The Correlation of Students' Vocabulary Mastery and Interest in Reading with their Writing Ability of Argumentation Text at The Eight Grade SMPN 14 Bandar Lampung

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Abstract: This study aims to describe the correlation of students' vocabulary mastery and reading interest with the argumentation writing ability of VIII grade SMPN 14 Bandar Lampung. This research was conducted because of the reality on the ground that the ability to write arguments and mastery of vocabulary, as well as reading interest need to be developed. The method used in this research is correlational method. The techniques used in collecting research data are questionnaires and tests. Testing the research hypothesis using the correlation coefficient test, product moment and multiple correlation. Previously, the analysis prerequisite test was conducted, namely the normality and linearity tests of the data. The results of the study can be concluded that, (1) there is a positive and significant correlation of vocabulary mastery and argumentation writing ability which is indicated by a correlation coefficient of 0.662 and a coefficient of determination ($r2$) of 0.438 or 43.8%, (2) there is a positive and significant correlation between reading interest and argumentative writing ability, indicated by a correlation coefficient of 0.766 and a coefficient of determination ($r2$) of 0.587 or 58.7%, (3) there is a positive and significant correlation between vocabulary mastery and reading interest with writing ability argumentation shown by the correlation coefficient of 0.804 and the coefficient of determination ($r2$) of 0.646 or 64.6%.
Keywords: writing arguments, vocabulary, interest in reading

INTRODUCTION

As one of the language skills, writing is a complex skill. It is because to be able good skill at writing, we must master various things that can support writing skills. Such as spelling, vocabulary, sentence structure, and paragraphs is an absolute must for writers (Subing et al, 2019). Therefore, the writing produced by the author should be easily understood by the reader. The sentences he uses are structured in his writing. Mastery of students' vocabulary also determines the achievement of ideas to others (Rozali et al, 2018).

The writing ability in argumentation text must be mastered by the students, this ability should receive special attention from the teacher (Yuwono et al, 2019). Mastery of vocabulary is one of the factors that affect the ability to write argumentative writing. Therefore, students' vocabulary mastery must also be considered so that students are able to understand and master writing that is read by someone.

There are some factors that may cause students slow achievement in learning, such as facilities and students' environment. Students whose learning facilities are very poor do not allow them to learn optimally (Wicaksono et al, 2015). Insufficient learning facilities and infrastructure will cause students to be less able to optimize student abilities. The student learning environment, whether the family, school, or living environment also determines the quantity and quality of student learning. Besides, the students' reading interest and vocabulary mastery is need to be increased. The students' vocabulary mastery and their interest in reading can affect the ability in writing arguments. In other words, students' argumentative writing skills will be high if students' reading interest and vocabulary mastery are also high.

Based on the description above, the authors are interested in researching " THE CORRELATION OF STUDENTS' VOCABULARY MASTERY AND INTEREST IN READING WITH THEIR WRITING ABILITY OF ARGUMENTATION TEXT AT THE EIGHT GRADE SMPN 14 BANDAR LAMPUNG".

LITERATURE REVIEW
Writing Arguments

Writing means explanations giving strong and convincing reasons. Thus, argumentative paragraphs are paragraphs that provide strong and convincing reasons, examples, and evidence. Suparno (2002:28) argumentation is writing whose content is to convince readers to accept the author's idea that an essay is called argumentation, a thought process to connect facts and evidence and justify the essay.

There are several things to consider in writing an argument. The first is choosing a topic. What is the actual topic of the essay? The topic is the subject of the conversation. Suparno (2002:33) states that the topic can be defined as the main thing discussed. Thus, the topic of the essay or the topic of writing can be interpreted as the main thing that is written or expressed in the essay. Choosing a topic is a must for argumentative writers. If the author of the essay is a student, then the student himself chooses the topic to be developed into an essay.

Writing Ability

The ability to write is a creative process that involves a lot of divergent thinking (spreading) rather than convergent. Writing means giving birth or expressing thoughts and feelings through a symbol or writing, composing is a business activity carried out by a writer to express facts, feelings, attitudes, and thoughts clearly and effectively to the reader (Surastina, et al, 2018).

Tarigan (2002:22) writes that argumentation is a representation of the units of language expression. A good essay can connect the writer as the sender of the message and the reader as the recipient of the message. The message to be conveyed must be written systematically so that the reader can catch the message clearly and does not cause misinterpretation. Writing is one of the four aspects of language skills.

According to Keraf (2007: 54) "Writing arguments is a creative process that involves a lot of divergent (spreading) ways of thinking rather than convergent (convergent). "Meanwhile, according to Kosasih (2002:40) "composing means giving birth or expressing thoughts and feelings through a symbol or writing". Hardiyono (in Misra, 2013) argues that composing is a business activity carried out by a writer to express facts, feelings, attitudes, and thoughts clearly and effectively to the reader.

"Ability is the ability to use language elements to convey certain meanings or messages in appropriate circumstances," (Nababan, 2004:11). This means that a person is said to have the ability if he can use the elements of language to convey ideas, thoughts, or feelings both orally and in writing, both in formal and informal situations. The language elements in question, namely letters and phonemes, morphemes consist of vowels and consonants. Morpheme consists of free morpheme and bound morpheme. Bound morphemes can be morphologically bound and syntactically bound morphemes.

Based on the opinions of the experts above, it can be concluded that writing is the result of someone's writing to express ideas and convey through written language to the reader to be understood. Writing/composing is an attempt to develop some topic sentences. Composing is deriving or describing graph symbols describing a language used by someone.

Reading Interest

1) The Nature of Interest

There are several notions of interest, in Poewadarminta (2003:74) interest is defined as passion, desire, and a high tendency of the heart towards something. Psychologists have defined interest in many variations. However, basically these opinions complement each other.

According to Daryanto (2009: 53) "interest is a persistent tendency to pay attention and remember some activities. "Activities that a person is interested in are noticed continuously accompanied by a sense of pleasure. Furthermore, Daryanto (2009: 53) "interest has a great influence on learning because if the subject matter being studied is not in accordance with the interests of students, students will not study as well as possible, because there is no attraction for him, he is reluctant to learn, he does not derive satisfaction from the lesson."

Interest is closely related to curiosity. According to Reigeluth (2000:98) a person has curiosity if he reacts positively to things that are new, strange, different types or elements, mysterious in life by changing views or manipulating them, showing a need or feeling to know more about the environment, researching and look around and meet new experiences, earnestly in studying and exploring stimuli with a level of curiosity indicated by the level of attention.

Based on the descriptions above, it can be concluded that interest is a factor that comes from within a person and has the function of encouraging someone to do something. Interest has a close relationship with the drives to achieve one's needs in accordance with the circumstances in him. Interest can be interpreted as a sense of attachment to a thing or activity without anyone telling. Interest is the tendency to pay attention and remember some activities. Activities that interest a person to be noticed continuously accompanied by a sense of pleasure.

2) The Nature of Reading

According to Hodgson in Tarigan (2002: 7) "reading is a process carried out and used by readers to obtain messages, which are to be conveyed by the author through the medium of words or written language." The process follows so that the group of words that constitute a unit will be seen at a glance, and so that the meaning of the individual words will be known.   In connection with the above, Tarigan (2002:2) "said the main purpose in reading is to seek and obtain information, including content, understanding the meaning of reading. Meaning, meaning (meaning) is closely related to our intent, purpose, or intensive in reading.   From this description, it can be concluded that reading interest is a feeling of likes and dislikes of students in reading activities which is indicated by (1) students' attention to the subject (2) the use of time (3) feelings of pleasure (4) encouragement (5) the suitability of the material object.

Vocabulary

Parera (2004: 4) language skills, both oral and written, are strongly influenced by students' vocabulary mastery. Vocabulary is a syntactic unit in speech or sentences. Vocabulary is the main component that we use in communicating activities. It means that vocabulary is a component that exists in language and is a word, the meaning of words that do not change easily and are always used and carry out language activities. Vocabulary which includes the similarity of meaning (synonyms), synonyms (homonyms), opposites (antonyms), choice of words, meaning of words and so on (Subing et al, 2019). Soedjito (2003:1) further stated that vocabulary is all the words contained in the language, the richness of words owned by a speaker or writer, words used in the field of science, word lists are arranged as in special books, books such as dictionaries accompanied by brief explanations.

Based on the expert opinion above, it can be concluded that vocabulary mastery is a syntactic unity in speech or sentences. Vocabulary is the main component that we use in communicating activities. Vocabulary is the words that exist in the language and are used by speakers or writers in all fields of science to convey conversations or their written work to listeners or readers.

Vocabulary Mastery

To be able to master the vocabulary we must expand or deepen the mastery of the vocabulary. Ways to expand vocabulary are divided into two ways. Tarigan (2002:3) that is, through internal and external sources. Further explanation of the two sources can be explained as follows:

1) Internal sources, namely the ability of the Indonesian language itself to increase vocabulary. The source is in the form of:
a. Reactivate old words.
b. New formation by way of guidance and compounding.
c. New creation.
d. Acronym.
2) External sources, namely sources of expansion of Indonesian vocabulary originating from:
a. Absorption language is vocabulary taken from regional languages such as Javanese, Batak, Palembang.
b. Foreign languages are vocabulary taken from foreign languages or languages of other countries.

Mastery of vocabulary in language can be achieved in various ways (Sari et al, 2019). Through experience, for example by seeing new subjects and new places we visit, as well as new assignments, all of this helps to expand and expand vocabulary. Through these experiences, the more experiences we have, the richer our vocabulary will be. Based on these various opinions, it can be concluded that vocabulary mastery is the mastery of word choice related to

concrete and abstract words; standard and non-standard words; general and special words; popular words and studies; and original words and loanwords.

METHOD

This research is quantitative research. In this study using the correlational method, meaning that data was collected after all the events in question took place. Furthermore, these events are examined and the correlation between one element and another is looked for which are interrelated. The goal is to make a description of the facts and characteristics of the population so that it can lead to a conclusion about the problem under study. The method used in retrieving performance data is the correlation method. Data collection techniques used are questionnaire techniques and test techniques. The population in this study was grade VIII SMPN 14 Bandar Lampung 124 students, which were divided into 4 classes and the sample were 43 students. Sampling technique used stratified proportional technique.

Data collection techniques used are questionnaires and tests. Data collection is done by using instruments that have been tested for validity and reliability.

RESULTS AND DISCUSSION

The correlation between students' Vocabulary Mastery and Argumentation Writing Ability

The research data shows that there is a correlation between vocabulary mastery and argumentative writing ability, r count = 0.662 at level = 0.05 r table = 0.301. This answers the first hypothesis, which is that there is a significant relationship between vocabulary mastery and the ability to write arguments for grade VIII SMPN 14 Bandar Lampung. The statement is based on the results of calculations that r count is greater than r table. This also means that vocabulary mastery makes a significant contribution to the argumentation writing ability of eighth grade students of SMP, especially VIII graders of SMPN 14 Bandar Lampung

The correlation coefficient value obtained is 0.662 which is very significant. The data shows the level of strength of a positive relationship between vocabulary mastery (X1) and the ability to write arguments (Y). It can be said that the higher the vocabulary mastery, the higher the students' argumentative writing ability. The value of the coefficient of determination is $(R2) = (0.662)2 = 0.438$ or 43.8%. This finding proves that the contribution of reading interest to vocabulary mastery is 58.7%. It can also be explained through the regression equation = 26.460 + 0.651X2. Thus, the regression equation model 26,460 + 0.651X2 shows that every increase in vocabulary mastery score will cause an increase in argumentation writing ability score of

0.651 at a constant 26,460. Based on this, reject the null hypothesis (Ho) and accept (H1), which means that there is a positive and significant relationship between vocabulary mastery and argumentative writing ability. Reject the null hypothesis (Ho) if r count = 0 (r table), meaning that there is no relationship between reading interest and argumentative writing ability. On the other hand, accept the hypothesis (H1) if r count > 0 (r table), meaning that there is a relationship between interest in reading and ability to write arguments.

The data shows that this research is in line with the opinion of Soedjito (1992) which states that students who have mastery of vocabulary will be able to apply it in writing arguments. With a high mastery of vocabulary allows students to be able to write arguments well. Student results in writing arguments will be higher if students have good vocabulary mastery. It shows that the ability to write arguments will be better if students master vocabulary well. In other words, if the vocabulary mastery is high, the students' argumentative writing skills will be better. Thus, the conclusion that can be drawn from the results of this study is that vocabulary mastery is one of the important variables that needs attention in order to improve the argumentation writing ability of grade VIII junior high school students.

The Correlation between Reading Interest and Argumentation Writing Ability

The research data shows that there is a correlation between reading interest and argumentative writing ability, r count = 0.766 at level = 0.05 r table = 0.301. This answers the second hypothesis, namely that there is a significant relationship between interest in reading and the ability to write arguments for class VIII SMPN 14 Bandar Lampung students. The statement is based on the results of calculations that r arithmetic is greater than r table. This also means that interest in reading contributes which significantly affects the argumentation writing ability of class VIII SMPN 14 Bandar Lampung students.

The correlation coefficient value obtained is 0.766 which is very significant. The data shows the level of strength of a positive relationship between reading interest (X2) and the ability to write arguments (Y). it can be said that the higher the reading, the higher the students' argumentative writing ability. The value of the coefficient of determination is (R2) = (0.766)2 = 0.587 or 58.7%. This finding proves that the contribution of reading interest to vocabulary mastery is 58.7%. It can also be explained through the regression equation = 18.232 + 0.495X1. Thus, the regression equation model = 18.232 + 0.495X1 is statistically very significant (significant).

Based on the results obtained, the regression equation = 18.232 + 0.495X1 shows that everyone increase in reading interest score will cause an

increase in the argumentation writing ability score of 0.495 at a constant 18.232.

Based on this, reject the null hypothesis (Ho) and accept (H1), which means that there is a positive and significant relationship between reading interest and argumentative writing ability. Reject the null hypothesis (Ho) if r count = 0 (r table), meaning that there is no relationship between reading interest and argumentative writing ability. On the other hand, accept the hypothesis (H1) if r count > 0 (r table), meaning that there is a relationship between interest in reading and ability to write arguments.

The data above suggests that interest will grow and develop in a person if using methods or forms in the form of giving numbers for each activity carried out by students. In addition, the learning creativity factor must be designed to stimulate student learning activities and creativity. The competition factor needs to be fostered in the classroom or between classes and even between schools at the regional, regional, national and international levels. Teachers must give more confidence to students by positioning them as facilitators and motivators in learning, not as the only source of learning.

Thus, the conclusion that can be drawn from the results of this study is that interest in reading is one of the important variables that needs attention in order to improve the argumentation writing ability of grade VIII junior high school students.

The correlation between Vocabulary Mastery and Reading Interest with Argumentation Writing Ability

The research data shows that there is correlation between vocabulary mastery and reading interest with argumentation writing ability, r count = 0.804 at level = 0.05 r table = 0.301. This answers the third hypothesis, namely that there is a significant relationship between vocabulary mastery and reading interest with the argumentation writing ability of class VIII SMPN 14 Bandar Lampung. This statement is based on the results of calculations that r count is greater than r table. This also means that students' reading interest and vocabulary mastery make a significant contribution to the argumentation writing ability of eighth grade students of SMP, especially VIII graders of SMPN 14 Bandar Lampung.

Based on explanation above, reject the null hypothesis (Ho) and accept (H1), which means that there is a positive and significant relationship between vocabulary mastery and reading interest with the ability to write arguments. Reject the null hypothesis (Ho) if r count = 0 (r table), meaning that there is no relationship between vocabulary mastery and reading interest with the ability to write arguments. On the other hand, accept the hypothesis (H1) if r count >

0 (r table), meaning that there is a relationship between vocabulary mastery and reading interest with the ability to write arguments.

Based on it, reject the null hypothesis (Ho) and accept (H1), which means that there is a positive and significant relationship between vocabulary mastery and reading interest with the ability to write arguments. Reject the null hypothesis (Ho) if r count = 0 (r table), meaning that there is no relationship between vocabulary mastery and reading interest with the ability to write arguments. On the other hand, accept the hypothesis (H1) if r count > 0 (r table), meaning that there is a relationship between vocabulary mastery and reading interest with the ability to write arguments.

The correlation coefficient value obtained is 0.804 which is very significant. The data shows the level of strength of a positive relationship between vocabulary mastery (X1) and reading interest (X2) with the ability to write arguments (Y). It can be said that the higher the reading, the higher the students' argumentative writing ability.

It can be said that the higher the vocabulary mastery and reading interest, the higher the students' argumentative writing ability. The value of the coefficient of determination is (R2) = (0.804)2 = 0.646 or 64.6%. This data proves the contribution of vocabulary mastery and reading interest to the ability to write arguments by 64.6%. It can also be explained through the regression equation = 0.207 + 0.373X2 + 0.303X2. Thus, the regression equation model = 0.207 + 0.373X2 + 0.303X2., shows that each increase in vocabulary mastery score and reading interest will cause an increase in argumentation writing ability score of 0.676 at a constant of 10.207

Based on the results of the research data analysis, it turns out that the relationship between the elements of the research has different levels of closeness, which is reflected in the following table.

Table 1. Order of Closeness of Research Variable Relationships

No	Relationship between variables	Correlation Size	Contribution Percentage	Rating
1	X_1 with Y	0,766	58,7%	2nd
2	X_2 with Y	0,662	43,8%	3rd
3	X_1, X_2 with Y	0,804	64,6%	1st

Information:
X_1 : Vocabulary Mastery
X_2 : Interest in Reading
Y : Ability to Write Arguments

The table shows that the simple correlation test between vocabulary mastery and reading interest with the ability to write arguments has the highest closeness, namely r = 0.804 or 64.6%. The closeness of the relationship

that occupies the second position, namely the relationship between interest in reading and the ability to write arguments is 0.766 or 58.7%. The relationship between vocabulary mastery and the ability to write arguments is in the third position in the close relationship, which is 0.662 or 43.8%.

Thus, the conclusion that can be drawn from the results of this study is that vocabulary mastery and reading interest are one of the important variables that need attention in order to improve the argumentation writing ability of class VIII SMPN 14 Bandar Lampung students in particular and junior high school students in particular. general.

Mastery of vocabulary and interest in reading is the most important part that must be mastered by students in order to improve the ability to write arguments. The ability to write arguments can be increased if students have high vocabulary mastery. These two aspects need to be improved by the teacher in line with efforts to improve the argumentation writing skills of class VIII SMPN 14 Bandar Lampung

CONCLUSION

Based on the calculations and studies of the data that have been described in the previous, the authors conclude several things, as follows:

1. There is a positive and significant correlation between students' vocabulary mastery and argumentative writing ability. This shows that if vocabulary mastery is improved, the argumentation writing ability will also increase. The results of the significant correlation coefficient test indicate that the research hypothesis is accepted because r count = 0.662 > r table = 0.301. The correlation coefficient between vocabulary mastery and argumentative writing ability of 0.662 is significant. Thus, there is a positive relationship between vocabulary mastery (X1) and the ability to write arguments (Y). It can be said that the higher the vocabulary mastery, the higher the students' ability to compose arguments. The coefficient of derivation is (R2) = (0.662)2 = 0.438 or 43.8%. This data proves that the contribution of vocabulary mastery to the ability to write arguments is 43.8%. That is, the ability to write arguments can be improved through increasing vocabulary mastery in students because it has a contribution of 43.8%.

2. There is a positive and significant correlation between students' reading interest and argumentative writing ability. It shows that if reading interest is increased, the argumentation writing ability will also increase. The results of the significant correlation coefficient test show that the research hypothesis is accepted because r count = 0.766 > r table = 0.301. The value of the coefficient of determination is (R2) = (0.766)2 = 0.587 or 58.7%. This means that the contribution of reading

interest (X2) is 58.7% to the ability to write arguments (Y). This means that the ability to write arguments can be improved by increasing students' interest in reading because it has a contribution of 58,7%.

3. There is a positive and significant correlation between students' vocabulary mastery and their reading interest with the students' writing argumentation ability. It shows that if vocabulary mastery and reading interest are jointly improved, the argumentation writing ability will increase. The results of the significant correlation coefficient test show that the research hypothesis is accepted because r count = 0.804 > r table = 0.301. It can be concluded that the correlation coefficient between the variables of vocabulary mastery and reading interest together with the ability to write arguments of 0.804 is significant. Thus, there is a positive relationship between vocabulary mastery (X1) and reading interest (X2) with the ability to write arguments (Y). It can be said that the higher the vocabulary mastery and reading interest of the students, the higher the students' argumentative writing ability. The coefficient of determination is (r2) = (0.804)2= 0.646 or 64.6%. This data proves that the contribution of vocabulary mastery and reading interest together on the ability to write arguments is 64.6%. This shows that other factors affect the argumentation writing ability (Y) of class VIII SMPN 14 Bandar Lampung students by 45.4%.

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