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The Correlation of Diction Mastery and Writing Interest with Writing Exposition Text Ability at The Tenth Grade Students

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Abstract: This research was conducted because of reality on the ground that the ability of writing exposition texts and mastery of diction, and the writing interest needed to be developed. This study aims to describe the correlation between mastery of diction and interest in writing with the ability to write exposition texts at the tenth grade of SMK Negeri 1 Kotabumi, Lampung Utara. The research used correlational methods. Techniques used in retrieving research data are tests and questionnaires. Data analysis or hypothesis testing using the formula for the correlation coefficient of the moment and multiple products. From research results, the writers concluded 1) there is a positive and significant correlation between mastery of diction and ability to write exposition text, indicated by the correlation coefficient of 0.772 and the coefficient of determination ($r2$) of 0.596 or 0.772 and the coefficient of determination ($r2$) is 0.596 orof 59.69%, 2) there are positive and significant correlation between writing interest and the ability to write an exposition text which is indicated by a correlation coefficient of 0.713 and the coefficient of determination ($r2$) is 0.508 or 50.80%; 3) there are positive and significant correlation between diction mastery and writing interest with the ability to write exposition text as indicated by the correlation coefficient of 0.810 the coefficient of determination ($r2$) is 0.656 or 65.60%.
Keywords: diction mastery, exposition text, writing interest

INTRODUCTION

The ability of writing exposition text is expressive and productive language skill. It is said to be expressive because the author expresses whatever is in his mind or ideas in written form. Apart from that, what he feels like is sad, happy, and love can be put in writing. Hastomo (2016) states that writing is a person's awareness that an object, a problem or a condition is related to him. This opinion is supported by Yi (2009) who states: that writing as an encouragement that shows individual attention to an object that is interesting and fun if the individual pays attention to an object pleasantly, then he tends to be more active with the object.

Writing is also a person's ability to express ideas, thoughts, knowledge, and life experiences in written language that is clear, coherent, expressive, easy to read and can be understood by others. According to Slomp (2012),

writing also means organizing ideas systematically and expressing them systematically. "Exposition or often said to be exposure is a form of writing" or rhetoric that seeks to explain and describe a point of mind, which can broaden the view or knowledge of a person who read the description. Exposition is also a form of rhetoric that is often used in conveying descriptions in other scientific descriptions that do not try to influence other people's opinions. (Keraf, 2007)

Parera (2004) explains that pathetic exposition gives information, uses analytical and chronological development, the author tries to explain events or problems so that readers understand them. For explaining the problem raised, exposition uses examples, graphs as well as various facts and other data so that readers can easily understand them. By learning to write exposition texts in the tenth grade of SMKN 1 Kotabumi Lampung Utara in 2020/2021, students are expected to be able to write ideas logically and systematically in the form of various paragraphs, both narrative, descriptive and exposition. In this case, students are required to use established rules, such as using the EYD correctly and consistent use of diction mastery and writing interest correctly. If this is done, it is not difficult for the reader to understand the author's intent. Therefore, the mastery of diction and the presence of interest in writing are needed in writing an exposition text . Interest in writing is very important because it is a useful tool to capture and understand someone's message through writing to people so that it can be understood as the author's intention or thought. Without a good interest in writing, someone will have difficulty in writing language, including when trying to understand a reading (Hastomo, 2019).

To teach students to be able to communicate, especially in written language, implementing learning writing should be directed at activity in practicing to write by continuously with notice writing rules correctly (Brouwer, 2012). So far, learning to write carried out by the teacher does not involve intensively, so that student's result in writing is still low. The low student learning outcomes in writing can also be caused by: teacher and student factors. Teacher factors, for example, students are burdened with too many theories so that learning becomes very boring. Student factor, many students think that learning to write is less fun and less interesting so students are lazy to practice writing and less interesting so that students are lazy to practice writing and are less interested in developing themselves in writing (Nasution et al., 2020).

The results of teaching writing are also influenced by two factors, namely: linguistic and non-linguistic. The linguistic factors that influence between choice of words or diction, use of punctuation marks, word formation, use of spelling, and effective sentence mastery. Non-linguistic factors that

influence writing include interest in writing, motivation, discipline, intelligence, and interest in reading (Renninger & Hidi, 2015).

Interest in writing is a person's awareness that an object or a condition has something to do with him. That interest is an impulse that shows individual attention to the object that is interesting and fun. If the individual pays attention to an object that is pleasant, then he tends to be more active with the object. Writing ability is not an inherited ability hereditary, but rather the result of the teaching and learning process and perseverance in learning. Writing skill is closely related to the other three skills in various ways. Writing is one aspect of language skills that students need to have. Through writing students can express or inform a wealth of knowledge, thoughts, ideas, feelings, experience, and imagination to others in written form (Lestari et al., 2018).

This writing ability is important for students, that the ability of writing allows students to communicate ideas, and experiences various parties through writing (Wahyuningsih, 2019). Given the importance of writing skills, then the writing aspect is always present in every basic education curriculum, education secondary, and higher education. Writing is one of the basic competencies in skills development. To teach students to be able to communicate, especially in written language, the implementation of learning to write should be directed to continuous writing practice activities with paying attention to the rules of correct writing (Yulistiani, 2020). No less important In writing exposition text, word choice (diction), interest in writing is interrelated to write better. In this study, researchers will be interested in examining diction mastery and writing interest in relation to the ability to write exposition texts for find out how much the contribution of these two factors to the ability to write exposition text.

RESEARCH METHODOLOGY

The method used in this research is the correlational method. This method is used to be able to observe the object to be studied directly. The correlational analysis technique aims to determine whether or not there is the correlation and how close the correlation is. This research examines the extent to which variations in one or more factors are related to variations in other factors. In this study, writers determine whether or not there is a correlation between diction mastery, and interest in writing with the ability to write exposition text.

RESULT AND DISCUSSION
Diction Mastery (X1)

Diction mastery data is obtained through a written test in the form of multiple choice as many as 40 questions. It shows that the highest score obtained by the students on the variable diction mastery of the tenth grade students of SMK Negeri 1 Kotabumi Lampung Utara in 2020/2021is 95. The minimum score obtained by the students is 63. The average score of students' diction mastery is 78,800. The median data obtained by students is 78.6250. The score mode on diction mastery variable is 78. The standard deviation of students' diction mastery scores is 7.61308.

Then, it can be seen that the highest score of diction mastery was between 91-95 as much as 1 student or 2.50%. The second rank lies in the interval score of 86-90 there are 5 students or 15.00%. The third rank in the interval score is 81-85, there are 4 students or 17.50%. On an interval score of 76-80 there are 10 students or 30.00% in the fourth score rank. The score of students who are in the score interval of 71 -75 there are 5 students or 17.50% is in fifth place. Students' data which are in the interval 66-70 are 5 students or 12.50%. While the students who got the lowest score on interval 61-65 are 2 students or 5.00%.

Writing Interest (X2)

The data show that the highest score obtained by students on the writing interest variable of students of the tenth grade of SMK Negeri 1 Kotabumi, Lampung Utara in 2020/2021 is 93. Students' writing interest score is 50. Average score of students' writing interest is 71.45 The median of the remaining data obtained is 72. Mode score on the variable of writing interest is 32. The standard deviation of the students' writing interest is 9.32312.

Then, it can be seen that the highest score of writing interest in the interval is 91-95, there is 1 student or 2.50%. The second rank lies in the interval score of 86-90, there are 2 students or 5.00%. The third rank in the interval of 81-85, there is 1 student or 2.50%. In the interval score of 76-80 there are 6 students or 20.00% which are on the fourth rank. The score of students who are in the score interval of 71-75 are 7 students or 25.00% which is in fifth place. Students' data which are in the interval of 66-70 are 5 students or 12.50%. Students' scores in the interval of 61-65 are 5 students or 20.00%. Interfal students' scores of 56-60 are 2 students or 5.00%. Students' scores on the interval 51-55 are 2 students or 5.00%. Meanwhile, the lowest score, which is at intervals of 46-50 is 1 student or 2.50%.

The Ability to Write Exposition Text (Y)

The data show that the highest score obtained by students on the variable of the ability to write expository text is 98. The minimum score obtained by students is 35. The average score of the ability to write expository

text is 67.425. The median score from the data is 61. The standard deviation of the ability of writing exposition is 61. The standard deviation of the ability of writing exposition is 15,38045.

Then, it can be seen that the highest score of the ability to write exposition in the interval 91-100 is 1 student or 7.50%. The second rank which lies in the interval of 81-90 is 5 students or 15.0%. The third rank which is in the interval score of 71-80 are 4 students or 17.50%. On interval score 61-70 there are 10 students or 32.50 which are in the fourth rank. The score of students who are in the interval score 51-60 are 5 students or 15.00%. They are in the fifth rank. Students' data which is in the interval 41-50 are 5 students or 7.50%. While students who get the lowest score, which is in the interval score of 31-40 are 2 students or 5.00%.

The Correlation between Diction Mastery (X1) and The Ability to Write Exposition Text (Y)

The results showed that there was a high correlation between the diction mastery and the ability to write exposition text. It can be concluded by looking at r count = 0.772 at level =0.05 rtable=0.312. This answer is for the first hypothesis, namely, there is significant correlation between diction mastery and writing ability of Exposition text for the tenth grade students of SMK Negeri 1 Kotabumi, Lampung Utara in 2020/2021. The statement is based on the calculation results that rcount is higher than the rtable. This also means that the mastery of diction makes a real contribution to the ability to write exposition texts of the tenth grade students of SMK Negeri 1 Kotabumi, Lampung Utara in 2020/2021.

The correlation coefficient value obtained is 0.772 which is very significant. These data indicate the level of strength of a positive correlation between diction mastery (X1) and the ability to write exposition text (Y). This can be said that the higher the diction mastery, the higher the students' ability to write exposition text. The coefficient of determination value is (R2) = (0.772)2 =0.596 or 59.60%. This finding proves the contribution of diction mastery on the ability to write exposition texts, the percentage of students' diction mastery towards the ability to write exposition texts is 59.60%. It can also be explained through the regression equation Y= 55,474 + 1,560X1. Thus, the model of the regression equation Y= 55,474 + 1,560X1 the statistic is very significant (Significant).

By looking at the results obtained, the regression equation Y = 55.474 + 1,560 X1 indicates that every one increase in the diction mastery score will cause an increase in the score of writing exposition text ability by 1,560 in constant 55,474. Based on this, it rejected the null hypothesis (Ho) and

accepted (H1), which means there was significant correlation between diction mastery and the ability to write exposition texts.

The Correlation between Interest in Writing (X2) and Ability to Write Text Exposition (Y)

The results show that there is significant correlation between writing interest and The ability to write exposition texts has a significant correlation with the level of closeness of r count = 0.713 at level = 0.05 and r table = 0.312. This result answers the second hypothesis, namely there is a significant correlation between writing interest and the ability to write exposition texts for the tenth grade students of SMK Negeri 1 Kotabumi Lampung Utara in 2020/2021. The statement is based on the results of the calculation of r count that is higher than the r table. This means too that writing interest makes a real contribution to students' writing ability in exposition text.

The correlation coefficient obtained is 0.713 and this is significant. This shows the level of strength of a positive correlation between writing interest (X2) and the ability to write exposition text (Y). It can be related that the higher the interest in writing, the higher the students' ability to write exposition text. The coefficient proves that the contribution of writing interest on the ability to write exposition text by 50.80%. This too can be explained by the regression equation Y=16,618+1,176X2.

By looking at the results obtained, the regression equation Y = 16,618+1,176X2 shows that everyone increases in writing interest score will caused an increase in the score of writing exposition text skills by 1.176 in constant 16.618. Based on this,it rejects the null hypothesis (Ho) and accepts (H1), which means between writing interest and ability to write exposition text have a positive and significant correlation.

Thus, the higher the student's interest in writing, the more the tendency of students' ability to write exposition texts. This is also in accordance with the results of interviews with several SMK students and teachers of SMK Negeri 1 Kotabumi, Lampung Utara in 2020/2021, namely 1) writing ability in exposition text is lacking because there is also less interest in writing, 2) in implementation of learning, teachers pay less attention to individual differences. The success of learning must also be considered individual differences. It is natural that students faced by teachers have differences in terms of maturity of thinking, language skills, and level of intelligence.

The r correlation between Diction Mastery (X1) and Writing Interest (X2) with Students' Ability to Write Exposition Text (Y)

The results showed that between diction mastery and interest writing with the ability to write expository text have significant correlation, F count = 0.810 at level =0.05 and r table = 0.312. This answers the third hypothesis, there is a significant correlation between diction mastery and interest writing towards the students ability to write exposition texts at the tenth grade students of SMK Negeri 1 Kotabumi, Lampung Utara in 2020/2021.

Based on this, it rejects the null hypothesis (Ho) and accepst (H1), which means there is significant correlation between mastery of diction and writing interest with students' writing ability in the exposition text. The value of the correlation coefficient obtained is 0.810. This is significant because it shows the level of strength of a positive correlation between diction mastery (X1) and writing interest (X2) with the ability to write exposition text (Y). It can be said that the higher the mastery of diction and interest in writing, the higher the ability to write exposition text. Coefficient of the determination is (R2) = (0.810)2 = 0.656 or 65.60%. The data prove that there is contribution of diction mastery and interest in writing towards the ability to write expository text, that is 65.60%. It can also be seen through the regression equation Y=57.969 + 1.080 X1+0.564X2. By looking at the results obtained, that the regression equation Y=57.969 + 1.080X1 +0.564x2 shows that every one who increases in diction mastery score and interest in writing will lead to an increased score in the ability to write exposition text, which is about .644 at a constant of 57.969.

Thus, the conclusions that can be drawn from the results of this study are that diction mastery and writing interest are important variables that need attention in order to improve the students' ability in writing an exposition text for the tenth grade students of SMK Negeri 1 Kotabumi, Lampung Utara in 2020/2021.

CONCLUSION

As a conclusion, the researchers conclude that there is a positive and significant correlation between diction mastery with the ability to write exposition text. This shows that if diction mastery is improved then the ability to write exposition texts is increased as well. The significant test results of the correlation coefficient shows that the research hypothesis is accepted because r count = 0.772 > r table = 0.312. The coefficient value is (R2) = (0.772)2 = 0.596 or 59.60%. This means that the contribution of diction mastery (X1) of 59.60% of writing ability in exposition text (Y). That is, the ability to write the exposition text can be improved through increasing diction mastery in students because it has a contribution of 59.60%.

Moreover, there is a positive and significant correlation between writing interest and the ability to write exposition text. This shows that if

interest in writing is improved, the ability to write exposition texts is increased as well. The results of the significant correlation coefficient test show that the research hypothesis is accepted because r count = 0.713 > r table = 0.312. Correlation coefficient between writing interest and the ability of writing exposition text of 0.713, which is significant. Thus, there is a positive correlation between writing interest (X2) with the ability to write exposition text (Y). It can be said that the higher the interest in writing, the higher students' ability to write exposition texts. The coefficient of determination is (R2) = 0.713)2 = 0.508 or 50.80%. The data prove that the contribution of writing interest to the ability to write exposition text is 50.80%. It means the ability to write exposition text can be improved through writing interest in students because it has a contribution of 50.80%.

Furthermore, there is a positive and significant correlation between mastery of diction and interest in writing with the ability to write exposition texts. This matter demonstrates mastery of diction and interest in writing improved, the ability to write expository texts would increase as well. The results of the significant correlation coefficient test show that the research hypothesis is accepted because r count = 0.810> r table =0.312. These results can be concluded that the correlation coefficient between the variables of diction mastery and writing interest with the ability to write exposition text of 0.810 are significant. Thus, there is a positive correlation between mastery of diction (X1) and interest in writing (X2) with the ability to write exposition text (Y). It can be said that the higher mastery of diction and interest in writing students, the higher students' ability to write exposition texts. The coefficient of termination is (R2) = 0.810)2 = 0.656 or 65.60%. The data prove that there is contribution of writing interest and diction mastery towards the ability to write an exposition text , which is about 65.69%. This shows that other factors that influence the ability to write exposition (Y) of the tenth grade students of SMK Negeri 1 Kotabumi, Lampung Utara in 2020/2021 is 34.40%.

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