



## The Correlation of Vocabulary Mastery, Reading Interest, and Writing Expositions Text in Senior High Class Students

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**Abstract:** The purpose of this study is to analyze the problems in this study is the correlation of vocabulary mastery and reading interest with the ability to make up exposition in students of class X SMAN I Banjar Margo Tulang Bawang. This research was carried out due to the fact in the field that the ability to make up exposition and mastery of reading interests, as well as vocabulary mastery that needs to be feared. This study aims to describe the correlation between vocabulary mastery and mastery of reading interest with the ability to make up expositions of students of class X SMAN I Banjar Margo Tulang Bawang. The author uses a correlational method, meaning that the data is collected after all the events in direct question. The technique used in retrieving research data is a test. Research data analysis techniques include analysis requirements tests, statisti analysis, and research hypothesis testing techniques. The results of research on this thesis concluded 1) there is a positive and significant correlation between vocabulary mastery and exposition writing ability, indicated by the correlation coefficient of 0.772 and the coefficient of determination ( $r^2$ ) of 0.596 or 0.772 and the coefficient of determination ( $r^2$ ) of .596 or 59.69%, 2) there is a positive and significant correlation between mastery of reading interest and the ability to write exposition indicated by the correlation coefficient of 0.713 and the coefficient of determination ( $r^2$ ) of 0.508 or by 59.80%; 3) there is a positive and significant correlation between vocabulary mastery and mastery of reading interest with the ability to write expositions indicated by a correlation coefficient of 0.810 coefficient of determination ( $r^2$ ) of 0.656 or 65.60%.

**Keywords:** vocabulary mastery, reading interest, writing expositions ability

### INTRODUCTION

According to K13 Curriculum of Indonesian Language and Literature subjects, the curricular purpose of teaching Indonesian language and literature in high school is so that students have the following abilities: First, communicate effectively and efficiently in accordance with applicable ethics, both verbally and in writing. Second, appreciate and take pride in using Indonesian as a unifying language and the language of the State. Third,

understand Indonesian and use it appropriately and creatively for a variety of purposes. Fourth, use Indonesian to improve intellectual ability, emotional and social maturity. Fifth, enjoy and utilize literary works to broaden horizons, expand ethics and improve knowledge and language skills. Fifth, appreciate and boast Indonesian literature as a cultural and intellectual treasure of Indonesian people (Zulhernanda, 2018).

Based on the teaching of writing in class X SMAN 1 Banjar Margo Tulang Bawang for the 2020/2021 school year, it is expected that students will be able to write ideas logically and systematically in the form of a variety of paragraph both narrative, descriptive and expository. In this case, students are required to use established rules, such as using EYD appropriately and consistently, using vocabulary and reading interest correctly. If this is done then it is not difficult for the reader to understand the author's intentions (Pandini, 2020). In teaching and learning activities that must be considered by teachers Indonesian class X SMAN 1 Banjar Margo Tulang Bawang for the 2020/2021 school year, covering various things. Teachers should be able to increase motivation and interest in learning. The right way to do it is trying to find the interesting subject matter. Finding appropriate activities use varied teaching methods. Teachers should use the medium of lessons and concentrate teaching and learning activities on students. Teachers must be able to place their position as professionals in accordance with the demands of the government and the growing community. The teacher must really master the material delivered (Wijaya, Anggraeni & Prihamdani, 2020).

Language is a communication system that uses arbitrary vowel symbols (speech sounds), which can be strengthened by real bodily movements. Language is also formed by certain rules and patterns (Blasi et al., 2016). Devianty (2017) states language is a system of symbols in the form of sounds, arbitrary, used by speech communities to cooperate, communicate and identify themselves. As a system, language is formed by certain rules, rules, or patterns, both in the field of sound, word formation, and sentences. Another opinion on the definition of language was expressed by Lestari et al (2018), he gave two languages. First, language is a tool used to shape thoughts and feelings, desires and deeds, tools used to influence and be influenced. Second, language is a clear sign of both good and bad personalities, a clear sign of the family and a clear sign of family and nation, a clear sign of humanity.

Yulistiani et al. (2020) state language is a means of communication and information used by the community, taking into account the policies made to standardize and facilitate the language community with conceptual considerations that can provide planning, direction, and provisions that can be used as a basic for processing the entire language problem.

While Sutrisno (1993), argues that language is a system that expresses and reports what happens to the nervous system. The final opinion of this brief paper on language is expressed by Hermansyah, Hastomo & Abdullah (2019) who state language is a very important means of spiritual connection in living together. Cangara (2007) revealed that "language is a means of communication between members of society in the form of sound symbols produced by human speech tools." Further, Keraf revealed that language must be a sound produced by human speech tools. Not just any sound, the sound itself must be a symbol.

Wicaksono (2014) states that writing is a representation of part of the unity of language expression. A good essay can connect between the author as the messenger and the reader as the recipient of the message. The message to be conveyed must be written systematically so that the reader can capture the message clearly and not cause misinterpretation. Ability is one of the four aspects of language skills. According to Wiesendanger (2000), ability is a creative process that involves many divergent ways of thinking (spreading) rather than converging (focusing). According to Keraf (2004), ability means expressing thoughts and feelings through a symbol or writing. Samsudin (2012) argues that the ability is an effort of activities carried out by a writer to express facts, feelings, attitudes, and thoughts clearly and effectively to the reader.

Writing can be defined as language skills used to communicate directly, not face-to-face with others. Writing is a series of activities a person expresses ideas and conveys through written language to the reader community to understand (Lestari, 2018). According to Keraf (2004), writing is a creative process that involves many divergent ways of thinking (spreading) rather than converging (focusing). Hastomo (2016) argues that writing is an effort of activities carried out by a writer to express facts, feelings, attitudes, and thoughts clearly and effectively to the reader.

Exposition or commonly be said as exposure is a form of writing or rhetoric that seeks to explain and elaborate a point of mind, which can expand the view or knowledge of someone who reads the description. Exposition is also a form of rhetoric that is often used in conveying popular scientific descriptions and other scientific descriptions that do not seek to influence the opinions of others (Keraf, 2004). Moreover, Ariningsih, Sumarwati & Saddhono (2012) assert that exposition provides information, using analytical, room, and chronological development, the author seeks to explain events or problems so that the reader understands them. To explain the problem raised, exposition uses examples, graphs and various other facts and data so that readers can easily understand it. A similar invulnerability is explained by Ruspa (2019) reveals that the ability to write is a complex ability that demands

a certain amount of knowledge and skills. Based on the descriptions of the experts above, it can be concluded that writing expositions is an essay that presents a clear amount of knowledge or information, such as reports. The ability to display something honestly, without excessive emotional feelings, realistic and not to waste us unnecessarily, the disclosure must be clear and orderly, so as to convince the readers to understand what the author should say.

Mastery can be interpreted by all the words contained in a language, the wealth of words owned by a speaker or author, words used in one field of science and a list of words arranged like a dictionary that is accompanied by a brief and clear explanation. According to Pramesti (2015), vocabulary can be interpreted by all words contained in a language, the wealth of words owned by a speaker / author, words used in one field of science and a list of words arranged like a dictionary that is accompanied by a brief and clear explanation. Based on expert opinion, vocabulary is a correlation of several words that become a close and complete unity in forming a sentence. Vocabulary is also part of the understanding of the language, vocabulary can be interpreted all the words contained in a language, the richness of words owned by a speaker or author and is our statements and feelings through a series of words in a fairly large construction and the author also argues that vocabulary is the number of words that a person has while reading a text and listening to something.

Vocabulary mastery is the process or deed, understanding or ability to use knowledge (Widiyanto, 2017). Vocabulary mastery is a process or way, the act of mastering or empowering (Pramesti, 2015). Meanwhile, Ruspa (2019) states vocabulary mastery is the understanding or ability to use knowledge or intelligence. According to Keraf (2004), vocabulary mastery in a word contains the meaning that each word expresses an idea or idea. The more words a person has mastered, the more ideas or ideas are mastered and that can be expressed.

On the other hand, reading is one of the four language skills, namely listening skills, speaking skills, reading skills, and writing skills. Reading is a process that is carried out and used by readers to get the message that the writer wants to convey through the medium of words or written language. According to Widiyanto (2017), 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. From this statement, it can be concluded that reading is a process that is related to language.

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 students' attention to the subject of time use, feelings of pleasure, encouragement, and the suitability of the material object. Indriani & Amalia (2020) state that vocabulary mastery is a set of processes to understand the meaning of words. When someone meets a word, the first thing to do is recognize the word. The next meeting has led to the search for its meaning, and so on until someone really understands the meaning of the word. Mastery of vocabulary is important for students as capital in composing expositions.

## **METHOD**

The method used in this study uses quantitative methods. This research uses quantitative methods, meaning that data is collected after all the events in question have taken place. 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 population used as subjects in this study was all students of class X SMAN 1 Banjar Margo Tulang Bawang for the academic year 2020/2021, total 207 people. In this study, students were taken from class X - 1 to X - 7. Because the population in this study was more than 100 people, in this study a sample of 20% was taken. So the number of samples is  $20 \times 207 = 40$  students who are rounded up.

Validity is a measure that indicates the degrees of validity or misunderstanding of an instrument. A valid or valid instrument has high validity. Conversely, a less valid instrument means it has low validity. A valid instrument when able to measure what the measurement wants. The normality test used is the Kolmogorov-Smimov test. The data is declared normal if the results of the Kolmogorov-Smimov test significant calculation obtained  $>$ , then the sample comes from a normal distributed population. To get information about the validity of vocabulary mastery instruments, and mastery of interest in reading instrument items using item analysis, namely correcting the score of each question item with a total score which is the sum of each item score. in a positive correlation with a high correlation, bring the item has a high validity as well. The results of the calculation of the item instrument ( $r$  count) are then consulted with the critical price table of  $r$  product moments.

## **RESULTS AND DISCUSSION**

### **Result**

#### ***Data description***

Referring to the problems and objectives of the research, the data obtained in this study consists of three research variables, namely vocabulary mastery (X1), mastery of reading interest (X2), and the ability to make

exposition (Y). The results of the study on research variables were taken from 40 students of class X SMAN Banjar Margo Tulang Bawang for the 2020/2021 academic year. The research data is then obtained by the steps of the data processing technique that has been established so that it can be drawn into research conclusions that reflect conditions that reflect actual conditions.

### **Vocabulary Mastery (X1)**

Vocabulary mastery data was obtained through a written test in the form of multiple choices X SMAN Banjar Margo Tulang Bawang for the 2020/2021 school year as many as 40 questions. The data showed that the highest score obtained by students on the vocabulary mastery variable of class X students of SMAN Banjar Margo Tulang Bawang for the 2020/2021 school year was 95. The minimum score obtained by students is 63. The average student vocabulary mastery score is 78,800. The median of the data obtained by students is 78.6250. The score mode on the vocabulary mastery variable is 78. The standard of deviation on the student's vocabulary master score is 7.61308. Based on these data, the vocabulary mastery data of class X students of SMAN Banjar Margo Tulang Bawang for the 2020/2021 academic year can be distributed in the category as stated in the following table:

Table 1. Students' Score Class X SMAN Banjar Margo Tulang Bawang  
 Academic Year 2020/2021

No	Interval	Absolute frequency	Relative Frequency (%)	Colloquial 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
Total		40	100	

The score of students who are at the score interval of 71-75 there are 7 students or 17.50% is in fifth place. Student data at intervals of 66-70 there are 5 students or 12.50%. While the students who scored the lowest at intervals of 61-65 there were 2 students or 5.00%. The data mentioned above can be expressed in the form of histogram images as mentioned below:

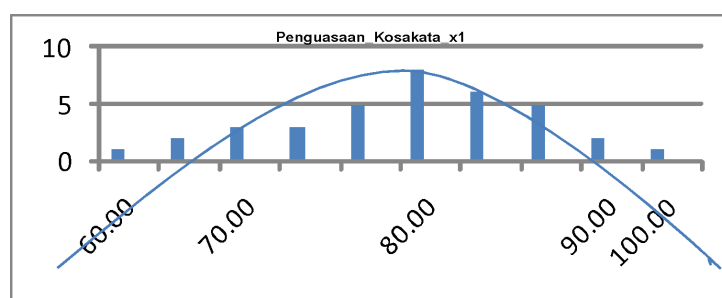


Figure 1. Distribution of Vocabulary Mastery Data

***Students' Reading Interest mastery (X2)***

The data showed that the highest score obtained by students on the variable of reading interest mastery of Class X students of SMAN Banjar Margo Tulang Bawang for the 2020/2021 school year was 93. The student's sentence score is 50. The average mastery score of the student's sentence structure is 71.45 The median of the data obtained is 72. The score mode on the sentence structure mastery variable is 32. The standard deviation on the student's reading interest mastery score was 9.32312. From these data, the data on the mastery of the sentence structure of class X students of SMAN Banjar Margo Tulang Bawang for the 2020/2021 academic year could be distributed data in the category as of which in the following table.

Table 2. Students' Score Class

No	Interval	Absolute frequency	Relative Frequency (%)	Colloquial 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
Total		40	100	

Based on the table above, it can be seen there was 1 student or 2.50% who got the highest score of mastery of sentence structure in the interval 91-95. The second highest score lies in the interval score of 86-90 there were 2 students or 5.00% in this level. Next, there was 1 student or 2.50% of the students who was in the 81-85 level. In the next interval score of 76-80 there were 8 students or 20.00%. The score of students who were in the score interval of 71-75 there were 10 students or 25.00% were in fifth place. In the interval 66-70, there were 5 students or 12.50%. Student scores in the interval 61-65, there were 8 students or 20.00%. Then, student scores interval 56-60, there were 2 students or 5.00%. Student scores in the interval 51-55 there were 2 students or 5.00%. While the students who got the lowest score, namely at intervals of 46-50 there was 1 student or 2.50%.

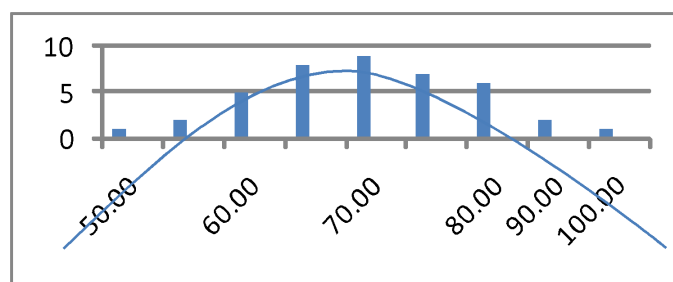


Figure 2. Distribution of Students' Reading Interest Mastery

## Discussion

Based on the results of the hypothesis test calculation, the first, second, and third hypotheses turned out to be all significant. This means that this study has successfully shown the correlation that occurs between vocabulary mastery (X1) and the ability to make up exposition (Y), reading interest (X2) with the ability to make up exposition (Y). In addition, this study has also proven that vocabulary mastery (X1) and reading interest mastery (X2) together have a very positive correlation with the ability to write exposition (Y). The clarity of inter variable correlations and variables is bound by being significantly outlined as follows.

### ***Correlation between Students Vocabulary Mastery and Students Writing Ability***

The results showed that there was a close correlation between vocabulary mastery and the ability to write expositions,  $r_{\text{count}} = 0.772$  at level  $= 0.05$   $r_{\text{table}} = 0.312$ . This answers the first hypothesis was there was a significant correlation between vocabulary mastery and the ability to write an exposition of the tenth graders of SMAN Banjar Margo Tulang Bawang for the academic year 2020/2021. The statement was based on the calculation results that  $r_{\text{count}}$  was greater than  $r_{\text{table}}$ . This also means that vocabulary mastery makes a significant contribution to the ability to write an exposition of the tenth graders of SMAN Banjar Margo Tulang Bawang for the 2020/2021 academic year.

The correlation coefficient value obtained was 0.772 which was very significant. The data showed the level of strength of a positive correlation between vocabulary mastery (X1) and the ability to write expositions (Y). It could be said that the higher the vocabulary mastery, the higher the students' ability to write expositions. The coefficient of determination value was  $(R^2) = (0.772)^2 = 0.596$  or 59.60%. This finding proved that the contribution of vocabulary mastery to the ability to write an exposition of students is 59.60%. It could also be explained through the regression equation  $Y = 55,474 + 1,560X_1$ . Thus, the



regression equation model  $Y = 55.474 + 1.560X_1$  statistically very significant (Significant).

### ***Correlation between students' reading interest and students' writing exposition text***

The results showed that there was correlation between students' reading interest mastery ( $X_2$ ) and students writing exposition ability. The level of strength  $r$  calculate = 0.713 at the level of  $\alpha = 0.05$  and  $r$  table = 0.312. This calculation answered the second hypothesis, namely there was a significant correlation between students' reading interest and students' students writing exposition ability of class X students of SMAN Banjar Margo Tulang Bawang for the 2020/2021 academic year. The statement is based on the results of the  $r$  count calculation is greater than the  $r$  table. This also means that reading interest contributes significantly to the ability to students' writing exposition ability.

The value of the correlation coefficient obtained by 0.713 was significant. The data showed the level of positive correlation strength between reading interest mastery ( $X_2$ ) and the ability to write exposition ( $Y$ ). This can be generalized that the higher the mastery of reading interest, the higher the ability of student in writing exposition text. The coefficient proves that the contribution of mastery of reading interest to the ability to write an exposition is 50.80%. This can also be explained by the regression equation  $Y=16,618+1,176X_2$ .

### ***The Relationship between Vocabulary Mastery and Reading Interest with Exposition Composing Ability***

The results showed that there was a close correlation between vocabulary mastery and sentence structure mastery with the ability to write expositions,  $r$  count = 0.810 at level = 0.05 and  $r$  table = 0.312. This answers the third hypothesis, namely that there is a significant correlation between vocabulary mastery and sentence structure mastery together with the ability to write an exposition of class X SMAN Banjar Margo Tulang Bawang for the academic year 2020/2021.

The statement was based on the calculation results that  $r$  count was greater than  $r$  table. This also meant that the mastery of students' vocabulary and interest in reading together made a significant contribution to the ability to write expositions. This means that by increasing vocabulary mastery and reading interest, students could improve their ability to write expositions. Based on the results of the research data analysis, it turns out that the interests of the research elements have different levels of closeness, which is reflected in this table:

Table 3. Level of Closeness of Research Variable Correlation

No	Intervariable relationship	Correlation	Contribution presentation	Rank (Level)
1.	X1 and Y	0,772	59,60%	Second
2.	X2 and Y	0,713	50,80%	Third
3.	X1, X2 and Y	0,810	65,60%	First

Information:

X1= Vocabulary mastery

X2= Reading interest mastery

Y = Writing an exposition ability

This table showed that a simple correlation test between vocabulary mastery and reading interest with the ability to write expositions has a close correlation that occupies the second position, namely the correlation between vocabulary mastery and the ability to write expositions. It was 0.772 or 59.60%. The correlation between mastery of the structure of reading interest and the ability to write expositions was in the third position in the close correlation, which is 0.713 or 50.80%.

## CONCLUSIONS

Based on results and discussions above, the following conclusions could be formulated. First, there was a positive and significant correlation between vocabulary mastery and the ability to write an exposition. The results of the significant correlation coefficient test indicate that the research hypothesis was accepted because  $r \text{ count} = 0.772 > r \text{ table} = 0.312$ . The accepted coefficient value was  $(R^2) = (0.772)^2 = 0.596$  or 59.60%. This meant that the contribution of vocabulary mastery (X1) is 59.60% to the ability to write an exposition (Y). That was, the ability to write this exposition could be improved through increasing the vocabulary mastery of students because of the degree of the contribution was 59.60%.

Second, there was a positive and significant correlation between reading interest and the ability to write an exposition. This showed that if the mastery of reading interest was increased, the ability to write expositions increased. The results of the significant correlation coefficient test indicated that the research hypothesis was accepted because  $r \text{ count} = 0.713 > r \text{ table} = 0.312$ . The correlation coefficient between reading interest and the ability to write an exposition of 0.713 is significant. Thus, there was a positive correlation between mastery of reading interest (X2) and the ability to write an exposition (Y). It could be said that the higher the mastery of reading interest, the higher the ability of students to write expositions. The coefficient of determination was  $(R^2) = (0.713)^2 = 0.508$  or 50.80%. This data proved that the contribution of mastery of reading interest to the ability to write an

exposition is 50.80%. This meant that the ability to write this exposition could be improved through increasing the mastery of reading interest in students because it had a contribution of 50.80%.

Based on the conclusions above, it could be seen that the three hypotheses that had been formulated could be accepted. Thus, mastery of vocabulary and mastery of reading interest, both together and individually had meaning in improving the ability to write expositions. This conclusion gave birth to the idea that the ability to write an exposition could be traced, explained or predicted by mastery of vocabulary and mastery of reading interest.

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