

RELATIONSHIP OF VOCABULARY MASTERY WITH HIGH SCHOOL STUDENTS' SPEECH TEXT WRITING SKILLS SOURCED FROM LITERARY WORKS

HUBUNGAN PENGUASAAN KOSAKATA DENGAN KETERAMPILAN MENULIS TEKS CERAMAH SISWA SMA YANG BERSUMBER DARI TEKS KARYA SASTRA

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Abstract

This study aims first to describe the vocabulary mastery of class XI students of SMA N 4 West Sumatra. Second, define the writing skills of class XI students of SMA N 4 West Sumatra. Third, describe the relationship between vocabulary mastery and writing skills of class XI students of SMA N 4 West Sumatra. This type of quantitative research with correlation method. The research population is class XI students of SMA N 4 West Sumatra in 2021/2022. The sample in the study of students of class XI IPS 2 amounted to 34 people. This research data is the score of the objective test of vocabulary mastery and the score of writing lecture texts for class XI SMA 4 West Sumatra students. Based on the results of the study concluded as follows. First, the vocabulary mastery of class XI students of SMA N 4 West Sumatra obtained an average score of 71.38 in the range of 66-75% on a scale of 10, with qualifications more than adequate (LdC). Second, the writing skills of class XI students of SMA N 4 West Sumatra obtained an average score of 78.33 in the range of 76-85% on a scale of 10, with a qualification of Good (B). Third, there is a significant relationship between vocabulary mastery and writing skills of class XI students of SMA N 4 West Sumatra. Then the hypothesis is accepted because the test results prove that $t_{count} > t_{table}$ is $2.39 > 1.70$. This proves that vocabulary mastery is related to students' text writing skills.

Keywords: *relationship, vocabulary, writing, text*

INTRODUCTION

Mastery of vocabulary is the principal capital to understand and use words in a language, both spoken and written. Mastery of vocabulary is necessary because the more vocabulary a person has, the easier it is for him to convey and receive information. Mastery of vocabulary can determine the quality of a student in language; the lack of mastery of student vocabulary can make it challenging to think of ideas or ideas in writing. Students must master mastery of vocabulary. According to Keraf (2010: 80), a person's vocabulary is all words in a person's memory, which will immediately cause a reaction when heard or read. One way to see a person's writing ability with vocabulary mastery is through writing lecture texts. Learning to write with vocabulary mastery is done mainly by teachers in schools. School is a medium to improve writing skills and improve vocabulary mastery. Learning to master vocabulary and writing can be done at school, one of which is by writing lecture texts. Writing a lecture text is a process of expressing thoughts in the form of words addressed to many people containing about a thing, knowledge, and so on, which consists of three parts:

opening, content, and closing. The learning of this lecture text is listed in the 2013 curriculum at the level of high school, class XI semester 1. The text of this lecture is a text that must be studied in the 2013 curriculum with Core Competencies (KI4) Processing, reasoning, and presenting in the concrete realm, and abstract realm related to the development of the learning at school independently, act effectively, and creatively, and can use methods according to scientific rules. Then the competence of KD 4.6 Constructing lectures about actual problems by paying attention to linguistic aspects and using the proper structure. Constructing is the same as writing, namely activities to convey thoughts.

The activity of writing lecture texts is supported by mastery of vocabulary. According to Sepriyanti et al. (2012:419), vocabulary as one of the elements of language plays an essential role in writing activities. Through words, a person can express his ideas or ideas in writing. The quality of a person's writing ability depends on the quantity and quality of his vocabulary. A person can communicate feelings, desires, and ideas smoothly and well with the extensive language. According to Dini et al. (2017: 258), to express ideas in verbal and written form well, one must be able to master vocabulary well too. Mastering vocabulary is not easy, but that doesn't mean it's difficult either. The logic is to be able to master a language, the first step that must be taken is to master a lot of vocabulary and understand grammar.

The object of this research is class XI students of SMA N 4 SUMBAR, SMA N 4 SUMBAR is a public school in the city of Padang which is a reference school for special sports schools and tends to think less about learning Indonesian, especially those related to writing lecture texts because basically After they graduate from high school, most of them will become athletes and not engage in linguistics. Although the student will become an athlete, language and vocabulary skills are essential. When they speak or test competency skills, they must also master language. Therefore, this research is vital to see the relationship between vocabulary mastery and writing skills of class XI students at SMA N 4 Sumbar sourced from literary works.

The objectives of this study are: First, to describe the vocabulary mastery of class XI students at SMA N 4 West Sumatra. Second, define writing lecture texts for class XI students at SMA N 4 West Sumatra. Third, describe the relationship between vocabulary mastery and writing skills for class XI students at SMA N 4 West Sumatra.

Based on the research results of Rianti et al. (2013: 487), vocabulary mastery is closely related to writing ability. Based on Rianti's statement, if students find ideas both verbally and in writing, students are not able to use the right words. Students cannot understand or recognize certain words, which will result in students not being able to write well. According to Rahmi et al. (2020:21), a person will be skilled in language if he has mastery of vocabulary; the more speech a person has or mastered, the more experienced a person is in language and vice versa, the lower the vocabulary a person has, the more difficult it is for someone to be skilled in the language. This goal is that students can produce or write a text.

RESEARCH METHODS

This type of research is quantitative research. It is said to be quantitative research to test specific theories by examining the relationship between variables. According to Darmawan (2013: 37), quantitative research is a process of finding knowledge that uses data in numbers as a tool to find information about what we want to know. The method in this study is the correlation method; according to Arikunto (2010:313), if comparative research aims to find out similarities or differences, then correlation research seeks to find out whether or not there is a relationship and, if there is, how close the relationship is and whether or not

the relationship is meaningful. So this method is used to determine the relationship between vocabulary mastery and writing skills of class XI students at SMA N 4 West Sumatra from literary texts.

In this study, there is a population and sample as the object of research. The population and sample are significant to determine the data to be used. According to Sudjana (2005:119) population is an area of generalization consisting of objects/subjects that have certain qualities and characteristics determined by researchers to be studied and then drawn conclusions. The population of this study is the entire class XI SMA N 4 West Sumatra enrolled in 2021/2022, totaling 104 students divided into classes, namely XI IPA 1, XI IPS 1, and XI IPS 2. Given the population of more than 100 people. So the sample of this research is class XI IPS 2 SMA N 4 West Sumatra registered in the 2021/2022 school year, totaling 34 people. Sampling is based on the results of the lowest standard deviation. In this study, there are two variables, namely the independent variable (X) and the dependent variable (Y). First, the independent variable (X) is a variable that affects or causes changes in the occurrence of the dependent variable. In this study, the independent variable is vocabulary mastery. Second, the dependent variable (Y) is the main factor you want to explain or predict and is influenced by several other factors. In this study, the dependent variable was the writing skill of the lecture text.

In this study, the instruments used were objective tests and performance tests. The instrument used in this study was an objective test of vocabulary mastery and a performance test of writing lecture texts. Objective test and performance test of writing text writing skills for class XI SMA N 4 SUMBAR. At the same time, the level of vocabulary mastery is done by giving an objective test. In this study, data were collected by providing an objective test which consisted of 70 questions for a vocabulary mastery test. Data is collected through several working steps as follows. First, the sample was given an answer sheet containing answer choices A, B, C, D, and E. Second, the sample responded by crossing one of the alternative answers that were considered the most correct within 90 minutes. Third, students' answers are collected. Fourth, students' responses were analyzed according to the indicators assessed.

Furthermore, data collection on writing text skills was carried out using a performance test that included the following three steps. First, students are assigned to write a lecture text with a predetermined theme. Second, student assignments are collected. Third, student assignments are analyzed according to the indicators assessed.

After the data is collected, the analysis is carried out in the following stages. First, the researcher checked the results of the objective test of vocabulary mastery given, then gave a score. To determine the grid or to determine the item questions. Second, check the writing written by students. To determine the score of the writing skill of the lecture text. Third, change the vocabulary mastery score and write lecture text scores into grades. To process the value, use the percentage formula. Fourth, determine the average value of the count. Fifth, classify vocabulary mastery and writing lecture texts based on the convention of a scale of 10. Sixth, classify these values into tables. Seventh, make a histogram of vocabulary mastery and writing skills of lecture texts as a whole. Eighth, testing data analysis requirements. There are two categories in testing the data analysis, namely the normality test of the data and the homogeneity test. Ninth, correlated the vocabulary mastery score with the value of the writing skill of the lecture text. Tenth, to test the significance of the proposed hypothesis by using the t-test formula. Eleventh, perform data analysis. Twelfth, discussing research data. Thirteenth, conclude the results of the discussion.

RESULTS AND DISCUSSION

The data from this study consisted of two variables, namely the independent and dependent variables. The independent variable is the objective test data of vocabulary mastery. The dependent variable is the performance test data for writing lecture texts. The two data will be explained as follows.

1. Data on Vocabulary Mastery of Class XI Students of SMA N 4 SUMBAR as a whole

The scores obtained for mastery of indicator vocabulary ranged from 60.6 to 84.84. In full, there were 2 students who scored 60.6, and 3 students who scored 63.63. 6 students who scored 66.67, 5 students who scored 69.69, 8 students who scored 72.72, 5 students who scored 75.75, and 5 students who scored 78.78 as many as 3 people, students who got a score of 84.84 were 2 students. In accordance with the data analysis technique, the next step is to determine the average vocabulary mastery of class XI students at SMA N 4 West Sumatra. The determination of the arithmetic average can be seen in the following table.

Table 1

Frequency Distribution of Vocabulary Mastery of Class XI Students of SMA N 4 West Sumatra in General

No	X	F	FX
1	60,6	2	121,2
2	63,63	3	190,89
3	66,67	6	400,02
4	69,69	5	348,45
5	72,72	8	581,76
6	75,75	5	378,75
7	78,78	3	236,34
8	84,84	2	169,68
		34	∑x2427,09

After that, the average value of students is calculated using the following formula.

$$M = \frac{\sum fx}{n}$$

$$= \frac{2427,09}{34} = 71,38$$

Based on the data above, the arithmetic mean (M) is 71.38. It was concluded that the level of vocabulary mastery of students in class XI SMA N 4 West Sumatra as a whole was at the level of mastery of 66–75% with more than adequate qualifications (LdC).

The next stage is the qualification of vocabulary mastery based on a scale of 10 which can be seen in the following table.

Table 2. Grouping of Vocabulary Mastery of Class XI SMA N 4 West Sumatra

No	Mastery Level	Qualification	Frequency	Percentage (100)
1	96-100%	Perfect	0	0
2	86-95%	Very Well	0	0
3	76-85%	Good	5	14,71
4	66-75%	More Than Enough	24	70,58
5	56-65%	Enough	5	14,71

6	46-55%	Almost Enough	0	0
7	36-45%	Not Enough	0	0
8	26-35%	Not Much	0	0
9	16-25%	Bad	0	0
10	0-15%	Very Bad	0	0
Amount			34	100

The next step is to make a diagram of the overall vocabulary mastery qualification which can be seen in the following diagram.

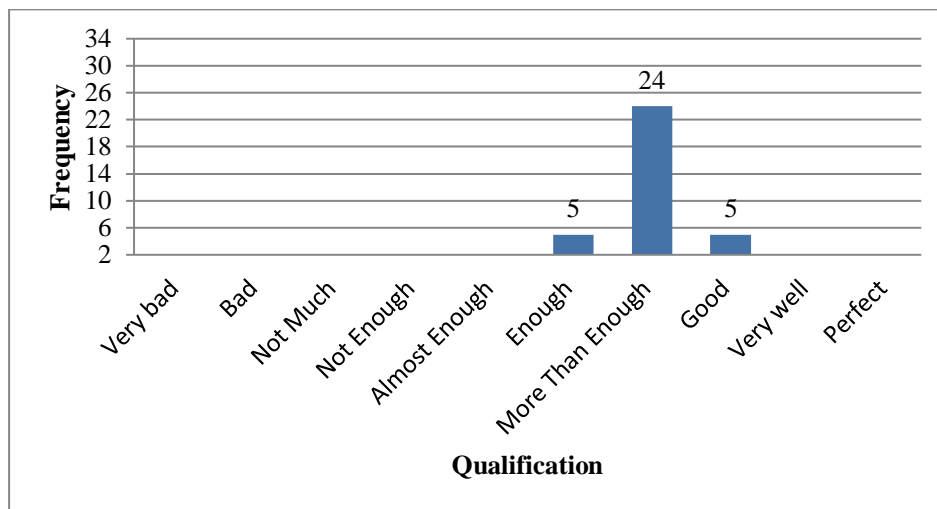


Diagram 1. Vocabulary Mastery of Class XI SMA N 4 West Sumatra in General

2. Data on Writing Text Skills for Class XI Students of SMA N 4 West Sumatra as a whole

The writing skills of class XI students of SMA N 4 West Sumatra have a total score of 66.67 to 87.87. After that the score is processed into a value using the percentage formula. The value of writing text skills for class XI SMA N 4 West Sumatra students is as follows. Students get a score of 66.67 obtained by 3 people. Students scored 69.69 obtained by 3 people. Students scored 72.72 obtained by 4 people. Students get a score of 75.75 obtained by 4 people. Students get a score of 78.78 obtained by 6 people. Students scored 81.81 obtained by 3 people. Students get a score of 84.84 obtained by 8 people. Students get a score of 87.87 obtained by 8 people.

cordance with the data analysis technique, the next step is to determine the average arithmetic writing skills of class XI students of SMA N 4 West Sumatra, the determination of the arithmetic average can be seen in the following table:

Table 3
Frequency Distribution of Lecture Text Writing Skills
Overall Class XI SMA N 4 West Sumatra students

No	X	F	FX
1	66,67	3	200,01

2	69,69	3	209,07
3	72,72	4	290,88
4	75,75	4	303
5	78,78	6	472,68
6	81,81	3	245,43
7	84,84	8	678,72
8	87,87	3	263,61
		34	$\sum Fx$ 2663,4

After that, the average value of students is calculated using the following formula. Based on the table, the arithmetic mean (M) is 78.33. Based on the arithmetic mean obtained, it can be concluded that the writing skills of class XI students of SMA N 4 West Sumatra are generally good, because the arithmetic average at the mastery level is 76-85% with a scale of 10.

Table 4

**Classification of Lecture Text Writing Skills
Overall Class XI SMA N 4 West Sumatra students**

No	Rentangan Nilai	Kualifikasi	Frekuensi	Persentase
1	96%-100%	Perfect	0	0
2	86%-95%	Very Well	3	8,82
3	76%-85%	Good	17	50
4	66%-75%	More Than Enough	14	41,18
5	56%-65%	Enough	0	0
6	46%-55%	Almost Enough	0	0
7	36%-45%	Not Enough	0	0
8	26%-35%	Not Much	0	0
9	16%-25%	Bad	0	0
10	0%-15%	Very Bad	0	0
Jumlah			34	100

The next step is to make a qualification diagram for the following general lecture text writing skills:

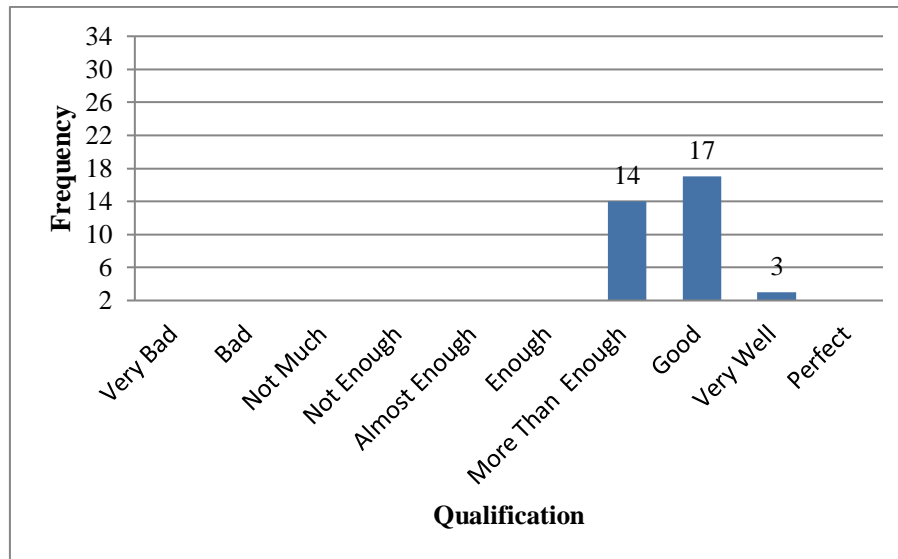


Diagram 2. Diagram of Lecture Text Writing Skills for Class XI Students of SMA N 4 West Sumatra as a whole

Based on the bar chart used, the writing skills of class XI SMA N 4 West Sumatra students cover four categories, namely very good, good, sufficient, and sufficient.

3. The Relationship between Vocabulary Mastery and Lecture Text Writing Skills for Class XI Students of SMA N 4 West Sumatra

Based on the results of research and analysis of the value data per indicator of vocabulary mastery, the assessment indicators consist of 7 types of vocabulary. According to Tarigan (2011: 2) vocabulary is one part of language that has an important role in writing activities, including writing lecture texts. The quality of a person's language skills depends on the quantity of vocabulary they have, the greater the possibility for language skills.

It can be concluded that vocabulary and writing lecture texts have a close relationship. The higher a person's vocabulary mastery, the better the results of writing the lecture text he writes will be. By getting used to someone to read, it is also easier for someone to express and develop ideas and vocabulary that he wants to convey to readers through writing so that the written form can be used by readers as a source of information.

This is evidenced by the results of research and data analysis, the vocabulary mastery of class XI students of SMA N 4 West Sumatra is in more than adequate qualifications with an average of 71.38. Meanwhile, the writing skills of class XI students of SMA N 4 West Sumatra are in good qualification with an average score of 78.33. The two variables were correlated, there was a significant relationship between vocabulary mastery and writing skills of class XI students of SMA N 4 West Sumatra at a significant level of 95% with degrees of freedom $n-1$ (34-1). Thus H_1 is accepted and H_0 rejected because the test results prove that $t_{hitung} > t_{table}$ is $2.39 > 1.70$. So it is known that vocabulary mastery helps students in writing lecture texts.

CONCLUSION

Based on the description of the data, data analysis, and discussion of the relationship between vocabulary mastery and writing skills of class XI lectures at SMA N 4 West Sumatra sourced from literary texts, it can be concluded three things as follows. First, the vocabulary mastery of class XI students of SMA N 4 West Sumatra obtained an average

score of 71.38 in the range of 66-75% on a scale of 10, with qualifications more than adequate (LdC). Second, the writing skills of class XI students of SMA N 4 West Sumatra obtained an average score of 78.33 in the range of 76-85% on a scale of 10, with good qualifications (B). Third, there is a significant relationship between vocabulary mastery and writing skills of class XI students of SMA N 4 West Sumatra. This proves that vocabulary mastery is related to students' writing texts. This can be seen from the test results which prove that $t_{count} > t_{table}$ is $2.39 > 1.70$.

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