

# RELATIONSHIP OF ACHIEVEMENT MOTIVATION AND COCKATA DISCUSSION WITH WRITING EXPOSITION ABILITY

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**Abstract:** This study aims to look at the relationship between achievement motivation and vocabulary mastery of exposition writing skills. This research was conducted on 5th grade students of elementary school Semanan 12 Pagi Kali d eres South Jakarta School in 2018 with a sample of 72 students in grade 5 elementary school. The approach used is a quantitative approach with survey methods (correlational studies) that describe the variables studied, while investigating the relationship between variables, including bounded variables (endogenous) and independent variables (exogenous). The results showed that: (1) There was a significant relationship between achievement motivation towards exposition writing ability. (2) There is a significant relationship between vocabulary mastery and exposition writing skills. (3) There is a significant relationship between achievement motivation and mastery of vocabulary towards the ability to write the exposition of 5th grade students in elementary school.

**Keywords:** exposition writing skills, fixed motivation, vocabulary mastery

## **1. Introduction**

Writing is one aspect of language skills that becomes the estuary of all aspects of skills. In other words, writing skills are very important to be mastered by every human being, because basically in educational activities will not be separated from writing activities. Writing is not only an activity to put words into writing, but far from that, writing is an active activity of the mind in expressing ideas, ideas and thoughts through writing to always be understood by others. Therefore, writing can also be said as a form of communication that occurs between the writer and the reader indirectly.

The research conducted by Semi (Ramayani, 2018: 2) shows that writing is a creative process of moving ideas into writing symbols and has three aspects, namely the purpose to be achieved in writing, an idea or something that is intended to be communicated to others, and the system of transfer of ideas used, namely, various systems language.

Writing is one kegiata n productive and expressive. The ability to write is not diperol e h in lan gs ung, but requires training and practice frequently and regularly. The ability to write is considered a fairly difficult ability . Nurgiyantoro (2011: 296) stated writing is an ability that is more difficult to master than the other three abilities, namely listening, speaking, and reading. This is because the ability to write requires mastery of various linguistic and outer language elements that will become the contents of the writing itself. Tarigan (2008: 3) suggests writing skills can be obtained after having the ability to read. Furthermore, Tarigan argues that writing is a productive and expressive activity.

It is understandable that the ability to write is one of the characteristics of an educated person or an educated nation. Morsey's opinion (Tarigan, 2008: 4) which suggests that writing is used, reports / notifies, and influences; and such intentions and objectives can only be achieved well by people who can structure their thoughts and prioritize them clearly, this clarity depends on the mind, organization, use of words, and structure of sentences.

Given that writing skills are part of indirect communication, it is necessary to pay attention to the contents of the writing and the use of graphic symbols to fit the function of writing itself. The message to be written in writing activities can be carefully chosen and arranged systematically so that the sentence expressed through the writing is easily understood by the reader. Furthermore, the choice of words in writing activities must be observed and adapted to the rules of language. In another sense Tarigan (2008: 2) suggests that the quality of one's language skills depends on the quantity and quality of the vocabulary they have. It can be understood that, the richer the vocabulary possessed by a person, the greater the likelihood of being skilled in language.

Various factors that can support students' writing skills include: insight, knowledge, creativity, and mastery of vocabulary. In addition to these factors there are factors lainny a y a ng present in the students themselves, these factors are factors of achievement motivation ya n g is on students. Kids know dar i vocabulary begins early. When children start entering elementary school age, mastery of vocabulary will increase. It is understandable that the more vocabulary a person has, the easier it is for someone to communicate with others. This illustrates that mastery of vocabulary is very important in everyday life.

The way that can be done to enrich vocabulary is by writing. A writing that can convince, invite and influence others must be expressed using clear, logical, and systematic sentences enriched by the correct and correct vocabulary in written form so that it makes it easier for people others to understand and get information from what they read. Deemed that the vocabulary is very important, it is necessary pe r special attention in efforts to deepen and expand the vocabulary itself.

Mastery of vocabulary for elementary school students is very important for linguistic practice, one of which is writing. In general, writing is presented in five forms including: description, narration, exposition, argumentation, and persuasion. In expositions writing activities, accuracy, coherence, coherence, and logic are needed between one sentence and the other. B egitu In any coherence between paragraphs with each other so that the paragraph that will form a good article and intact. As explained by Suparno (Taufina, 2008: 242) suggests that exposition can be interpreted as writing that aims to tell, peel, decipher, or explain something.

Furthermore Saddhono and Slamet (Puspatarukmi, 2011: 552) exposition (exposure) is a variety of discourses that are intended to explain, convey or describe something that can expand or increase the knowledge and views of the reader. The goal is to inform something without any intention of influencing the thoughts, feelings, and attitudes of the reader. Similar things are explained by Kuncoro (Puspatarukmi, 2011: 552) , exposition is the main writing classifying, explaining, or evaluating a problem. It can be understood that ekposisi is an essay that is intended to inform, peel, and explain a study to the reader without any intention to influence the thoughts and feelings of the reader.

Writing activities in Nurgi yantoro's research (2008: 296) is the latest language skills and skills mastered after listening, speaking, and reading. As dijelaska n that when compared to other skills, the ability to write more difficult to master the language learners because of the ability to write requires mastery of various aspects other than the language, to produce a coherent paragraph or discourse and coherent.

Writing activities are activities that are sustainable, therefore learning must also be carried out continuously. This, due to the ability to write that is not obtained naturally, will have to go through a learning process. During this process of learning to write is done conventionally. In this case, students are only given a theory of writing which students then see examples of writing and in the end students are assigned to make a writing or discourse. The low writing ability of students must be balanced by developing a desire and consistency in writing.

The reality of Indonesian language learning, especially in learning to write in elementary schools so far has not received a positive response from students. This is consistent with the problems that occur in students in grade 5 Public Alementary Cchool Se manan 12 am, K alideres, J akarta B arat berdas a Refresh observations have been conducted on the teaching of writing in particular on learning to write exposition. Students have difficulties including: (1) students have difficulty in determining the title in writing the description made, (2) low vocabulary mastery, (3) students have difficulty in determining the right words in exposition writing, (4) absence of student motivation in describing something, (5) students experience difficulty in expressing their ideas, ideas, and thoughts in a particular writing in the form of written descriptions.

When viewed from the facts obtained, student writing activities are still weak. This is inseparable from motivation and mastery of students' low vocabulary. This causes students to experience difficulties in pouring ideas, difficult in compiling and composing words, and having difficulty in arranging sentences in writing so that the resulting writing becomes irregular. Students must have sufficient vocabulary mastery and students must also have high motivation to learn to write.

Based on the explanation above, it can be understood that mastery of vocabulary for elementary school students is very important. If students have a low vocabulary mastery, it will have an impact on the quality of the students' writing themselves. So even the opposite, if students have mastery of high vocabulary, then the quality of writing produced by students will also be good.

In addition to mastery of vocabulary, other things that need to be considered in writing learning include student motivation to learn so that it produces an achievement. Motivation as a basis is very important as a supporter of learning and success in achievement. High motivation possessed by students can achieve the goals to be achieved. In addition, motivation can trigger students to be enthusiastic in learning, enthusiasm to participate in scheduled activities. One form of motivation is achievement motivation, which is a social value in the form of desire to achieve the best results. This is because the wishes of the students are so strong and influence the desires to be achieved.

In writing an exposition, a person is required to be able to string words properly into good sentences and organize the subject matter clearly and logically, meaningfully and in detail by using correct spelling so that it can provide information to the reader. It is understood that, to write an exposition, a person does not only rely on vocabulary skills but needs to be supported by achievement motivation. This is because that someone who has the ability to master vocabulary and at the same time has achievement motivation, will be able to produce quality description writing.

## 2. Methodology

The approach used is a quantitative approach with survey methods (correlational studies) that describe the variables studied, while investigating the relationship between variables, including bounded variables (endogenous) and independent variables (exogenous). The variables that will be examined in this study are achievement motivation, vocabulary mastery and exposition writing skills. The endogenous variable in this study is exposition writing ability and free (exogenous) variable in this study namely achievement motivation and vocabulary mastery.

Population is a generalization area consisting of objects / subjects that have certain qualities determined by researchers to be studied and then conclusions drawn. The research objectives in this population are all 5th grade students who are in Semanan 12 morning Kalantes West Elementary School. The selection of this sample is determined based on consideration of the distance of the research location to the domicile of the researcher. The sample that was the target of this research was Semanan 12 Morning Elementary School in the 5th grade . The sampling technique in this study using a simple pickle technique, assuming that the population has the same characteristics. Thus, that each member of the population is given the same opportunity to become a member of the study. The random technique in sampling is done by mixing the subjects in the population so that all subjects are considered to have the same rights to get the opportunity to be selected as a sample. The total number of students who were the subjects of the study were 72 people.

## 3. Results and Discussion

Based on the results of statistical analysis showed that: The first hypothesis in this study is that there is a significant correlation between achievement motivation and exposition writing ability. The basis of decision making using the correlation coefficient ( $r_{xy}$ ). If the correlation coefficient is positive, it can be seen that there is a positive relationship between the independent variable and the dependent variable. Whereas to test the significance that is by comparing the significance value with a significance level of 0.05. If the significance is smaller than  $\alpha$ , then the relationship is significant.

Table 1 hypothesis correlation coefficient 1

<b>Model Summary</b>				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
Hypothesis 1	.563 <sup>a</sup>	.3169	.13	2.90481

a. Predictors: (Constant), Motivation\_ Achievement

Based on the table above, the value of the correlation coefficient ( $R$ ) = 0.563 with the coefficient of determination ( $R$  Square) = 0.3169 = 31.69%. The correlation value of 0.563 shows the relationship between achievement motivation towards exposition writing ability. The following is the test result of the significance of the correlation of the first hypothesis: The significance of the correlation coefficient is shown in table 4.3, namely the ANOVA test which produces a significance value of 0.003. The testing criteria are if the significance value is  $<0.05$ , the correlation coefficient is significant. It is proven that the significance value of the test results of the significance test of the correlation in the first hypothesis is  $0.003 < 0.05$ , then the coefficient of correlation is significant with the effect of 31.69%.

The second hypothesis in this study is that there is a significant correlation between vocabulary mastery and exposition writing ability. The basis of decision making using the correlation coefficient ( $r_{xy}$ ). If the correlation coefficient is positive, it can be seen that there is a positive relationship between the independent variable and the dependent variable. Whereas to test the significance that is by comparing the significance value with a significance level of 0.05. If the significance is smaller than  $\alpha$ , then the relationship is significant.

Based on the correlation coefficient, the value of the correlation coefficient ( $R$ ) = 0.286 with the coefficient of determination ( $R$  Square) = 0.082 = 8.2%. The correlation value of 0.286 shows the relationship between vocabulary mastery and exposition writing ability. The following is the test result

of the significance of the correlation of the second hypothesis: The significance of the correlation coefficient is shown in table 4.3, which is the ANOVA test which produces a significance value of 0.015. The testing criteria are if the significance value is  $<0.05$ , the correlation coefficient is significant. It is evident that the significance value of the test results of the significance test of the correlation in the first hypothesis is  $0.015 < 0.05$ , hence the coefficient of correlation is significant with an effect of 8.2%.

The third hypothesis in this study was carried out using multiple correlation analysis. The third hypothesis states that there is a significant relationship between achievement motivation and vocabulary mastery of the ability to write expositions together. This hypothesis test is done by using multiple correlation analysis. Decision making is based on the correlation coefficient ( $r_{xy}$ ). If the correlation coefficient is positive then it can be seen that there is a positive relationship between the independent variable and the dependent variable. While to test the significance is to compare the significance level of 5%. If the significance value is smaller than 0.05 then the relationship is significant. Conversely, if the significance value is greater than 0.05 then the relationship is not significant. To test the hypothesis, *product moment* correlation analysis is used from *karl person*. The following are the results of the third hypothesis correlation coefficient test analysis:

Table 2 hypothesis 3 correlation coefficient

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.295 <sup>a</sup>	.087	.061	2.83375

a. Predictors: (Constant), Mastery\_Kosakata, Motivation\_Besting

Based on the table above, obtained the value of the correlation coefficient ( $R$ ) = 0.295 with a coefficient of determination ( $R$  Square) =  $0.087 = 8.7\%$ . The correlation value of 0.295 shows the relationship to this third hypothesis. Based on the results of the test for the significance of correlation for the third hypothesis, the multiple correlation coefficient ( $R$ ) = 0.295 obtained with the coefficient of determination ( $R$  Square) =  $0.087 = 8.7\%$ . This shows the significance of the value of multiple correlation coefficients, namely by anova test which produces a significance value of 0.043. Critical testing by looking at if the significance value is less than 0.05 then the coefficient of multiple correlation is significant. Due to the significance value of  $0.043 < 0.05$ , the coefficient of multiple correlation is significant with the effect of 8.7%. The following is a summary of the correlational analysis model can be seen in the following figure:

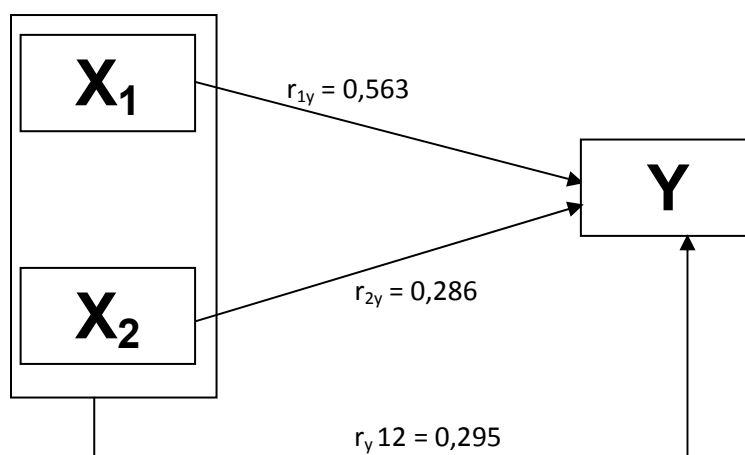


Figure 1 Summary of correlation analysis

## Discussion

### 1. Relationship between achievement motivation and exposition writing skills

Pengujian first hypothesis, it can be concluded that there is a positive relationship between achievement motivation and ability to write exposition. Motivasi achievement is one of the main factors that contribute to the ability to write exposition. Based on these data it can also be interpreted that an increase in achievement motivation will contribute significantly to students' exposition writing skills. Motivasi achievement will be highly correlated with students' ability to write exposition. If the motivation for achievement is good, then the writing results will be good too.

### 2. The relationship between vocabulary mastery and exposition writing skills

The results of testing the second hypothesis can be concluded that there is a positive relationship between vocabulary mastery and exposition writing ability. vocabulary mastery is one of the main factors that contribute to students' exposition writing abilities. Based on this, it can also be interpreted that increasing vocabulary mastery will have a significant impact on exposition writing skills.

Vocabulary has an important role in everyday life, this is because someone's ideas and thoughts can be well understood by others if the idea is expressed through properly chosen vocabulary. Penguasaan vocabulary is needed by every individual as a language user. Aside from being a tool for channeling ideas, mastery of vocabulary also facilitates information needed through oral and written communication. As explained that, the quality of one's language skills depends on the quality and quantity of the vocabulary they have ( Gregory , 2016: 10) . vocabulary mastery will be very much related to students' exposition writing skills , jika good mastery of vocabulary, then the result of the ability to write exposition will also be good.

### 3. The relationship between achievement motivation and vocabulary mastery on exposition writing skills

Menulis is a process of communicating indirectly a writer by readers ntara (Abidin Yunus, 2010: 20). It can be understood that writing is basically a process where the products produced by an author are produced through several stages including: the acquisition of ideas, management of ideas, production of ideas. Thus, students' exposition writing ability is the result that students have achieved after going through the stages of learning to write in the form of the ability to process or compose words correctly into good sentences and organize the subject clearly and logically, to give an explanation or narrate, and inform a ideas and ideas based on factual events and opinions with written language, using correct spelling (EYD) so as to provide readers with knowledge and understanding. Motivasi aka achievement and mastery of vocabulary is highly correlated with the ability to write exposition students, jika achievement motivation and mastery of vocabulary is good, then the result of the ability to write exposition will also be good.

## 4. Conclusion

Based on the analysis that has been done, found that: First, there is a significant correlation between achievement motivation on the ability to write exposition, showing that the higher the achievement motivation, the higher the ability to write exposition students, conversely the lower the motivation of underachievement will get low kemampuan write the exposition. Second , there is a significant relationship between vocabulary mastery and exposition writing ability, indicating that the higher the vocabulary mastery, the higher the exposition writing ability of students, on the contrary the lower the vocabulary mastery, the lower the ability to write expositions. And third, which states that there is a significant relationship between achievement motivation and mastery of vocabulary towards how to write the exposition of 5th grade students in elementary school .

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