The Correlation of Vocabulary Mastery and Effective Sentences With Exposition Writing Ability in Middle School Students

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Abstract: This study aimed to determine and describe the correlation of vocabulary mastery and effective sentence mastery with the exposition writing ability in class VIII SMP Nusantara 2018/2019 academic year. The population and sample in this study were all Class VIII SMP Nusantara students. The quantitative research method determines the magnitude of the relationship between variables. There is still much inappropriate use of vocabulary, and the students' mastery of effective sentences is still lacking. The findings show: 1) vocabulary mastery has a significant relationship with the ability to write exposition with a correlation coefficient of 0.630, 2) effective sentence mastery has a significant relationship with the ability to write exposition with a correlation coefficient of 0.693, and 3) vocabulary mastery and Effective sentence mastery has a significant relationship together with the ability to write exposition with a correlation coefficient of 0.733.
Keywords: effective sentence, vocabulary, writing exposition

INTRODUCTION

Language is a means of verbal communication or a tool for interaction between humans. Language is the unit used in writing news or other essays in general. People need to learn it in connection with that language as an essential communication tool. Still, many Indonesian language users think that Indonesian does not need to be studied anymore because language is already the language we use every day. Such an assumption is very wrong. Learning Indonesian is not as easy as people think. Therefore, learning Indonesian is taught from kindergarten to university (Adriany, 2018).

One aspect of language skills that has a vital role in efforts to give birth to future generations who are intelligent, critical, creative, and cultured is writing skills. Students will be able to express ideas, thoughts, and feelings

intelligently to others, coherently and systematically in writing. Meaningful learning requires students to be able to communicate, especially in written language. The implementation of writing learning should be directed at continuous writing practice activities by correctly paying attention to the writing rules because students' writing ability is still low (Hastomo, 2016).

Ability is one of the four aspects of language skills. According to Kosasih (2012), writing ability is a creative process that involves a lot of divergent (spreading) ways of thinking rather than convergent (convergent). Meanwhile, Arifi and Tasai (2009) state writing ability mean giving birth or expressing thoughts and feelings through a symbol or writing. Moreover, Supriadi (1998) argues that ability is a business activity carried out by a writer to convey facts, feelings, attitudes, and thoughts clearly and effectively to the reader.

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. Writing skills are closely related to the other three skills in various ways. Writing is one aspect of language skills that students need to have. The students can express or inform their wealth of knowledge, thoughts, ideas, feelings, experiences, and imaginations to others in written form through writing (Hastomo, 2016).

This writing ability is essential for students because writing skills allow students to communicate ideas and experiences to various parties through writing (Lestari, 2018). Given the importance of writing skills, the writing aspect is always present in every primary, secondary, and higher education curriculum. Writing is one of the essential competencies in developing skills. The implementation of writing learning should be directed at continuous writing practice activities by paying attention to the correct writing rules to teach students to communicate, especially in written language (Pattanayak, 2017).

Exposition or often said to be exposed, is a form of writing or rhetoric that seeks to explain and describe the main idea, which can broaden the views or knowledge of someone who reads the description. An exposition is also a form of rhetoric that is often used in conveying widespread scientific reports and other scientific descriptions that do not try to influence the opinions of others (Irwan, Syafei, & Marlina, 2018)

Rosa (2013) asserts that exposition provides information, uses analytical and chronological development, and the author tries to explain events or problems so that readers understand them. The exposition uses examples, graphs and various facts, and other data so that readers can easily understand them to illustrate the issues raised. Meanwhile, Sari, Saun, & Rosa (2014) reveal that exposure is a form of essay in which people make a clear,

adequate, and neutral explanation about something included in the field of human knowledge.

Learning writing activities in class VIII, SMP Nusantara Bandar Lampung for the 2018/2019 school year aims to make students able to write ideas logically and systematically in the form of various paragraphs, both narrative, descriptive and expositive. In this case, students must use the established rules, such as using PUEBI correctly and consistently, using writing interests and sentence structure correctly.

Asyiah (2017) also explains vocabulary, namely words that convey an intention or meaning used in a language. The size of a person's vocabulary depends on his progress based on the level of educators. Whether or not the form of language depends on a person's sense of the beauty of language. Moreover, Hussain (2018) states that vocabulary is: (1) words that are controlled by a person or words used by a group of people from the same environment; (2) All words contained in a field of science; (3) List of words and phrases of a language arranged alphabetically, accompanied by language and description.

Effective sentences can accurately represent the thoughts of the author or speaker so that the listener/reader understands these thoughts quickly, clearly, and entirely as intended by the author or speaker. Udayana (2016) says that "effective sentences are good sentences because what is thought or felt by the speaker (the writer in written language) can be accepted and understood by the listener (reader in written language) as accurate what he thinks or feels, felt by the speaker of the author. On the other hand, Fluitt-Dupuy (2006) says that effective sentences can re-create ideas in listeners or readers, like what is in the minds of speakers or writers. Moreover, Cahyono, Mukminatien, & Amrina (2016) say that "A sentence that can express the ideas of the speaker/writer appropriately so that it can be understood by the listener/reader correctly.

Based on the students' work in writing, errors were found. For example, they used sentences that were not effective writing sentences. Examples of ineffective use of sentences: "Cleanliness is the responsibility of all citizens." the sentence becomes impractical 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." Or cleanliness is the responsibility of all residents." In addition to the use of capital letters and spelling and low sentence structure in writing student expositions, it was also found that the use of vocabulary was expected and not varied. Their vocabulary mastery is still minimal.

METHOD

The researchers chose the survey method with correlational analysis techniques. This method is used to be able to observe the object directly. The correlational analysis technique aims to determine whether or not there is a relationship and how close the relationship is. This research examines how variations in one or more factors are related to other aspects.

RESULTS AND DISCUSSION
RESULT

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A total of 32 students taken as samples have filled out the questions asked. Before filling in the inquiries carried out by students, the researchers explained how to fill in the questions in question. The researchers explained that the data that had been revealed in this study were Exposition Writing Ability (Y), vocabulary mastery (X1), and practical sentence mastery (X2). Then from all the data obtained, each will look for the Number, highest and lowest scores, average, standard deviation, mode, and median. An overall description of the basic statistics of the research variable data is presented in the following table.

Table 1. Basic Statistical Data of Research Variables

Component		Vocabulary Mastery	Effective Writing Ability	Exposition Writing Ability
N	Valid	32	32	32
	Missing	0	0	0
Mean		82.41	79.72	73.19
Median		83.00	79.00	75.50
Mode		83	83	76
Standard Deviation		8.587	11.101	10.970
Variance		73.733	123.241	120.351
Range		28	38	42
Minimum Score		70	60	53
Maximum Score		98	98	95
Sum		2637	2551	2342

Source: Primary data and calculations with SPSS 22

Description:

n = Number of respondents

Y = Exposition Writing Ability

X1 = Vocabulary mastery

X2 = Effective sentence mastery

Exposition Writing Ability

Table 2. Variable Score Distribution Exposition Writing Ability (Y)

No	Interval	Frequency	Percentage
1	53 – 58	5	1.56
2	59 - 64	3	0.94
3	65 – 70	3	0.94
4	71 – 76	10	3.13
5	77 – 82	5	1.56
6	83 – 88	4	1.25
7	89 - 95	2	0.63
	Total	**32**	**10.00**

Source: Primary Data and Researcher Calculations in 2019

The Exposition Writing Ability Score (Y) contained in the table above is visualized in the form of a histogram below:
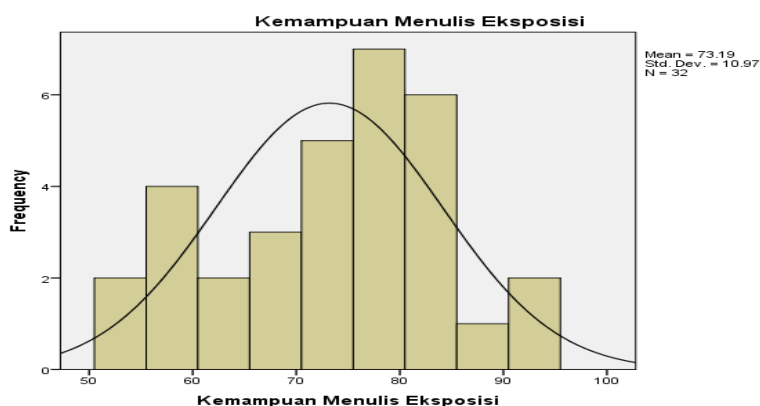

Figure 1. The Exposition Writing Ability Score (Y)

Vocabulary Mastery

Table 3. Distribution of Score Variable Mastery of Vocabulary (X1)

No	Interval	Frequency	Percentage
1	70 – 74	7	2.19
2	75 - 79	5	1.56
3	80 – 84	8	2.50
4	85 – 89	5	1.56
5	90– 94	3	0.94
6	95-100	4	1.25
	Total	**32**	**100%**

Source: Primary Data and Researcher Calculations in 2019

The vocabulary mastery score (X_1) contained in the table above is visualized
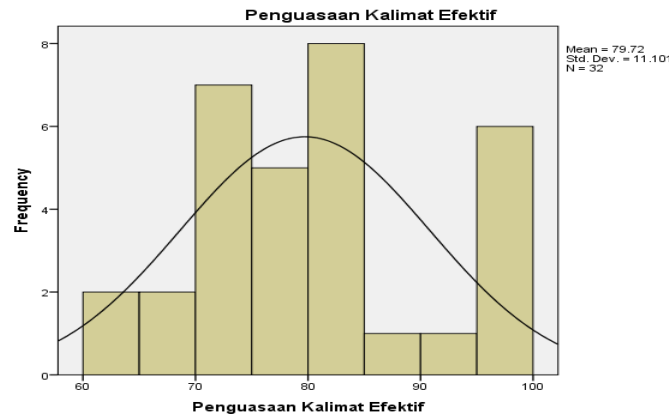
in the form of a histogram below:

Figure 2. Distribution of Score Variable Mastery of Vocabulary (X1)

DISCUSSION

The summary of the magnitude of the correlation coefficient and the magnitude of the relationship between the independent variable and the dependent variable and their interpretation when consulted with the coefficient of the r-value can be seen in the following table.

Table 4. Summary of the Correlation Coefficient of Vocabulary Mastery (X1) and Effective Sentence Mastery (X2), and Exposition Writing Ability (Y)

No	Correlation	Coefficient Correlation	Correlation Score	Interpretation
1	The relationship between vocabulary mastery and the ability to write exposition	$r_{x1y} = 0,630$	39,80%.	Strong
2	The relationship between effective sentence mastery and Exposition Writing Ability	$r_{x2y} = 0,693$	48,00%	Strong
3	The relationship between vocabulary mastery and effective sentence mastery with the ability to write exposition	$r_{x1,2\,y} = 0,733$	53,70%	Strong

Relationship between Vocabulary Mastery and Exposition Writing Ability

The first simple linear regression analysis results stated that vocabulary mastery was significantly related to the ability to write exposition. This is indicated by a significant level of 0.05 with a correlation coefficient of 0.630, and the magnitude of the relationship is 39.80%. When consulted with the table of correlation coefficients, the relationship is at a comparable level. The results of the analysis also show that the higher the students' mastery of vocabulary, the better the level of exposition writing ability.

This analysis shows that vocabulary mastery is one of the supporting factors in improving the ability to write exposition. Having good vocabulary mastery will significantly impact the development of Exposition Writing

Ability. Vocabulary mastery is one of the essential variables where students who have a large vocabulary will quickly develop their essays so that they do not have difficulty writing words.

CONCLUSIONS

Based on the results of the analysis and findings in this study, it can be concluded that vocabulary mastery has a significant relationship with the ability to write exposition. It shows that the better the level of vocabulary mastery that students have, including general words, unique words, expressions, proverbs, denotative meanings, connotative meanings, antonyms, and synonyms, the tendency to better their ability to write exposition texts. The correlation coefficient indicates 0.630. Second, effective sentence mastery has a significant relationship with exposition writing ability. This shows that the better effective sentence mastery includes: (1) unity, (2) cohesion, (3) parallelism, (4) accuracy, (5) frugality, and (6) the logic in the sentence. There is a tendency for these students to have the ability to write good exposition texts, as indicated by a correlation coefficient of 0.693. Third, the mastery of vocabulary and effective sentences has a significant relationship with the ability to write exposition. It shows that the better the level of mastery of vocabulary and effective sentences, there is a tendency for these students to have the ability to write expositions, including The ability to develop ideas according to the theme and the ability to adjust the title to the content, the ability in writing content, namely the ability to use sentences effectively, coherence between sentences, and coherence between paragraphs, the ability to use diction or word choice, namely the ability to choose the appropriate words and the ability to use spelling, which means the ability to determine the spelling used. This finding is indicated by a correlation coefficient of 0.733.

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