

THE CONTRIBUTION OF ENVIRONMENTAL VOCABULARY AND READING INTEREST IN EFL STUDENTS' WRITING SKILLS OF EXPOSITION TEXTS

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Article Info	Abstract
<p>Article History Received: January 2024 Revised: February 2024 Published: April 2024</p> <p>Keywords Environmental education; Vocabulary learning; Reading Interest; Writing skills; Expository Texts;</p>	<p><i>This study is motivated by the low interest in reading owned by students. The low interest in reading makes the lack of vocabulary mastery. The purpose of this study is to explain the contribution of environmental vocabulary mastery and reading interest to students' exposition text writing skills. This type of research is quantitative research. The method used in this research is descriptive method. The research data were obtained from the final test results of exposition text. Instruments to collect data on vocabulary mastery used objective tests, reading interest used questionnaire techniques/research instruments, while to collect data on exposition text writing skills used written tests. Data analysis techniques used in this research are descriptive and inferential statistics. The results showed that there was a significant contribution between the mastery of vocabulary in the environmental field to the skill of writing exposition texts. That is, the better the students' mastery of vocabulary in the environmental field, the better the level of writing skills of the student's exposition text. Then there is a significant contribution between reading interest and the skills of writing exposition text. That is, the better the students' reading interest, the higher the level of students' exposition text writing skills. Finally, there is a simultaneous contribution between the mastery of vocabulary in the field of environment and reading interest to the skill of writing exposition texts. The results of the study are expected to have implications for students who are expected to be able to increase their reading interest so that students' expository text writing skills can be improved. For teachers to be able to expand or multiply the mastery of vocabulary that students have and provide motivation to students to have a high interest in reading so that expository text writing skills can always improve in class. Finally, this research can be used as a reference in conducting studies on the same problem and adding insight into knowledge for those who use it.</i></p>

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INTRODUCTION

Indonesian language and literature learning has four aspects of language skills, namely listening, speaking, reading, and writing skills. In general, according to Lating (2022), Indonesian language learning at school aims to make students skillful in language. The four language skills are interrelated with one another. Listening skills must be mastered because with listening activities, one can recognize sounds that distinguish meaning, acquire vocabulary, and know grammatical (Ismiati & Pebriantika, 2020). Speaking skills are also mastered by someone through listening activities who have recognized sounds and vocabulary. Reading skills must be possessed by everyone, because through reading a person acquires new vocabulary that helps enrich vocabulary so that it is more skillful (Prayati, 2020).

Writing skills are the final process that requires thinking skills. Writing difficulties have always been a problem for everyone. Writing skills are very important for all elements of education such as students, teachers, and lecturers as a means of written communication. What often becomes an obstacle in writing is the lack of vocabulary mastery, even though vocabulary determines how skilled a person is in language. As Tarigan (2015) states, the quality of a person's language skills clearly depends on the quantity and quality of their vocabulary. The richer the vocabulary we have, the more likely we are to be skilled in language (Manalu et al., 2021). Writing skills are the skills that a person has in pouring ideas, opinions, and feelings into writing so that they can be understood by readers (Fatria & Ainun, 2021). Writing is not just copying words and sentences but also developing and expressing thoughts in an organized writing structure (Rahmat et al., 2023). Making assumptions about how much knowledge the target audience has about the subject and making assumptions about what they don't know is important (Yulandari & Rahman, 2019).

Things like this are often an obstacle for the general public to devote various things in the form of writing. Especially among students as beginners who are often assigned by their teachers to write various essays or certain texts (Ardini & Marlinda, 2023). The difficulty of writing is also influenced by the ability to master various kinds of vocabulary (Nabila Lestar & Septyanti, 2023). Of course, to be able to master more vocabulary, one must also read and listen more, both reading novels, newspapers, and information heard from radio, television and so on. In line with this opinion, research conducted by Serani et al. (2020) learning language will not be separated from learning vocabulary. Vocabulary affects a person's language skills. In this case vocabulary can increase the growth of writing, speaking, reading, and listening activities (Kurniawati & Karsana, 2020).

Vocabulary that is very influential in writing exposition texts by grade XI students is the environmental field. This is based on the theme of the exposition text in the student book, which is about the environment. Because the news theme is about the environment, of course it is very necessary to master the vocabulary of the environmental field for students (Hadi et al., 2021). Research on vocabulary mastery on writing skills has been conducted by researchers, namely Fitri Novita Sari (2013), Melati Oktawina (2015), and Ira Guci (2017). From these studies, researchers assume that vocabulary mastery contributes to news text writing skills. Seeing the contribution of environmental vocabulary mastery to exposition writing skills, what needs to be considered is how students develop and express ideas by using the right vocabulary. However, it is often found that SMK students are less able to master vocabulary well, so there are often pronunciation and writing errors in making exposition texts.

With a lot of vocabulary that has been mastered and a high interest in reading a person provides its own benefits for a person and adds to knowledge (Fadisa et al., 2022). One form of text that is often assigned to students at school is expository text. Exposition is a form of writing that seeks to explain and elaborate on a subject matter, which can broaden the views or knowledge of someone who reads the description (Nurjannah, 2019). In exposition text writing skills, vocabulary mastery is one of the important factors that support these activities (Wirabhakti, 2022). A person will not be able to write well without mastering vocabulary. Vocabulary mastery is very important in the process of writing expository texts, the quality of one's writing depends on the quantity and quality of the vocabulary one has (Miranda et al., 2020). The more vocabulary we have, the more likely we are to write skillfully. The quantity and quality, level and depth of a person's vocabulary is the best personal index of his mental development (Tarigan, 2015).

Of the four skills above, one of the problems in Indonesian language learning that occurs most in schools is the ability to write, namely the skill in writing exposition essays, such as research conducted by Nopriani & Pebrianti (2020), which suggests that the factors

that trigger the low ability to write expository texts, namely lack of interest, difficulty in expressing ideas, difficulty in choosing words and applying spelling rules. In addition, the most basic problem is that exposition text material is still difficult for students to understand. This is caused by students' inability to distinguish expository texts from other texts, such as descriptive texts so that when asked to write expository texts, almost all texts are made the same (Nuraeni & Suhara, 2020).

Then according to Putri et al. (2019) writing expository text is a skill that is difficult for students to master, that learning to write expository text has not produced satisfactory results and the contributing factor is the lack of student interest and motivation towards learning to write expository text. This can be seen from the students' understanding in writing exposition texts is still small, even though in their daily routines students often use exposition texts. The problem of students' lack of exposition text writing skills can be caused by the students' limited vocabulary mastery and low interest in reading (Rusmiati, 2022). The lack of student reading skills is revealed by the Most Littered Nation in the World study conducted by Central Connecticut State University (2016), Indonesia is stated to be ranked 60th out of 61 countries regarding reading interest.

The low writing ability of students is often raised by experts, including that many SMK graduates have not been able to speak Indonesian properly and correctly. The low ability of students was raised by Tarigan (2015) who said that the quality of students' Indonesian learning outcomes to date has not been satisfactory. Although in essence students realize the importance of having writing skills as a further provision for higher education, but every time they are faced with writing assignments, students often face difficulties. These difficulties can be in the form of difficulties using the right grammar and spelling rules, choosing the right vocabulary and composing effective sentences (Hamdi et al., 2023). The difficulty or low writing ability in students is caused by many factors including teachers, students, and the environment, but the most relevant way that can be used to overcome the low level of writing an expository essay is by fostering willingness and consistency (Masruroh, 2023).

The expert opinion above is in line with the findings of the Academic Manuscript of the Indonesian Language Subject Curriculum Policy Study (2007), namely that there are still problems in learning Indonesian, including difficulties in formulating learning activities that are in accordance with basic competencies and lack of mapping of basic competencies from four aspects of language (listening, speaking, reading, and writing). Of the four aspects above, reading also contributes significantly to one's writing ability (Nurwahidah et al., 2022). From a lot of reading, of course, it will increase insight, knowledge and give birth to the best ideas in a writing, let alone an expository text writing (Maelasari, 2020).

Based on the above data, the empirical studies show that the level of writing skills in schools is still low. This is in accordance with the problems and findings of researchers during observations in class X of SMK Negeri 1 Bandar Sungai Kijang Pelalawan Regency. Some of the problems that occur in the Indonesian language learning process on expository essay writing material, namely: 1) Students are confused about determining the title of the expository essay made, 2) Low vocabulary mastery and ability to write expository essays owned by students, 3) Students find it difficult to determine the right words to write in expository essays, 4) Lack of students' ability to compose, organize, and use proper punctuation, 5) Lack of student interest in expository writing material, 6) Low student knowledge in expository writing material, and 7) Low student interest in reading various books or literature. Based on the above phenomenon, a more comprehensive research on what causes students to be low in writing and what solutions can be given is worth doing. This research will show how solutions to overcome students' problems in writing exposition texts. Therefore, the researcher offers a solution regarding this matter with the research title

"Contribution of Environmental Vocabulary Mastery and Reading Interest to Students' Expository Text Writing Skills.

RESEARCH METHOD

Research Design

The study is framed within the scope of descriptive quantitative research, with its primary objective being the evaluation of students' writing skills. To achieve this, the research specifically targets the assessment of writing exposition texts, aiming to gauge the students' proficiency in utilizing environmental vocabulary and their level of interest in reading. The dataset utilized in this study originates from the final test results of writing exposition texts administered to Class X students at SMK Negeri 1 Bandar Sungai Kijang, situated in Pelalawan Regency, Riau. This research design offers a structured approach to analyzing the writing abilities of the students within a well-defined context. By focusing on writing exposition texts, the study seeks to provide insights into how effectively students can articulate their understanding of environmental concepts. Moreover, by exploring the students' interest in reading, the research aims to uncover potential correlations between reading engagement and writing proficiency. Through this systematic examination, the study endeavors to contribute valuable insights into both pedagogical practices and student learning outcomes.

Research Participants

The analysis of students' exposition text writing skills from the final test results involved the application of statistical formulas. The study's population consisted of Grade X students enrolled at SMK Negeri 1 Bandar Sungai Kijang, Pelalawan Regency, Riau, during the 2022/2023 academic year. These students were distributed across four classes, totaling 127 individuals. In accordance with established guidelines, when the population exceeds 100, the sample size can be determined within a range of 10%-15% or 20%-40% or more. Given the population size of 127 students, the author opted to randomly select 40% of the total student population for inclusion in the study. Consequently, the sample size was determined to be 51 individuals. This approach ensures a representative subset of students for the research analysis while adhering to established sampling principles. By employing a systematic sampling method, the study aims to generate statistically significant insights into students' exposition text writing skills within the specified academic setting.

Technique of Data Collection

The study employed a comprehensive array of instruments, comprising questionnaire sheets, objective tests, and performance tests. These instruments were meticulously selected to facilitate the collection of diverse data pertinent to the research objectives. Specifically, the acquisition of vocabulary mastery data was facilitated through the utilization of objective tests. These tests were designed to gauge students' proficiency in environmental vocabulary, providing quantitative insights into their language skills. In tandem, the assessment of students' reading interest was conducted through questionnaire techniques and research instruments. By leveraging these tools, the study aimed to elicit subjective responses from students regarding their engagement with reading materials. This approach enabled a qualitative exploration of students' attitudes and preferences towards reading, offering valuable contextual insights. Furthermore, the evaluation of exposition text writing skills was facilitated through written tests. These tests were structured to assess students' ability to effectively communicate ideas and concepts in written form, specifically within the context of exposition writing. By employing a combination of objective and subjective assessment methods, the study sought to provide a comprehensive understanding of students' language proficiency, reading habits, and writing abilities.

Data Analysis

In this research, data analysis encompasses both descriptive and inferential statistical techniques, each serving distinct yet complementary purposes. The analysis of students' writing skills primarily involves descriptive statistical methods. Through descriptive statistics, the study aims to provide a comprehensive overview and summary of the writing proficiency exhibited by the students. This involves the examination of central tendencies, such as mean scores and standard deviations, to delineate the distribution and variability of writing skills among the student cohort. Conversely, inferential statistics are employed to delve deeper into the relationships and associations between variables of interest. Specifically, inferential statistics are utilized to explore the potential contributions of environmental vocabulary and reading interest to students' writing skills. By employing inferential techniques such as regression analysis or correlation tests, the study seeks to uncover the extent to which environmental vocabulary and reading interest impact students' writing abilities. This analytical approach enables the research to move beyond mere description and ascertain meaningful insights into the underlying factors influencing students' writing proficiency. Through the integration of descriptive and inferential statistical analyses, the study endeavors to offer a comprehensive understanding of the dynamics shaping students' writing skills within the context of environmental vocabulary and reading engagement.

RESEARCH FINDINGS AND DISCUSSION

The purpose of this study was to determine and analyze the contribution of environmental vocabulary mastery to the exposition text writing skills of class X students of SMK Negeri 1 Bandar Sungai Kijang Pelalawan Regency Riau, The following describes the results of the research that has been conducted.

Data Description of Expository Text Writing Skills (Y)

Descriptive is a way of describing problems based on the data owned, namely by organizing the data in such a way that it can be easily understood about the characteristics of the data, explained and useful for further purposes. Based on the results of the calculation of the data on exposition text writing skills, the lowest empirical score achieved by respondents was 43 and the highest score was 62 with a range of 19. The calculation of the score distribution is: (1) average score = 52.65; (2) standard deviation = 4.591; (3) median = 52; and (4) mode = 52. For more details, the description of research data on exposition text writing skills can be seen in table 1 Below.

Table 1
Statistical Calculation of Expository Text Writing Skills (Y)

Expository Text Writing Skills (Y)		
N	Valid	51
	Missing	0
Mean		52.65
Median		52
Mode		52
Std. Deviation		4.591
Variance		21.073
Range		19
Minimum		43
Maximum		62
Sum		2685

The score distribution of exposition text writing skills of Class X students of SMK Negeri 1 Bandar Sungai Kijang Regency Pelalawan Riau is presented in a frequency distribution list with five categories, namely very high, high, medium, low, and very low.

Furthermore, the distribution of frequency distribution data of exposition text writing skills of Class X students of SMK Negeri 1 Bandar Sungai Kijang Pelalawan Riau Regency can be seen in table 2 below:

Tabel 2
Frequency Distribution of Expository Text Writing Skill Score (Y)

Category	Interval Class	Frequency	
		Absolut	Relatif (%)
Very High	59-62	7	13,73 %
High	55-58	9	17,65 %
Medium	51-54	19	37,25 %
Low	47-50	11	21,57 %
Very Low	43-46	5	9,8 %
Total		51	100

Based on the table, it is known that the frequency distribution of exposition text writing skills scores consists of five interval classes. The highest score of exposition text writing skills is in the interval 51-54 as many as 19 people or 37.25%. Thus the score of exposition text writing skills of Class X students of SMK Negeri 1 Bandar Sungai Kijang Pelalawan Riau Regency is in the medium category.

Description of Data on Environmental Vocabulary (X1)

Descriptive is a way of describing problems based on the data owned, namely by organizing the data in such a way that it can be easily understood about the characteristics of the data, explained and useful for further purposes. Based on the results of calculations on data on mastery of vocabulary in the environmental field, the lowest empirical score achieved by respondents was 15 and the highest score was 29 with a range of 14. The calculation of the score distribution is: (1) average score = 22.33; (2) standard deviation = 3.519; (3) median = 22; and (4) mode = 21. For more details, the description of research data on mastery of vocabulary in the environmental field can be seen in table 3 below:

Tabel 3
Statistical Calculation of Vocabulary Mastery Data (X₁)

Mastery of environmental vocabulary (X1)		
N	Valid	51
	Missing	0
Mean		22.33
Median		22
Mode		21 ^a
Std. Deviation		3.519
Variance		12.387
Range		14
Minimum		15
Maximum		29
Sum		1139

The distribution of environmental vocabulary mastery scores is presented in a frequency distribution list with five categories, namely very high, high, medium, low, and very low. Furthermore, the distribution of frequency distribution of environmental vocabulary mastery data can be seen in table 4 below.

Tabel 4
Distribusi Frekuensi Skor Penguasaan Kosa Kata Bidang Lingkungan (X_1)

Category	Interval Class	Frekuensi	
		Absolut	Relatif (%)
Very High	26-29	8	15,69
High	24-25	10	19,61
Medium	21-23	20	39,22
Low	18-20	7	13,72
Very Low	15-17	6	11,76
Total		51	100

Based on table 4, it is known that the frequency distribution of environmental vocabulary mastery scores consists of five interval classes. The highest score of mastery of vocabulary in the environmental field is in the interval 21-23 as many as 20 people or 39.22%. Thus the score of mastery of vocabulary in the environmental field is in the medium category.

Description of Reading Interest Data (X_2)

Based on the results of calculations on reading interest data, the lowest empirical score achieved by respondents was 48 and the highest score was 72 with a range of 24. The calculation of the score distribution is: (1) average score = 59.61; (2) standard deviation = 6.229; (3) median = 60; (4) mode = 58. For more details, the description of research data on reading interest can be seen in table 5:

Tabel 5
Perhitungan Statistik Data Minat Baca (X_2)

Minat baca (X_2)		
N	Valid	51
	Missing	0
Mean		59.61
Median		60
Mode		58 ^a
Std. Deviation		6.229
Variance		38.803
Range		24
Minimum		48
Maximum		72
Sum		3040

In order to effectively assess the reading interest levels among Class X students at SMK Negeri 1 Bandar Sungai Kijang, Pelalawan Riau Regency, the data has been organized into a frequency distribution list featuring five distinct categories. These categories, ranging from "very high" to "very low," allow for a nuanced understanding of the distribution of reading interest scores within the student cohort. By delineating the data into these categories, the research aims to provide a clear and structured representation of the varying degrees of reading interest exhibited by the students. Furthermore, for a more comprehensive visualization and analysis, the frequency distribution of reading interest data has been summarized in Table 6 below. This table offers a detailed breakdown of the distribution of reading interest scores across the aforementioned categories. Through this tabulated format, readers can readily discern the prevalence of each reading interest level among the Class X students at SMK Negeri 1 Bandar Sungai Kijang. Such systematic presentation of data

enhances the accessibility and interpretability of findings, enabling researchers to draw meaningful insights regarding the reading habits and preferences of the student population.

Tabel 6
Distribusi Frekuensi Skor Minat Baca (X_2)

Category	Interval Class	Frekuensi	
		Absolut	Relatif (%)
Very High	68-72	7	13,72
High	63-67	8	15,69
Medium	58-62	18	35,3
Low	53-57	11	21,57
Very Low	48-52	7	13,72
Total		51	100

Based on table 6, it is known that the frequency distribution of reading interest scores consists of five interval classes. The highest score of reading interest is in the interval 58-62 as many as 18 people or 35.3%. Thus the score of reading interest of Class X students of SMK Negeri 1 Bandar Sungai Kijang Pelalawan Regency Riau is in the moderate category.

Discussion

The results of the analysis show that between variables both individually and collectively, mastery of vocabulary in the environmental field and reading interest have a positive contribution to the skill of writing expository texts. The positive contribution means that mastery of vocabulary in the environmental field and reading interest have an impact on exposition text writing skills. In other words, an increase in the mastery of environmental vocabulary and reading interest is followed by an increase in expository text writing skills. Such a contribution also means that the skill of writing exposition texts can be traced, explained, or even predicted from the mastery of environmental vocabulary and reading interest.

Contribution of Environmental Vocabulary Mastery (X_1) to Expository Text Writing Skills (Y)

The initial hypothesis testing conducted in the study yielded significant findings regarding the relationship between environmental vocabulary mastery and exposition text writing skills. Specifically, the analysis revealed a notable positive contribution of environmental vocabulary mastery to the proficiency in writing exposition texts. This conclusion was substantiated by the calculated t value, which exceeded the critical value obtained from the t table. Such a result indicates that the observed relationship between environmental vocabulary mastery and exposition text writing skills is statistically significant. To further elucidate the contribution pattern of these two variables, a regression equation was formulated. This equation serves as a quantitative model that articulates the relationship between environmental vocabulary mastery and exposition text writing skills. Through this equation, valuable insights are gleaned, indicating that for every one-level change in the environmental vocabulary mastery variable, a corresponding change occurs in the exposition text writing skill variable. This regression equation not only quantifies the observed relationship but also provides a predictive framework for understanding how alterations in environmental vocabulary mastery may influence students' proficiency in writing exposition texts. Thus, these analytical tools offer a systematic approach to comprehending the intricate dynamics between environmental vocabulary mastery and exposition text writing skills, enhancing our understanding of the factors contributing to students' writing proficiency (Julaeha & Akhmad Kharis Kurniawan, 2023).

The statistical analysis conducted using SPSS 23 provided valuable insights into the contribution of environmental vocabulary mastery to exposition text writing skills. Through the summary model generated by the analysis, a clear understanding emerged regarding the significance and direction of this relationship. Specifically, the obtained value within the summary model indicated a significant and positive contribution of environmental vocabulary mastery to the proficiency in writing exposition texts. This finding underscores the importance of environmental vocabulary proficiency in facilitating effective exposition text writing. In practical terms, this means that as the level of mastery of environmental vocabulary increases, there is a corresponding elevation in exposition text writing skills. This assertion aligns with previous research conducted by Hikmawati (2020), further corroborating the observed relationship between environmental vocabulary mastery and writing proficiency. By establishing a positive association between these variables, the study underscores the pivotal role of environmental vocabulary acquisition in enhancing students' ability to articulate ideas and concepts effectively in written form. Such findings not only contribute to theoretical frameworks within language education but also offer practical implications for educators aiming to foster writing skills among students.

The extent of the contribution made by the variable of environmental vocabulary mastery to the proficiency in writing expository texts can be elucidated through the Adjusted R Square value, which stands at 45.5% in the Model Summary. This value, often referred to as the coefficient of determination, holds significant statistical importance. Essentially, it signifies that approximately 45.5% of the variance in the exposition text writing skills of Class X students at SMK Negeri 1 Bandar Sungai Kijang, Pelalawan Regency, Riau, can be accounted for or explained by the mastery of vocabulary in the environmental field. This statistical insight suggests a tangible relationship between environmental vocabulary mastery and students' ability to compose expository texts. It indicates that there exists a functional pattern wherein the variance in writing proficiency is associated with the level of environmental vocabulary mastery. This relationship is further substantiated by the regression equation derived from the analysis, which outlines the predictive nature of this association. In essence, the Adjusted R Square value not only quantifies the proportion of variance explained but also underscores the significance of environmental vocabulary mastery in shaping students' writing skills within the specified academic context. Such insights not only enrich our understanding of the interplay between language proficiency and writing ability but also offer practical implications for educational interventions aimed at enhancing students' writing competencies.

Contribution of Reading Interest to Expository Text Writing Skills (Y)

Testing the second hypothesis concludes that there is a significant positive contribution of reading interest to the skill of writing exposition text as indicated by the *t*-count value which is greater than the *t*-table. The pattern of the contribution of these two variables is expressed by the regression equation which provides information that any one-level change in the reading interest variable will result in a change in the exposition text writing skill variable (Utami et al., 2021).

The results of statistical analysis using SPSS 23 on the contribution of reading interest to the skill of writing exposition text obtained a value in the summary model. This value gives an understanding that the contribution of reading interest to the skill of writing expository text is significant or positive. That is, the higher the level of student interest in reading, the higher the student's expository text writing skills (Oktarilla & Atmazaki, 2019).

The amount of contribution or contribution of the reading interest variable to the skill of writing expository text can be known from the Adjust R Square value in the Summary model of 45.6%, which is called the coefficient of determination. Statistically, it means that, approximately with the value of the coefficient of determination, the variance of the exposition text writing skills of Class X students of SMK Negeri 1 Bandar Sungai Kijang,

Pelalawan Regency, Riau is determined/explained by reading interest with a functional relationship pattern as shown by the regression equation.

Contribution of Environmental Vocabulary Mastery (X1) and Reading Interest (X2) Together to Expository Text Writing Skills (Y)

The third hypothesis testing concludes that there is a significant positive contribution of environmental vocabulary mastery and reading interest together to exposition text writing skills as indicated by the F_{count} value which is greater than F_{table} . The pattern of the contribution of these three variables is expressed by the regression equation which provides information that any change in one level of mastery of vocabulary in the environmental field and reading interest result in changes in students' expository text writing skills (Zikra & Rasyid, 2020).

The results of the analysis of the contribution of mastery of vocabulary in the environmental field and reading interest to the skill of writing expository text obtained a multiple coefficient value. This value shows that the contribution of mastery of vocabulary in the environmental field and reading interest together to the skill of writing expository text is significant or positive. That is, the higher the level of mastery of vocabulary in the environmental field and students' reading interest, the higher the students' expository text writing skills will be (Warda, 2024).

The amount of contribution or contribution of environmental vocabulary mastery variables and reading interest together to the skill of writing expository text can be seen through the coefficient of determination which is 50.9%. The results of the analysis show that, approximately with the value of the coefficient of determination, the variance of the exposition text writing skills of Class X students of SMK Negeri 1 Bandar Sungai Kijang Pelalawan Riau Regency is determined/explained by the mastery of vocabulary in the environmental field and reading interest together with the functional relationship pattern as shown by the regression equation.

Finally, from the discussion of the research, it can certainly be explained that this research uses a quantitative approach, meaning that in collecting data, researchers only use numbers and percentages. The description is done only on very limited variables that are applied. The quantitative approach in research has limitations both in determining the variables studied and in determining the research sample. Therefore, this research has limitations and writing but emphasizes the relationship between the independent and dependent variables. In looking at the relationship between these variables, many numbers and percentages are used. Other variables that may affect the skill of writing exposition texts were not examined. Although the researcher has tried her best to carry out this study, the researcher feels that what has been done is far from perfect.

CONCLUSION

Based on the results of hypothesis testing and research that has been conducted, it can be concluded that there is a significant contribution between the mastery of vocabulary in the environmental field to the writing skills of expository texts of Class XI students of SMK Negeri 1 Bandar Sungai Kijang, Pelalawan Regency, Riau. This means that the better the mastery of vocabulary in the environmental field of students at SMK Negeri 1 Bandar Sungai Kijang Pelalawan Regency Riau, the better the degree of skill in writing expository texts of these students. Then there is a significant contribution between reading interest and the skill of writing exposition text of Class XI students of SMK Negeri 1 Bandar Sungai Kijang, Pelalawan Regency, Riau. This means that the better the students' interest in reading at SMK Negeri 1 Bandar Sungai Kijang, Pelalawan Regency Riau, the higher the degree of students' exposition text writing skills. Finally, there is a simultaneous contribution between the mastery of vocabulary in the environmental field and reading interest to the exposition text

writing skills of Class XI students of SMK Negeri 1 Bandar Sungai Kijang, Pelalawan Regency, Riau. Thus it can be said that the effective mastery of vocabulary in the environmental field and the higher the students' reading interest, the higher the degree of exposition text writing skills of Grade XI students of SMK Negeri 1 Bandar Sungai Kijang Regency Pelalawan Riau. Thus it can be seen that the three hypotheses proposed in this study can be accepted, namely mastery of vocabulary in the environmental field and reading interest individually and together have a significant contribution to students' expository text writing skills.

Based on the research results and research conclusions described above, in this section it is necessary to provide suggestions to related parties. Of the two independent variables examined in this study, it shows that reading interest has a more dominant influence when compared to the mastery of environmental vocabulary. For this reason, students are expected to be able to increase their reading interest so that students' expository text writing skills can be improved. This study is expected to contribute to the development of educational science and as a study material for students and teachers that by improving / increasing mastery of vocabulary in the environmental field and reading interest will be able to improve expository text writing skills. For teachers, it is hoped that after knowing that mastery of vocabulary in the environmental field and reading interest greatly contribute to students' expository text writing skills, teachers should expand or increase students' vocabulary mastery and motivate students to have a high interest in reading so that expository text writing skills can always improve in class. For further researchers, this research can be used as one of the references in conducting studies on the same problem and adding insight into knowledge for those who use it. For the perfection and continuation of this research, further researchers can be carried out by further deepening the material of each variable.

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