CONTRIBUTION OF SOCIAL FIELD VOCABULARY MASTERY AND HUMOR READING INTEREST TO SKILL OF PRODUCING ANECDOTE TEXT OF STUDENTS

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Abstract

The purpose of this research was to describe some if the following. (1) The contribution of social field vocabulary mastery of producing/writing anecdote text of students of class X SMAN; (2) The contribution of humor reading interest of producing anecdote text of students of class X SMAN; (3) The contribution of social field vocabulary mastery and humor reading interest to skill together to producing anecdote text of students of class X SMAN. This research was a quantitative research using correlational method. The sampling technique is done by cluster sampling (area sampling). Data was analyzed used Pearson Product Moment Correlational test, multiple regression, t test, and F test. The results of the research are. 1) The social field vocabulary mastery contribute significant by 40,52%. 2) The humor reading interest contribute significant by 15,6%. 3) The social field vocabulary mastery and humor reading interest skill together contribute by 59,50.

Keywords: *producing anecdote text, humor reading interest, social field vocabulary mastery*

Introduction

Law number 20 of 2003 concerning the National Education System states that the curriculum is a subject tool provided by an educational provider institution that contains a lesson plan that will be given to students in one education level period. In Attachment IV of the Minister of Education and Culture Regulation Number 81 A of 2013 concerning Implementation of General Learning Complaints, states that learning strategies are very necessary in supporting the realization of all competencies adopted in the 2013 curriculum, (Ariantini, 2015).

Indonesian language learning has been a matter of concern since the implementation of the 2013 curriculum which put in parallel even one level higher than other subjects. This can be seen from number of hours provided for learning Indonesian, (I NyomanSudiana, et al., 2015). The 2013 curriculum aims to prepare people to have the ability to live as individuals and citizens who are faithful, productive, creative, innovative, and affective and able to contribute to the life of society, nation, state and world civilization. One of the characteristics of the 2013 curriculum is to develop a balance between developing spiritual and social attitudes, curiosity, creativity, cooperation with intellectual and psychomotor abilities.

One of the basic competencies carried by the 2013 curriculum for high school is about producing anecdote texts verbally and in writing. In the curriculum it is stated that an anecdote aims to tell an unusual and funny incident. Meanwhile, the emergence of anecdote texts as texts taught in Indonesian language subjects is only expressed explicitly in the 2013 curriculum. In accordance with the principles of Indonesian language learning in the curriculum, it is text-based. Anecdote text is one of the texts that students must learn. It's just that the new anecdote text was introduced from the level of SMA / SMK / MA. In addition, before producing anecdote text students first compare anecdote texts because it aims to find out students' understanding of anecdote texts.

Study materials produce anecdote texts listed in 2013 curriculum for class X students in Core Competencies (KI) 4: Processing, reasoning, and presenting in the concrete and abstract realms related to the development of what they learn in school independently, and being able to use methods according to scientific principles. Anecdote text is one of the text that must be able to be written by students. This is stated

in Basic Competencies (KD) 3.5 evaluating anecdote texts from the aspects of implicit meaning, Basic Competencies (KD) 4.4 constructing the implicit meaning in an anecdote text, Basic Competencies (KD) 3.6 analyzing the structure and language of anecdote texts, and Basic Competencies (KD) 4.5 re-creating anecdote texts by paying with attention to the structure and language.

The 2013 curriculum places an anecdote texts as one of the important texts to be mastered by students. Mastery of anecdote texts in everyday life can be a benchmark for literacy levels. In addition, anecdote texts are also able to shape the character of students because contextually anecdotes and other forms of humor have become part of human life, (AgusNuryatin, 2016). Anecdote text is a new learning that is presented to students as outlined in the 2013 curriculum because in the previous Indonesian language learning curriculum no one had studied anecdote texts. In addition, anecdote texts are composed of important building elements to be considered, namely the plot, characterization, and setting. The skill of producing anecdote texts requires deep imagination and reflection from students to create social criticism in the form of entertainment. In the anecdote text there are also five structures that must be in the writing of students so that they become a complete writing, namely abstraction, orientation, crisis, reaction, and code. In addition, must meet the funny rules, about famous people, and contain moral messages.

Based on a pre-study interview with one of the Indonesian subject teachers in class X of SMA 1 Lengayang, Mrs. Fitri Handayani, S.Pd., on January 5, 2017, class X students of SMA 1 Lengayang studied anecdote texts in semester 1. KKM (Criteria Minimum Completeness) set at SMA Negeri 1 Lengayang, which is 75. However, the value in the skill of producing anecdote texts that have been implemented cannot yet achieve the Minimum Completeness Criteria (KKM) set by the school. It is evident from the students' grades obtained from the teacher in learning to produce anecdote texts. The average score achieved by students has not met the KKM.

In addition, First, in terms of students, students experience difficulties in developing ideas into complete writing because of the lack or lack of vocabulary possessed by students. in terms of the teacher, the teacher still gives minimal examples of anecdote texts that will be given to students. Third, in terms of learning material, producing anecdote texts is a new material that was first introduced to students in the 2013 curriculum. Fourth, in terms of facilities in schools, especially textbooks are very limited.

Through this research, it is hoped that we can find out the extent to which the contribution of social vocabulary mastery and humor reading interest to the skill of producing anecdote texts. Because, without vocabulary mastery, especially vocabulary in the social field and reading interest humor, the skill to produce anecdote texts has not been created properly. Therefore, the researcher wants to examine how "*The Contribution of Vocabulary Mastery in the Social Field and Interest in Reading Humor on the Skills of Producing Anecdote Texts*".

Method

The method used in this study is a descriptive method with correlational research design or design. It is said that the descriptive method is because this study describes, analyzes and interprets the data in the form of numbers from the variables studied and then discovers whether there is a relationship between one variable and another. The data were taken as they are without any treatment.

The population in this study were students of class X of Pesisir Selatan District High School. High schools located in Pesisir Selatan district that have used the 2013 curriculum in the learning process are Painan 3 State Senior High Schools, 1 Painan State High School, 1 Lengayang State High School, and 1 Coastal High School. According to Ibnu et al (2003: 60) the population is all objects or subjects that are the target of the study. In line with the opinion of Ibnu et al, Arifin (2012: 214) states that the population is the entire object under study, either in the form of people, objects, events, values or things that happen. Sampling in this study was carried out using Cluster Sampling (Area Sampling) techniques. According to Sugiyono (2012: 83), the area sampling technique is used to determine the sample if the object to be studied or the data source is very wide, for example the population of a country, province, or district. To determine which population will be used as a data source, the sampling is based on the predetermined population area. The selection is done by using an area based on its location in the city center, city center and suburb. So, the sample in this study was SMA Painan 3, SMA 1 Lengayang, and SMA Negeri 1 Coastal Area. The three schools have the same school accreditation A. In addition, the school has also implemented the 2013 curriculum with revisions in 2016.

Results and Discussion
Results

In this section three things will be described regarding the results of the study. first, the contribution of social field vocabulary mastery to the skill of producing anecdote texts. second, the contribution of humor

reading interest to the skill of producing anecdote texts. Third, the contribution of social vocabulary mastery together to the skill of producing anecdote texts

Contribution of Social Vocabulary Mastery to Anecdote Text Producing Skills

Based on the results of research on class X students of Pesisir Selatan District High School, it is known that vocabulary mastery contributes to the skill of producing anecdote texts. This shows the skill of producing anecdote texts of students is influenced by their vocabulary mastery of social fields. The correlation coefficient of social field vocabulary mastery on producing anecdote text skills is 2.013 with α 0.05. Then, the amount of social vocabulary mastery contribution to the skill of producing anecdote text is 40.52%. Based on the results of these calculations, it is known that both variables have a positive relationship. That is, the higher the vocabulary mastery of students' social fields, the better the anecdote texts written by students.

The contribution of social vocabulary mastery has a simple regression equation $ý = 62.26 + 0.148¬X1$. Therefore, the higher the vocabulary mastery possessed by students, the higher the skill value of producing anecdote texts. This is due to social vocabulary mastery is a desire that arises from a person to read various kinds of information togetherboth fiction and nonfiction works.

The findings of this study are in line with Manaf's opinion (2010: 61-75), the meaning of words is the meaning of the unit of language that applies to most language users, the meaning is less accurate. For example, ears and ears mean the same in the meaning of words. Instead the meaning of the term is a meaning that applies in the particular field and is usually accurate. Like, ears and ears in the medical field have different meanings. If connected with the skill of producing anecdote texts, the meaning of the term / word has an important position in the activity. The skills to produce anecdote texts are closely related to the social, political, legal and other fields which require students to know various kinds of meanings of words.

Contribution of Interest in Reading Humor to Producing Anecdote Text Skills

The results of research on class X students of Pesisir Selatan District High School showed that the correlation coefficient of reading humor was quite high. Humor reading interest contributed significantly to the skill of producing anecdote texts, which was 15.6% because tcount>ttable ¬ or 17.99> 1.75. This shows that the skill of producing anecdote texts of students is influenced by interest in reading humor. Therefore, the interest in reading humor must get more attention from students and teachers in Pesisir Selatan District High School.

The contribution of interest in reading humor to the skill of producing anecdote texts has a simple regression equation $ý = 64.9 + 0.114 X2$. This shows that when the interest in reading humor has not influenced the skill to produce anecdote texts, the skill value of producing anecdote texts is quite low. When humor reading provides a value, the skill value of producing anecdote texts changes to good enough. Therefore, the higher the higher the interest in reading humor that students have, the higher the skill value of producing anecdote texts.The findings of this study are in line with Darmansyah's opinion (2010: 102), conducting research on how students' perceptions of teachers insert humor in learning. The results revealed that the teachers they liked were teachers who had a high sense of humor.

So, based on the results of the study it can be concluded that humor reading interest contributes significantly to the skill of producing anecdote texts. Interest in reading humor is one of the factors that contribute to the skill of producing anecdote texts. The higher the interest in reading the humor of students, the higher the skill to produce anecdote texts of students.

Contribution of Vocabulary Mastery in the Social Field and Interest in Reading Humor Together Against Skills in Producing Anecdote Texts

The results of research on class X students of Pesisir Selatan District High School showed that the correlation coefficient of social vocabulary mastery and humor reading interest together on the skill of producing anecdote text was quite high. The social vocabulary mastery and humor reading interest contributed significantly to the skill of producing anecdote texts, which amounted to 59.50% because Fcount>Ftable or 38.7> 1.75. This shows that the skill of producing anecdote texts is influenced by social vocabulary mastery and humor reading. Therefore, the skill to produce anecdote texts must get more attention from students and teachers in the Pesisir Selatan District State High School.

Based on the findings of the study, it can also be concluded that the skill of producing anecdote texts of tenth grade students of SMA NegeriPesisir Selatan District is in good category. The results of the analysis of each skill indicator produce anecdote texts, namely (1) text elements with an average score of 11.64 (77.6%), (2) text structure, first abstraction with an average score of 7.56 (84 %), both orientations with an average score of 6.44 (6.44%), all three crises with an average of 6.13 (68.11%), all four reactions with an average

score of 6.53 (72.55 %), five codes with an average score of 6.17 (68.55%), (3) linguistic and mechanical elements (EBI) with an average score of 4.32 (72%)

This finding is in line with the relevant research conducted by Misdianto (2015) with the title "Improving Skills in Analyzing Anecdote Texts Through Jigsaw Cooperative Learning Models for Students of Class X MS2 of Riau State High School Plus". Based on these studies it can be concluded that the low skills of analyzing anecdote texts can be improved through the Jigsaw learning model. Misdianto (2015) concluded that the comparison of the mean scores for pre-cycle with cycle I shows that there is no improvement in student learning outcomes. There has not been an increase in learning outcomes, both in pre-cycle and in cycle I. In prasiklus, the percentage of student learning completeness is 28% and the average value is 78.80%. This shows that the completeness of student learning at pre-cycle has not achieved the mastery of learning as expected of all students in the class, namely the completeness standard of 80%.

Evaluation

Table 1. The results of analysis of each indicator of social vocabulary mastery

Rated Validity	Score(%)	Category
Determine synonyms	81.48	
Determine antonym	83.3	
Determine the meaning of the term / word	79.62	valid
Determine diction (word choice)	85.18	
Determine the acronym	87.23	

Table 2. The results of the analysis of each indicator of interest in reading humor

Rated Practicality	Score (%)
have a high awareness of reading	68.33
efforts made to fulfill reading interest	75.00
reading habits	81.67
choose good reading	80.56

Table 3. Contribution of Vocabulary Mastery in the Social Field and Interest in Reading Humor Together Against Skills in Producing Anecdote Texts

Learning Result	Score (%)
text elements	77.6
text structure	80.34

Discussion

Social vocabulary mastery is one of the factors that contribute to the skill of producing anecdote texts. The higher the vocabulary mastery of students' social fields, the higher the skill to produce anecdote text of students. So, the low value of the skill of producing anecdote text of students can be increased by increasing the vocabulary mastery of social fields for students. Teachers and parents also need to strive to improve student vocabulary mastery, especially in the social field, because the skill of producing anecdote texts is closely related to social society. Thus, students need to master vocabulary in all fields especially social fields.

Humor reading interest contributed significantly to the skill of producing anecdote texts. Interest in reading humor is one of the factors that contribute to the skill of producing anecdote texts. The higher the interest in reading the humor of students, the higher the skill to produce anecdote texts of students. So, the low value of the skill of producing anecdote text for students can be improved by increasing interest in reading students' humor towards anecdote texts. Teachers should guide students to have an interest in reading humor and inviting skilled students in producing text, especially producing anecdote texts.

In accordance with the statement that has been described in the background of the study, that the mastery of social vocabulary and humor reading interest has a relationship with the skill of producing anecdote texts. This statement has been proven by the results of the study. The results showed that social vocabulary mastery and humor reading interest together gave a significant contribution to the skill of producing anecdote texts. So, the low skill of producing anecdote texts can be increased by increasing social vocabulary mastery and reading humor. Based on the findings of the study, it can also be concluded that the skill of producing

anecdote texts of tenth grade students of Pesisir Selatan District High School must be improved even though the level of achievement of the test of producing students' text is in good category.

The same study was also carried out by Cut Purnama Sari in 2013 with the title of contribution to mastery of vocabulary and paragraph knowledge on writing skills. From this study, the contribution of mastery of vocabulary and paragraph knowledge to the writing skills was 17,95%.

Conclusions

Based on the results of the study and the discussion that has been stated in chapter four (discussion), it can be concluded that the following points. First, there is a contribution of social field vocabulary mastery to the skill of producing anecdote text of class X students of Pesisir Selatan District High School. The contribution of social field vocabulary mastery to the skill of producing anecdote texts is 40.52%. The purpose of the data is social vocabulary mastery contributes 40.52% to the skill of producing anecdote text of students, while the remaining 59.48% is influenced by other factors.

Secondly, there was a significant contribution of humor reading interest in the skills to produce anecdote texts of tenth grade students of Pesisir Selatan District High School. The contribution of reading humor to the skill to produce anecdote texts is 15.6%. The purpose of the data is humor reading interest contributes 15.6% to the skill of producing anecdote text of students, while the remaining 84.4% is influenced by other factors. their own teaching materials needed for learning activities. The design of the instructional material described is only a model, and can be adapted to the needs of the next instructor of materials.

Third, there is a contribution of social field vocabulary mastery and humor reading interest jointly to the skill of producing anecdote texts of tenth grade students of Pesisir Selatan District High School. The contribution of the rulers of social vocabulary and humor reading interest contributed 59.50%. The purpose of the data is social vocabulary mastery and humor reading interest contribute together 59.50% of the skill to produce anecdote texts, while the remaining 40.5% is influenced by other factors. The better these two factors, the better the skill to produce anecdote texts. Thus, it is necessary to jointly increase social vocabulary mastery and to read humor so that the skill of producing anecdote texts.

The average percentage of students towards the skill variable producing anecdote text is 74.14. That is, the average skill of producing anecdote texts of students in a good category. So, it can be concluded that there is a significant contribution between social vocabulary mastery and humor reading interest together towards the skill of producing anecdote texts of students.

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