

Mastering Sentence Structure and Interest in Writing and its Relationship with Expository Writing Ability of Class VIII Students in SMPN 5 Bandar Lampung

Suliyana^{1*}, Supriyono², Joko Sutrisno AB³, Dian Windriani⁴

^{1,2,3,4}STKIP PGRI Bandar Lampung

*suliyana.smp5bl@gmail.com

Abstract: This study aims to describe the relationship between sentence structure mastery and writing interest with the ability to write exposition in class VIII SMPN 5 Bandar Lampung. This study uses correlational method; it means that data is collected after all the events happen. The test and questionnaire are chosen as the technique in taking the research data. Data analysis or hypothesis testing uses the product moment and multiple correlation coefficient formulas. The results of this study show that 1) there is a positive and significant relationship between sentence structure mastery and the ability to write exposition, indicated by the correlation coefficient of 0.772 and the coefficient of determination (r^2) of .596 or 59.69%, 2) there is a positive and significant relationship between writing interest and expository writing ability as indicated by a correlation coefficient of 0.713 and a coefficient of determination (r^2) of 0.508 or 59.80%.

Keywords: sentence structure mastery, interest in writing, writing exposition

INTRODUCTION

Writing is one aspect of language skills that students need to possess. Through writing students can express their knowledge, thoughts, ideas, feelings, experiences, and imaginations to others in written form. According to Gie (2002:33), it is necessary to understand the six principles of writing in producing good writing, namely clarity, conciseness, accuracy, cohesion, linkage, and affirmation. Writing ability is not an ability that is passed down from generation to generation, but the result of the teaching and learning process and perseverance in learning (Subing et al, 2019). Akhadiyah (1992:2) reveals that the writing ability is a complex ability that requires a number of knowledge and skills. Furthermore, Heuken (2008:10) says that to produce a good essay, it always starts with mature and clear thinking.

There are several things to consider when writing an essay since writing also demands a consistency of sentence elements, such as the use of

nouns, pronouns, verb, etc. Arifin (2009: 96) asserts that effective sentences have distinctive characteristics, namely structural equivalence, parallelism of form, firmness of meaning, efficiency of words, accuracy of reasoning, coherence of ideas, and logical language. In line with Arifin, Rusmidawati et al (2019) explains that effective sentences can be seen from the sentence structure. Effective sentence structure must be correct. Sentences must have a unified form, because this unity can create the meaning of the sentence.

Seeing the importance of writing skills, the writing aspect is always implemented in every curriculum for basic education, secondary education, and higher education. Teaching students to be able to communicate, especially in written language, the implementation of writing learning should be directed at continuous writing practice activities by paying attention to the correct writing rules, such as using EYD correctly and consistently, using vocabulary and sentence structure correctly (Yanti et al, 2019). Tarigan (2014:4) states that writing activities require skills to utilize graphology, language structure, and vocabulary.

Nowadays the students' writing results are far from perfection. Many newspapers and other parties say that the students' writing skills are still weak. They have not been able to express ideas perfectly, use monotonous vocabulary, or have problem with the sentence structure. It is clear that the demands of the curriculum and the implementation of language teaching, especially the ability to write in the classroom, have not reached conformity or have not been as expected.

In writing exposition for instance, the writer finds many mistakes, such as the incorrect use of capital letters and punctuation. In terms of syntax, the author also finds many errors in sentence structure, phrases and clauses. The mistake in writing can be seen in this sentence: "Cleanliness is the responsibility of all citizens." The sentence becomes ineffective because of the use of a double predicate. To be effective, the sentence uses only one predicate, namely "Cleanliness is the responsibility of all citizens." Based on the explanation above, it can be concluded that vocabulary and sentence structure mastery are the ability that must be possessed by students to make expository essays. This is based on the idea that if students have good vocabulary and sentence structure mastery, students will be able to compose expository essay well. This is in line with Sapari's opinion (2002:57), he said that there are several indicators in scoring expository writing, such as the suitability of the title and content, spelling usage and writing, word/diction selection, sentence structure, coherence, coherence between paragraphs and overall content of writing.

Based on the problem above, this study then pays attention on students' mastery of sentence structure related to sentence function because

it is an important element in Bahasa Indonesia, especially composing exposition text. Therefore, this study examines the relationship between sentence structures mastery and interest in writing with the writing expositions of class VIII students in SMPN 5 Bandar Lampung in the 2019/2020 academic year.

According to Fulton cited by Gie (2002: 6) exposition is a form of essay in which people make a clear, adequate, and neutral explanation about something that is included in the field of human knowledge. Keraf (2015: 7) reveals that there are several methods commonly used to convey information through composing expositions, such as identification, comparison, classification, analysis, definition, and illustration or exemplification methods. It can be concluded that expository essays are written to convey popular scientific descriptions without an intention in influencing others' opinion and usually accompanied by graphic examples, as well as various facts and other data, thus readers can easily understand them.

Mastery of absorption vocabulary and mastery of sentence structure with reading comprehension skills. The study found that the variables of sentence structure mastery and writing interest had a contribution to the ability to understand reading or writing (Hastomo, 2019). Pambudi (in Helda et al, 2020) also conducted research to reveal the relationship between vocabulary mastery and effective sentence mastery with argumentation writing skills. The research method used is the correlation method. The results of the study found that vocabulary mastery and effective sentence mastery were two factors that also influenced students' argumentation writing skills.

The author conducts a research that is relevant to the previous studies because the author examines the relationship between writing interest and mastery of sentence structure which is associated with the ability to compose the expository essay. There are many factors or other independent variables that can affect the ability to write an exposition or the dependent variable, it is not possible to limit all the independent variables. Therefore, the authors limit this research only to the mastery of sentence structure and writing interest which is having large influence on the ability to write expository text of class VIII SMPN 5 Bandar Lampung in the 2019/2020 academic year.

METHOD

This study uses correlational analysis techniques with survey methods on three variables, namely sentence structure mastery (X1), writing interest (X2), expository writing ability (Y). The interest between the independent variable and the dependent variable is described in the form of a constellation of relationships between variables as shown in the following figure.

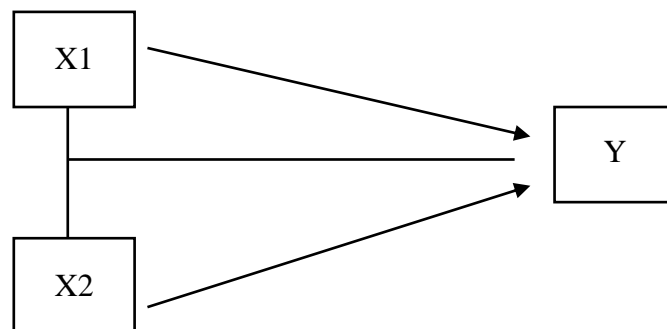


Figure 1.
Relationships between variables

The population of this study is all class VIII students of SMPN 5 Bandar Lampung for the 2019/2020, it is about 310 students. This study uses three research instruments, namely the instrument of writing skill in the form of a performance test; a sentence structure mastery instrument in the form of a multiple choice test; and writing interest instruments using a questionnaire.

Data analysis in this study is conducted using the following formula: the normality test is conducted using the Lilifors test while the homogeneity test is conducted for the sample in the row (students who have an interest in writing and students who have the ability to compose expositions). The analytical requirements test used is the normality test, homogeneity test, and linearity test. The data normality test is intended to determine whether the distribution of research data is normal or not. The normality test used is the Kolmogorov-Smimov test. The data is stated normal if the significant result of the Kolmogorov-Smimov test is $>$, then the sample comes from a normally distributed population.

RESULT AND DISCUSSION

Result

The description of the data on the independent variables are sentence structure mastery (X1), interest in writing (X2), and ability in writing exposition (Y). The results of the research are taken from 40 samples of class VIII SMPN 5 Bandar Lampung in 2019/2020. The distribution of expository writing ability data in class VIII of SMPN 5 Bandar Lampung in 2019/2020 is shown in the following table.

Table 1. Frequency Distribution of Expository writing ability Score (Y)

No	Interval	Absolute frequency	Relative Frequency (%)	Cumulative Frequency (%)
1	31-40	2	5.00	5.00
2	41-50	3	7.50	15.50
3	51-60	6	15.00	27.50
4	61-70	13	32.00	60.00
5	71-80	7	17.50	77.50

6	81-90	6	15.00	92.50
7	91-100	3	7.50	100.00
Amount		40	100	

Based on the table above, there are 3 students who get the highest score of expository writing ability is which is at the interval of 91-100 or 7.50%. There are 6 students or 15.0% in the interval 81-90. There are 7 students or 17.50% in the interval 71-80. In the interval score of 61-70 there are 13 students or 32.50. There are 6 students or 15.00% who are in the interval score of 51-60. There are 3 students or 7.50% of the student data in the 41-50 intervals. Lastly, there are 2 students or 5.00% who got the lowest score which is in the 31-40 interval. The data above can be expressed in the form of a histogram image as described below:

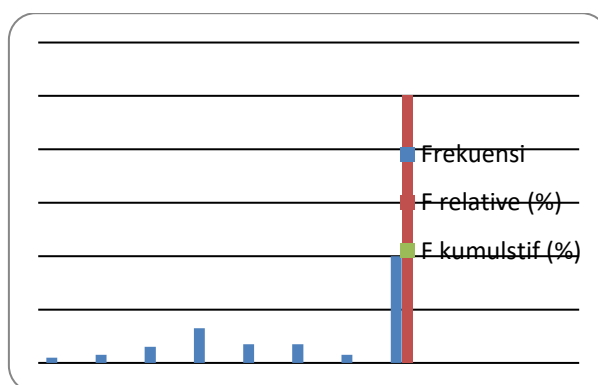


Figure 2.
Histogram of Expository writing ability (Y)

Sentence structure mastery data range from 63-95 with an average score of 78.80 in which the highest score of sentence structure mastery in class VIII SMPN 5 Bandar Lampung is 95, the lowest score is 63. The data on sentence structure mastery of class VIII students SMPN 5 Bandar Lampung for the 2019/2020 school year can be distributed in categories as shown in the following table:

Table 2. Frequency Distribution of Sentence Structure Mastery Score (X1)

No	interval	Absolute frequency	Relative Frequency (%)	Cumulative Frequency (%)
1	61-65	2	5.00	5.00
2	66-70	5	12.50	17.50
3	71-75	7	17.50	35.00
4	76-80	12	30.00	65.00
5	81-85	7	17.50	82.00
6	86-90	6	15.00	97.00
7	91-95	1	2.50	100
Amount		40	100	

Based on table above, it can be seen that the score of sentence structure mastery with the first highest score at intervals of 91-95 is 1 student or 2.50%. The second highest score lies in the interval score of 86-90; there are 6 students or 15,00%. The highest score of three in the interval score of 86-90; there are 6 students or 17.50%. In the interval score of 76 - 80 there are 12 students or 30.00% in the fourth score rank. There are 7 students or 17.50% who are in the fifth place, they belong to the interval 71-75. The students who are in the interval 66 - 70 are 5 students or 12.50%. While the students who get the lowest score in the 61-65 interval are 2 students or 5.00%. The data above can be expressed in the following histogram:

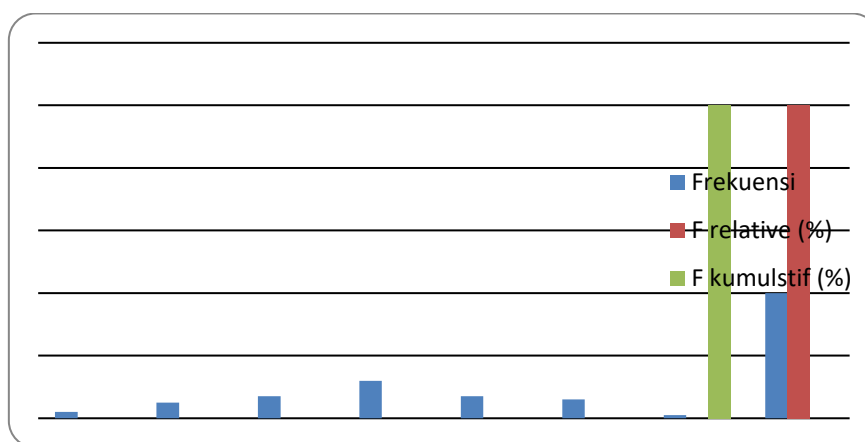


Figure 3.
Histogram of Sentence Structure Mastery Data (X1)

The data shows that the highest score obtained by students on the variable of interest in writing, students of Class VIII SMPN 5 Bandar Lampung for the academic year 2019/2020 is 93, and the lowest score is 50. The average score of students' interest in writing is 71.45. Therefore, the data on writing interest for Class VIII SMPN 5 Bandar Lampung students in 2019/2020 can be distributed in the following table:

Table 3. Frequency Distribution of Writing Interest Score (X2)

No	interval	Absolute frequency	Relative Frequency (%)	Cumulative Frequency (%)
1	46-50	1	2.50	2.50
2	51-55	2	5.00	7.50
3	56-60	2	5.00	12.50
4	61-65	8	20.00	32.50
5	66-70	5	12.50	45.00
6	71-75	10	25.00	70.00
7	76-80	8	20.00	90.00
8	81-85	1	2.50	92.50
9	86-90	2	5.00	97.50
10	91-95	1	2.50	100.00
Amount		40	100	

Based on the table above, it can be expressed in the following histogram:

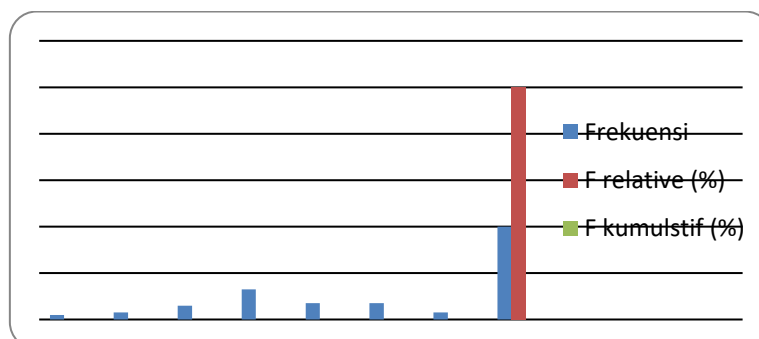


Figure 4.
Histogram of Writing Interest Data (X2)

Research Data on Normality Test

The normality test on the sentence structure mastery variable is using the SPSS program. The normality testing on the sentence structure mastery is obtained $KZ = 0.684$ with $Asymp. Sig.(2-tailed)=0.738$. Because $Asymp. Sig (a-tailed) > 0.05$, it means that the data is normal.

The results of the normality test on the variable of mastery of writing interest are listed on the output results of the normality test data using the SPSS program. The normality test of the writing interest data is obtained a value of $KZ = 0.734$ with $Asymp.Sig.(2-tailed)=0.655$. Because $Asymp.Sig (2-tailed).0.05$, it can be concluded that the data is normal.

The results of the normality test on the expository writing ability variable are listed in the output results of the normality test data using the SPSS program. The normality test of the expository writing ability data is obtained a value of $KZ=0.712$ with $Asymp.Sig.(2-tailed)=0.691$. Because $Asymp. Sig (2-tailed) > 0.05$, it can be concluded that the data is normal

Research Data on Linearity Test

To determine the level of linearity of the research data, the data processing then uses the SPSS variation 17 program. Based on the results of data processing, the relationship between the variables of ability of exposition writing (Y) with sentence structure mastery (X1), ability of exposition writing (Y) and writing interest (X2) shows a very good linearity relationship. This data can be seen in the following linearity table.

Table 4. Linearity Table of Research Variables

Variable	Y with X1		Y with X2		Y with X1 and X1	
	count	table	Count	Table	Count	Table
Linearity (F)	56,054	4.08	39,294	4.08	35,338	4.98

Dk	1	1	1	1	2	2
Significant	0.000	0.05	0.000	0.05	0.000	0.05
Conclusion	linear		linear		linear	

Based on the ANOVA test F can calculate the variable of sentence structure mastery (X_1) and expository writing ability (Y) of 56.0564 with a significant level of .0000 and F table at a significant level of =0.05 of 4.08. It turns out that the probability (0.000) is much smaller than 0.05 and the calculated F is greater than the table F. Thus, the relationship between sentence structure mastery (X_1) and writing exposition ability (Y) is linear.

Hypothesis test

Hypothesis testing in this study is conducted using correlation and regression analysis. The test for each predictor variable with the response variable uses simple correlation and regression analysis.

The first hypothesis states that there is a significant relationship between vocabulary mastery (X_1) and expository writing ability (Y). Correlation and regression test is applied to find out the level of closeness in vocabulary mastery. This simple correlation analysis is conducted to determine the strength of the relationship between predictor variables and response variables. The strength of the relationship between sentence structure mastery (X_1) and expository writing ability (Y) is shown by the correlation coefficient $r = 0.772$. The significant test of the correlation coefficient is listed in the following table:

Table 5. Simple Correlation Significance Test Between X_1 with Y

Anata correlation	Correlation coefficient	Coefficient of Determination	of Significant
X1 with Y	0.772	0.596	0.000

The results of the significant coefficient test show that the null hypothesis is rejected because $r \text{ count} = 0.772 > r \text{ table} = 0.312$. It can be concluded that the coefficient between sentence structure mastery and expository writing ability of 0.772 is very significant. Therefore, there is a positive relationship between sentence structure mastery (X_1) and expository writing ability (Y). It can be said that the higher the sentence structure is, the higher the students' expository writing ability. After being analyzed by simple correlation, regression analysis is conducted. The result of the analysis shows that the linearity of between sentence structure mastery and the expository writing ability is listed in the table below:

Table 6. Significant Test of Y Regression over X_1 With Regression Equation $Y = 5.474 + 1.560X_1$

Source Variance	DK	JK	RJK
Regression (a)	1	5498,339	5498,339

remainder	38	3727,436	98.090
total	39	9225.775	-

The second hypothesis states that there is a significant relationship between writing interest (X2) and expository writing ability (Y). The test used to determine the relationship between (X2) and (Y) uses a simple correlation test listed in the following table:

Table 7. Significant Test of Simplified Correlation Coefficient between X2 and Y

Correlation between	Correlation coefficient	Coefficient of Determination	Significance
X2 with Y	0.713	0.508	0.000

Test of the significance of correlation coefficient's result shows that that the null hypothesis is rejected because $r_{count} = 0.713 > r_{table} = 0.312$. It can be concluded that zero is rejected because the correlation between the writing interest and the expository writing ability of 0.713 is significant. Therefore, there is a positive relationship between writing interest (X2) and expository writing ability (Y).

The third hypothesis shows the relationship between writing interest (X2) with sentence structure mastery (X1) and sentence structure mastery (X1) and mastery of writing interest (X2) with expository writing ability (Y) using correlation and multiple regression tests.

Table 8. Multiple Correlation Coefficient Significance Test between X1, X2, with Y

Correlation between	Correlation coefficient	Coefficient of Determination	Significant
X1, X2 with Y	0.810	0.656	0.000

These results indicate that the null hypothesis is rejected because $r_{count} = 0.810 > r_{table} = 0.312$. It can be concluded that the correlation coefficient between the variables of sentence structure mastery and the correlation coefficient between the variables of sentence structure mastery and writing interest equal to the expository writing ability of 0.810 is significant. Thus, there is a positive relationship between sentence structure mastery (X1) and writing interest (X2) with expository writing ability (Y). It can be said that the higher sentence structure mastery and writing interest, the higher the students' ability in writing expositions. The coefficient of determination is $(r^2) = (0.810)^2 = 0.656$ or 65.60%.

Discussion

The Relationship between Sentence Structure Mastery and Expository writing ability

The results show that there is a close relationship between the sentence structure mastery and expository writing ability, $r_{count} = 0.772$ at level = 0.05 $r_{table} = 0.312$. It answers the first hypothesis in which there is a significant relationship between sentence structure mastery and expository writing ability of class VIII SMPN 5 Bandar Lampung in 2019/2020. The statement is based on the calculation results that r is greater than r_{table} . This also means that the mastery of sentence structure makes a real contribution to expository writing ability of class VIII SMPN 5 Bandar Lampung students in the 2019/2020 school year.

The correlation coefficient value obtained is 0.772 which is very significant. The data shows the level of strength of a positive relationship between sentence structure mastery (X1) and expository writing ability (Y). It can be said that the higher the sentence structure mastery is, the higher the students' expository writing ability. The coefficient of determination value is $(R^2) = (0.772)^2 = 0.596$ or 59.60%. This finding proves the contribution of sentence structure mastery to the vocabulary mastery on the students' expository writing ability by 59.60%. It can also be explained through the regression equation $Y = 55,474 + 1,560X_1$. Therefore, the regression equation model $Y = 55.474 + 1.560X_1$ is statistically significant.

According to the obtained results, the regression equation $Y = 55,474 + 1,560X_1$ shows that the increase of sentence structure mastery score will affect the expository writing ability score of 1,560 at a constant 55,474. Reject the null hypothesis (H_0) and accept (H_1), it means that there is a positive and significant relationship between the sentence structure mastery and expository writing ability. Reject the null hypothesis (H_0) if $r_{count} = 0$ (r_{table}), it means that there is no relationship between sentence structure mastery and expository writing ability. On the other hand, accept the hypothesis (H_1) if $r_{count} > 0$ (r_{table}) means that there is a relationship between sentence structure mastery and expository writing ability.

Therefore, when sentence structure mastery of students increases, there is a tendency of expository writing ability to increase. This argument is also in line with data from interviews with several students and several teachers regarding to the causes of students' lack of enthusiasm in learning to write expositions. The reason is that students have enough vocabulary and cannot write the exposition.

Relationship between Writing Interest and Expository Writing Ability

The result of the analysis shows that there is a close relationship between writing interest and expository writing ability with the level of closeness r arithmetic = 0.713 at level = 0.05 and r table = 0.312. This result answers the second hypothesis in which there is a significant relationship between writing interest and expository writing ability of class VIII SMPN 5 Bandar Lampung in 2019/2020. This statement is based on the results of the calculation r arithmetic is greater than the r table. It also means that writing interest makes a real contribution to students' expository writing skills.

The correlation coefficient value obtained is 0.713 which is significant. The data shows the positive relationship between the writing interest (X₂) and expository writing ability (Y). It can be related that the higher the mastery of writing interest is, the higher the students' expository writing ability. The coefficient proves that the contribution of sentence structure mastery to expository writing ability is 50.80%. This can also be explained by the regression equation $Y=16,618+1,176X_2$.

Based on the obtained result, the regression equation $Y = 16,618+1,176X_2$ shows that when the sentence structure mastery score increases, the expository writing ability score increases of 1.176 at a constant 16.618. It can be concluded that there is a positive and significant relationship between sentence structure mastery and ability to compose expositions. Reject the null hypothesis (H₀) if r count = 0, (r table) it means that there is no relationship between writing interest and expository writing ability. On the other hand, accept hypothesis 1 (H₁) if r count > 0 (r table), it means that there is a relationship between mastery of sentence structure and ability to write exposition.

It can be concluded that the higher of the student's sentence structure mastery is, the higher of students' expository writing ability. According to Verhaar (2012:107) writing interest is the arrangement of the parts in a linear dimension. In line with this opinion, Keraf (2015:29) reveals that writing interest is a relatively fixed relationship between the parts that make up a sentence. This shows that the ability to write exposition will be better if students have an interest in writing well. In other words, if the mastery of sentence structure is high, the students' expository writing ability will be better.

The Relationship between Sentence Structure Mastery and Writing Interest with Expository writing ability

The result of analysis shows that there is a close relationship between mastery of sentence structure and writing interest with the ability to write exposition, F count = 0.810 at level = 0.05 and r table = 0.312. This answers the

third hypothesis in which there is a significant relationship between sentence structure mastery and writing interest with the expository writing ability of class VIII SMPN 5 Bandar Lampung in 2019/2020. This statement is based on the results of calculations that F arithmetic is greater than F table. This also means that students' sentence structure mastery and students' writing interest make a significant contribution to the expository writing ability. It means that by increasing the mastery of writing interest and mastery of sentence structure, students can improve their expository writing ability.

Based on this analysis, reject the null hypothesis (H_0) and accept (H_1) means that there is a positive and significant relationship between sentence structure mastery and writing interest with the ability to write exposition. Reject the null hypothesis (H_0) if r count = 0 (r table) means that there is no relationship between writing interest and mastery of sentence structure and the ability to write exposition. On the other hand, accept hypothesis 1 (H_1) if r count > 0 (r table) means that there is a relationship between writing interest and sentence structure mastery with expository writing ability.

The value of the correlation coefficient obtained by 0.810 is significant. The data shows the level of strength of a positive relationship between sentence structure mastery (X_1) and writing interest (X_2) with the expository writing ability (Y). It can be said that when the writing interest and sentence structure increase, the expository writing ability also increases. The coefficient of determination is $(R^2) = (0.810)^2 = 0.656$ or 65.60%. This data proves that the contribution of writing interest and sentence structure mastery with expository writing ability is 65.60%. It can be concluded that the writing interest and sentence structure mastery are important variables to improve the expository writing ability of class VIII students of SMPN 5 Bandar Lampung in 2019/2020.

CONCLUSIONS

There is a positive and significant relationship between the mastery of sentence structure and the ability of exposition writing. It shows that if the mastery of sentence structure is improved, the ability of exposition writing also increases. The coefficient of determination is 0.596 or 59.60%. This means that the contribution of sentence structure mastery is 59.60% to the ability of exposition writing. The ability to write exposition can be improved through improving students' mastery of sentence structure because it has a contribution of 59.60%. There is a positive and significant relationship between writing interest and expository writing ability. It shows that if the interest in writing is increased, the ability to write exposition will increase. It can be said that the higher the interest in writing is, the higher the students' expository writing ability. The coefficient of determination is 0.508 or 50.80%.

This data proves that the contribution of writing interest to the ability of exposition writing is 50.80%. It means that the ability to write exposition can be improved through the enhancement of students' interest in writing because it has a contribution of 50.80%.

There is a significant relationship between the mastery of sentence structure and writing interest with the ability to write exposition. It shows that if the interest in writing and mastery of sentence structure are jointly improved, the ability to write exposition will increase. It can be said that the higher the students' interest in writing and mastery of sentence structure, the higher the students' expository writing ability. The termination coefficient is 0.656 or 65.60%. This data proves that the contribution of writing interest and mastery of sentence structure to the ability to write exposition is 65.69%. Even further, the data shows that there are other factors that affect the ability to write exposition (Y) of class VIII SMPN 5 Bandar Lampung 2019/2020 which are 34.40%.

REFERENCES

- Akhadiah, S. DKK. (1992). *Pembinaan Kemampuan Menulis Bahasa Indonesia*. Jakarta: Erlangga
- Arifin & E.Z., Tasai, A. (2009). *Cermat Berbahasa Indonesia*. Jakarta Akademik Presindo.
- Gie, L.T. (2002). *Terampil Mengarang*. Yogyakarta : Penerbit Andi.
- Hastomo, T. (2019). Schooling effects on students' writing ability. *Lentera: Jurnal ilmiah kependidikan*, 12(1), 149-154.
- Heuken, Adolf. (2008). *Teknik Mengarang*. Yogyakarta: Kanisius.
- Keraf, Gorys, (2015). *Eksposisi dan Deskripsi*. Ende Flores : Nusa Indah
- Rusmidawati, R., Surastina, S., Sutiyono, A. ., & Anggraini, T. R. . (2019). The Correlation of Effective Sentence and Paragraph Mastery with Narrative Writing Ability in Class V Students of SD Negeri 5 Marang South Pesisir District of West Pesisir in Academic Year 2018/2019. *IJLHE: International Journal of Language, Humanities, and Education*, 2(2), 9-16.
- Sapari. (2002). *Pengujian Penilaian Bahasa dan Sastra Indonesia*. Jakarta. CV. Roda Pengerahuan.
- Subing, E. S. ., Fahrurrozi, F., Sutrisno AB, J. ., Angraini, N. ., & Marcela, E. D. . (2019). Relationship of Student's Vocabulary and Schematic Mastering with Observation Report Writing Skills. *IJLHE: International Journal of Language, Humanities, and Education*, 2(2), 1-8.
- Tarigan, D. (2014). *Membina Keterampilan Menulis Paragraf dan Pengembangannya*. Bandung: Angkasa.
- Verhaar, J.W.M. (2012). *Pengantar Linguistik*. Jogyakarta: Gajah Mada Universitas Press.
- Yanti, N. ., & Pandey, N. (2019). The Symbolism in Sylvia Plath's Poems. *IJLHE: International Journal of Language, Humanities, and Education*, 2(1), 1-12.

