocabulary Mastery with Students' Skills in Writing Exposition Texts

The third hypothesis was tested using Multiple Linear Regression analysis which was used to examine the linear relationship between two or more independent variables X1 (knowledge of assertiveness) and X2 (vocabulary mastery) with the dependent variable Y (students' skills in writing exposition texts). This analysis is to determine the direction of the

relationship between the independent variables and the dependent variable in a positive or negative direction. From the results of the analysis obtained the following data;

Table 3. The Relationship Between Knowledge of Assertiveness and Vocabulary Mastery with Students' Skills in Writing Exposition Texts

Model	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
(Constant)	14.689	5.036		2.917	.007
Vocabulary Mastery	.862	.055	.944	15.659	.000
Knowledge of Assertiveness	-.042	.065	-.039	-.643	.525

There is a relationship between vocabulary mastery and the skills in writing exposition texts for class VIII students of SMPN 2 Bandar Mataram, but this is not affected by the variable knowledge of the affirmation figure of speech. It can be seen that the regression coefficient of the variable of knowledge of affirmation (X_1) is 0.042, which means that if the knowledge of affirmation increases by 1 value, the result of writing students' exposition text (Y) will decrease by 0.042. The coefficient has a negative value, meaning that there is a negative relationship between the students' mastery of affirmation knowledge and the skills of writing expository texts. From the table it can also be seen that the regression coefficient of the vocabulary mastery variable (X_2) is 0.862, which means that if vocabulary mastery increases by 1 value, the result of writing students' exposition text (Y) will increase by 0.862. The coefficient is positive, meaning that there is a positive relationship between students' vocabulary mastery and the skills of writing exposition texts, the higher the students' vocabulary mastery, the more their writing skills will improve.

DISCUSSION

The basic problem when students want to write exposition texts is that students' mastery of vocabulary is low, this causes students to find it difficult to express their ideas, it is difficult to arrange and arrange words, and it is difficult to use variations of sentences in writing so that the resulting writing becomes irregular. Students must have sufficient vocabulary to overcome this. Students must also be taught to start choosing words, stringing them into sentences, how to compose sentences and the correct pattern of sentence structure. As well as the lack of students' knowledge about figure of speech so that students have difficulty in incorporating figure of speech into their writing. Because there are many types of figure of speech so that it is difficult to distinguish the figure of speech for affirmation from other figure of speech,

therefore students must be taught little by little about the figure of speech so that they can distinguish the figure of speech for affirmation from other figure of speech.

This study aims, firstly, to determine the relationship between the knowledge of students' mastery of affirmation and the skills of writing expository texts in class VIII students of SMPN 2 Bandar Mataram, secondly, to find out the relationship between students' vocabulary mastery and the skills of writing exposition texts in class VIII students of SMPN 2 Bandar Mataram and thirdly the relationship between students' knowledge of the affirmation figure of speech and vocabulary mastery with the skills of writing expository texts in class VIII students of SMPN 2 Bandar Mataram. Based on the analyzed research data, a discussion of the research results is carried out as follows.

Based on the description of the research data, the knowledge of students who are in the high category is 4 students or 11.76%, students who are in the medium category are 8 students or 23.53%. While students who are in the lowest category are 3 students or 8.82%. The conclusion means that the eighth grade students of SMPN 2 Bandar Mataram have low knowledge of figurative language for affirmation. For vocabulary mastery students who are in the high category are 10 students or 29.41%, students who are in the medium category are 7 students or 20.59%, and students who are in the low category are 1 student or 2.94%. The conclusion means that class VIII students of SMPN 2 Bandar Mataram have low vocabulary mastery. While the skills of writing exposition texts of students who were in the high category were 5 students or 14.71%, students who had skill levels of writing exposition texts in the medium category were 11 students or 32.35%, and students who had skill levels of writing exposition texts in the low category were 7 students or 20.59%. Thus, it can be concluded that the students' exposition text writing skills are in the low category at <50 intervals.

Knowledge of figure of speech is not a simple skill because it has many types. So that not many people are able to include figure of speech in their writing because it is difficult to use. Therefore, the knowledge of figure of speech must be further improved because the function of figure of speech is very useful in writing, one of which is to make readers or connoisseurs of written works feel the emotions contained in each work and by using figure of speech, the delivery of sentences becomes more interesting and does not bore the person reading it. 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 good and correct vocabulary mastery. Vocabulary mastery will increase according to its development.

Based on the observations of researchers when conducting research, it was found that many students did not fully understand writing exposition

texts. Many of the students still cannot distinguish between expository text and argumentative text.

Moreover, it can be seen from the sig values obtained from each independent variable, namely 0.525 for knowledge of affirmation and 0.000 for vocabulary mastery. The sig value of the independent variable of vocabulary mastery is less than 0.05 so it can be stated that H0 is rejected. The conclusion means that this study proves the hypothesis which states that there is a relationship between vocabulary mastery and the skills in writing exposition texts for class VIII students of SMPN 2 Bandar Mataram in the 2021/2022 academic year, but this is not affected by the variable knowledge of figurative language.

Vocabulary mastery has a significant contribution to the ability to write expository texts. Vocabulary is indeed important in the writing process. In order to communicate with other community members (in this case readers), everyone needs to expand their vocabulary, needs to know as much vocabulary as possible in their language. Good vocabulary mastery will make it easier for us to write good writing or essays. This means that there is a positive influence of vocabulary mastery on the ability to write expository texts. As well as knowledge of figure of speech also has a contribution to writing because the presence of figure of speech in written work will make the written work beautiful and the delivery of sentences more interesting.

CONCLUSION

According to the result and discussion, it can be concluded that, (1) there is a negative relationship between knowledge of assertiveness and skills in writing expository texts, indicated by a regression coefficient of 0.914. (2) there is a positive and significant relationship between vocabulary mastery and expository text writing skills as indicated by the regression coefficient of 0.860. (3) there is a positive and significant relationship between vocabulary mastery and the skill of writing exposition texts as indicated by the regression coefficient of 0.525 but has no effect on the variable knowledge of figurative language assertion. Based on the table, it can also be seen that the regression coefficient of the mastery of affirmation variable (X1) is -0.042, which means that if the mastery of affirmation increases 1 value, the result of writing students' exposition text (Y) will decrease by 0.042. The coefficient is negative, meaning that there is a negative relationship between the students' mastery of affirmation knowledge and the skills of writing expository texts. Suggestions for further research are that research can be carried out using different variables and a larger number of samples.

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