



The Contribution of Agricultural Vocabulary Mastery to Argumentative Text Writing Skills

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ABSTRACT

The purpose of this study is to describe: 1) agricultural vocabulary mastery; 2) argumentative text writing skills; and 3) the contribution of agricultural vocabulary mastery to argumentative text writing skills. This study used a descriptive-quantitative method through simple regression. The population of this study was 81 students of grade XI of SMA Negeri 1 Pasaman who took the agricultural vocabulary mastery test and the argumentative text writing skills test. The sample size was 68 students based on a statistical formula. To determine the effect of agricultural vocabulary mastery on argumentative text writing skills, a simple regression test procedure was used after conducting homogeneity and normality tests of residuals. The results of the study: 1) the vocabulary mastery of grade XI students of SMA Negeri 1 Pasaman was in good qualifications with an arithmetic mean of 80.44; 2) the argumentative text writing skills of grade XI students of SMA Negeri 1 Pasaman were in good qualifications with an arithmetic mean of 77.45; 3) The mastery of agricultural vocabulary of class XI students of SMA Negeri 1 Pasaman contributes significantly to the argumentative text writing skills of class XI students of SMA Negeri 1 Pasaman in the regression equation: $\hat{Y} = 7.443 + 0.513X_1$. This means that the value of the argumentative text writing skill variable for each sample member is a constant of 7.443 + 0.513 multiplied by the agricultural vocabulary mastery score of each student. Thus, Indonesian language teachers are expected to be able to carry out activities with various strategies and media to improve students' mastery of agricultural vocabulary.

Keywords: contribution, agricultural vocabulary mastery, argumentative text, writing skills

Kontribusi Penguasaan Kosakata Bidang Pertanian terhadap Keterampilan Menulis Teks Argumentasi

ABSTRAK

Tujuan penelitian ini mendeskripsikan: 1) penguasaan kosakata bidang pertanian; 2) keterampilan menulis teks argumentasi; 3) kontribusi penguasaan kosakata bidang pertanian terhadap keterampilan menulis teks argumentasi. Penelitian ini menggunakan metode deskriptif-kuantitatif melalui regresi sederhana. Populasi penelitian ini adalah siswa kelas XI SMA Negeri 1 Pasaman yang mengikuti tes penguasaan kosakata bidang pertanian dan tes keterampilan menulis teks argumentasi yang berjumlah 81 siswa. Sampel ditetapkan 68 siswa berdasarkan formula statistika. Untuk mengetahui pengaruh penguasaan kosakata bidang pertanian terhadap keterampilan menulis teks argumentasi digunakan prosedur uji regresi sederhana setelah dilakukan pengujian homogenitas dan pengujian normalitas residu. Hasil penelitian: 1) penguasaan kosakata siswa kelas XI SMA Negeri 1 Pasaman berada pada kualifikasi baik dengan rata-rata hitung 80,44; 2) keterampilan menulis teks argumentasi siswa kelas XI SMA Negeri 1 Pasaman berada pada kualifikasi baik dengan rata-rata hitung 77,45; 3) penguasaan kosakata bidang pertanian siswa kelas XI SMA Negeri 1 Pasaman berkontribusi signifikan terhadap keterampilan menulis teks argumentasi siswa kelas XI SMA Negeri 1 Pasaman pada persamaan regresi: $\hat{Y} = 7.443 + 0.513X_1$. Maksudnya, nilai variabel keterampilan menulis teks argumentasi setiap anggota sampel adalah konstanta 7.443 + 0.513 dikali skor penguasaan kosakata bidang pertanian setiap siswa. Dengan demikian, guru Bahasa Indonesia diharapkan mampu melakukan kegiatan dengan berbagai strategi dan media untuk meningkatkan penguasaan kosakata bidang pertanian bagi para siswa.

Kata Kunci: kontribusi, penguasaan kosakata, bidang pertanian, keterampilan menulis, teks argumentasi

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INTRODUCTION

Indonesian language learning in the independent curriculum encompasses six aspects of language skills: receptive language skills (listening, reading, and viewing) and productive language skills (speaking and presenting, and writing) (Kemendikbudristek, 2025:20). Students must master these six language skills. Writing is considered the most difficult of the five language skills. This aligns with Pradita et al.'s (2021:31) opinion, which states that writing can be considered the most complex language skill among the other aspects. This is because writing is not simply copying words and sentences, but rather developing and expressing thoughts in a structured written form. Furthermore, Hamidah & Anggraini (2024:42113) argue that writing is a challenging skill because it requires time, energy, and full concentration. This perception discourages students from writing, leading many to fail to master writing skills.

Writing is the last skill in the language skills list because it is an activity with a high level of difficulty compared to other language skills (Triamanda & Hafriison, 2023:7030). This is in line with the opinion of Rahman et al. (in Fitri & Anggraini, 2024:28244) that many factors cause students to experience writing difficulties, such as not being used to writing, considering writing difficult, difficulty finding ideas about the problem to be written, and students having difficulty finding the first sentence to start a paragraph. Students also often experience blank page syndrome. Therefore, to practice writing skills, a student must master the other three language skills: reading, speaking, and listening (Tunisa & Zuve, 2024:171). Furthermore, to write well, students must be able to find and think about ideas. This is about finding ideas, thinking about ideas, and thinking about how to communicate and develop them into statements and paragraphs that will be understood by the reader (Awaliah & Gani, 2024:30494). Writing is an inseparable part of vocabulary use. The better a person's vocabulary mastery, the easier it is for them to choose the right vocabulary to express their

ideas in written form. This is in line with the opinion of Rahmi & Afnita (in Fadisa et al., 2022:316) who stated that someone will be skilled in speaking if they have mastery of vocabulary. The more vocabulary a person has or masters, the more skilled they are in speaking, and vice versa, the lower the vocabulary a person has, the more difficult it is for them to become skilled in speaking. The ultimate goal is for students to be able to produce or write a text.

Among the various types of texts taught in schools, the skill of writing argumentative texts is one of the essential competencies that students must master, especially in grade 11 of SMA Negeri 1 Pasaman. Mahiroh (in Dwisaptarida et al., 2024:84) stated that a student can be considered skilled if they are able to write arguments or opinions accompanied by scientific data or facts, in order to convince readers of their arguments. By mastering this skill, students can express their ideas and views logically, systematically, and convincingly. This not only trains critical thinking skills but also broadens their insight into emerging societal issues. However, in reality, many students still struggle to write argumentative texts. One of the main factors that often poses a barrier is a lack of vocabulary mastery. Limited vocabulary makes it difficult for students to choose the right words to convey their arguments, resulting in ineffective, unstructured, and difficult to understand writing. Students' argumentative text writing skills are still considered problematic. This is because students appear to lack vocabulary mastery, making the ideas expressed in their writing unengaging. This problem is evidenced by the inappropriate vocabulary used by students in argumentative essays (Marisyah, 2020:42). Another cause is students' lack of interest in reading when learning Indonesian, making it difficult for them to convey their ideas, thoughts, or concepts in argumentative essays (Muhamad & Rohmah, 2021:29). Furthermore, other factors contributing to students' suboptimal writing skills include their limited ability to understand the structure, content, and linguistic rules of argumentative texts. Furthermore, students still



lack understanding of correct spelling. Therefore, this situation prompted researchers to contribute and provide solutions to these writing learning challenges.

Based on these problems, researchers conducted observations and informal interviews with Indonesian language teachers at SMA Negeri 1 Pasaman. The results of these observations and interviews revealed several obstacles related to students' ability to write argumentative texts in previous lessons. First, students still face difficulties in expressing ideas in producing argumentative texts due to their limited vocabulary mastery, including agricultural vocabulary, as the theme used in argumentative text learning is agriculture, which is related to the issue of food security or the importance of local food. Second, students often make mistakes in structuring argumentative texts and using ineffective sentences. Third, students still do not understand the content of argumentative texts. This is caused by low interest in reading and the lack of critical literacy skills in analyzing information. As a result, students have difficulty distinguishing between facts and opinions. This limited understanding makes the text produced tend to be shallow and incoherent in an argumentative text. Fourth, in terms of linguistic rules, students do not understand the linguistic rules of argumentative texts, such as the use of mental verbs and relational verbs. Many students still use words that are only general in nature. This is also caused by the lack of vocabulary mastery that students have.

Fifth, several EYD errors were found in students' writing. Based on these observations, the main obstacle students face in writing argumentative texts is their limited ability to develop ideas due to a limited vocabulary. Students also struggle to understand the structure and linguistic rules of argumentative texts, leading them to produce disorganized writing. Therefore, vocabulary mastery plays a crucial role in improving students' argumentative writing skills.

Vocabulary mastery was chosen in this research because it is a crucial element in writing.

Vocabulary influences writing skills. The more vocabulary a student has, the better their writing will be and the more easily it will be understood by readers. This aligns with research by Sari et al. (in Septiyanda & Tamsin, 2025:381), which explains that vocabulary is a crucial aspect of language learning, as a limited vocabulary leads to limited comprehension in speaking, listening, reading, and writing. Vocabulary mastery can determine the quality of a student's writing skills or their ability to create a text.

Based on the above opinion, vocabulary mastery has a significant influence on students' argumentative text writing skills. Because the more vocabulary a student masters, the better their argumentative text writing skills will be. The vocabulary that students must master, especially in argumentative texts, is agricultural vocabulary. This is based on the theme of the argumentative text related to agriculture. According to Setiani et al. (2021:96) the agricultural sector is an economic sector that must be prioritized, because it not only meets Indonesia's economic needs but also meets the food needs of the population. If the community's food needs are not met, development will not proceed, instead national economic problems will emerge such as social, economic, security crises and political instability. Rahakbaw & Samputra (2025:2) also argue that land issues are important, because agriculture in Indonesia is still in a transitional stage between subsistence and commercial which logically, small farmers are unable to work on a commercial scale due to limited land size so the only available option is intensification. Based on the urgency of this theme, researchers predict that agricultural vocabulary will dominate the process of writing students' argumentative texts. Therefore, mastery of agricultural vocabulary is a key factor that needs to be studied more deeply in this research.

The research questions are as follows: First, how is the agricultural vocabulary mastery of eleventh-grade students at SMA Negeri 1 Pasaman? Second, how are the argumentative text writing skills of eleventh-grade students at SMA Negeri 1

Pasaman? Third, does agricultural vocabulary mastery contribute to the argumentative text writing skills of eleventh-grade students at SMA Negeri 1 Pasaman?

This study has three objectives. First, to describe the agricultural vocabulary mastery of eleventh-grade students at SMA Negeri 1 Pasaman. Second, to describe the argumentative text writing skills of eleventh-grade students at SMA Negeri 1 Pasaman. Third, to describe the contribution of agricultural vocabulary mastery to the argumentative text writing skills of eleventh-grade students at SMA Negeri 1 Pasaman.

This study has two benefits: theoretical and practical. Theoretically, this study is expected to be useful in increasing scientific theory in the field of text writing, particularly in argumentative text writing. Practically, the results of this study are expected to provide benefits to the following stakeholders: First, for teachers, this study is expected to be useful as input for Indonesian language teachers, especially Indonesian language teachers at SMA Negeri 1 Pasaman. Second, for students, this research is expected to improve their ability to write argumentative texts effectively. Third, for schools, this research is expected to be useful for developing innovations in teaching Indonesian language and literature. Fourth, for the researchers themselves, this research is expected to increase insight and knowledge to prepare themselves as prospective educators in an effort to improve the quality of learning. Fifth, for other researchers, this research is expected to broaden scientific knowledge, especially in the field of Indonesian language learning, thus encouraging other researchers to conduct broader and more in-depth similar research, and to serve as comparative material for conducting different studies.

Based on the literature review and tracking of research results relevant to this study, three relevant studies are presented. These three studies are as follows. First, a study conducted by Susanti Marisya (2020) entitled "The Contribution of Vocabulary Mastery to the Argumentative Writing Ability of Grade X Students of MA Negeri X Koto Singkarak, Solok Regency." Based on these results,

three conclusions can be drawn. First, the vocabulary mastery of grade X students of MA Negeri X Koto Singkarak, Solok Regency is at a sufficient level (67.1). Second, the ability to write argumentative essays of class X students of MA Negeri X Koto Singkarak, Solok Regency is at sufficient qualification (67.18). Third, there is a contribution of vocabulary mastery to the ability to write argumentative essays of class X students of MA Negeri X Koto Singkarak, Solok Regency of 18.15%, while the rest is influenced by other factors (Marisya, 2020:44-47).

Second, a study conducted by Zahratul Fitri (2024) entitled "The Contribution of Vocabulary Mastery to the Expository Text Writing Skills of Eighth Grade Students of SMP Negeri 2 Lubuk Basung." Based on the results of this study, the following three conclusions can be drawn. First, the vocabulary mastery of eighth grade students of SMP Negeri 2 Lubuk Basung is in the good qualification (76.36). Second, the expository text writing skills of eighth grade students of SMP Negeri 2 Lubuk Basung are in the good qualification (84). Third, there is a contribution of vocabulary mastery to the expository text writing skills of eighth grade students of SMP Negeri 2 Lubuk Basung by 50.4%, and the other 49.6% is influenced by other factors not examined in this study (Fitri & Anggraini, 2024:28248-28252). Third, a study conducted by Chaira Tunisa (2024) entitled "The Contribution of Vocabulary Mastery to the News Text Writing Skills of Seventh Grade Students of SMP Negeri 1 Padang Ganting." Based on the research results, the following three conclusions can be drawn. First, the vocabulary mastery of seventh-grade students at SMP Negeri 1 Padang Ganting is classified as good (81.89). Second, the news text writing skills of seventh-grade students at SMP Negeri 1 Padang Ganting are classified as good (83.02). Third, vocabulary mastery contributes 19.18% to the news text writing skills of seventh-grade students at SMP Negeri 1 Padang Ganting, with the remaining 80.82% being influenced by factors outside the study (Tunisa & Zuve, 2024:174-176).



This study's similarity to previous research is that both analyze the contribution of vocabulary mastery to students' writing skills. The differences between this study and the previous research lie in the variables and the research object. This study consists of two variables: agricultural vocabulary mastery as the independent variable (X) and argumentative text writing skills as the dependent variable (Y), while the research object is grade XI students at SMA Negeri 1 Pasaman.

METHOD

This research is quantitative with descriptive methods. The population of this study was 334 eleventh-grade students of SMA Negeri 1 Pasaman enrolled in the 2025/2026 academic year, spread across ten classes. Since the population in this study was more than 100 people, a sample of 20% was drawn, so the sample in this study was (20% of the total student population per class).

This study consisted of two variables: agricultural vocabulary mastery as the independent variable (X) and argumentative text writing skills as the dependent variable (Y). The instruments used in this study were an objective test and a performance test. Data collection techniques in this study were carried out in two ways. First, data on agricultural vocabulary was collected by administering an objective test. Second, a performance test was administered to measure the argumentative text writing skills of grade XI students at SMA Negeri 1 Pasaman. The analysis requirements tests used in this study were the normality test and the homogeneity test.

The instruments used in this study were an objective test and a performance test. The objective test was used to measure vocabulary mastery, and the performance test was used to measure the argumentative text writing skills of grade XI students at SMA Negeri 1 Pasaman.

First, the objective test was used to measure vocabulary mastery (in the field of agriculture) of SMA Negeri 1 Pasaman students. The objective test used in this study was a multiple-choice test with four answer options (A, B, C, and D). The test is structured based on vocabulary mastery measurement indicators, namely (1) identifying synonyms, (2) identifying antonyms, and (3) determining word meanings.

Table 1
Agricultural Vocabulary Mastery Assessment Indicators Grade XI Students of SMA Negeri 1 Pasaman

No.	Indicator	Descriptor
1	Synonyms of 9 agricultural vocabulary words	Presented with an argumentative text containing the word agriculture, students are asked to determine synonyms.
2	Antonyms of 9 agricultural vocabulary words	Given an argumentative text containing the word agriculture, students are asked to determine the antonym.
3	Meaning of 9 agricultural vocabulary words	Given an argumentative text containing the word "agriculture", students are asked to determine the meaning of the word.

Second, a performance test was used to collect data on the argumentative text writing skills of eleventh-grade students at SMA Negeri 1 Pasaman. The argumentative text writing performance test was structured according to predetermined indicators: (1) students' ability to write argumentative texts according to the structure of argumentative texts, (2) students' ability to write argumentative texts according to the given context, and (3) students' ability to write argumentative texts according to the linguistic rules of argumentative texts.

Table 2
 Rubric for Assessing Argumentative Text Writing Skills for Eleventh-grade Students at SMA Negeri 1 Pasaman

No.	Indicator	Scoring Description			
		Score 1-2	Score 3-4	Score 5-6	Score 7-8
1	Argumentative Text Structure	Awarded if the argumentative text written by the student contains 1 correct argumentative text structure.	Awarded if the argumentative text written by the student contains 2 argumentative text structures correctly.	Given if the argumentative text written by the student contains 3 argumentative text structures, but is not quite correct.	Awarded if the argumentative text written by the student contains a complete and correct argumentative text structure.
2	Contents of Argumentative Text	Given if the argumentative text written by the student is not relevant to the context.	Given if the argumentative text written by the student is less relevant to the context	Awarded if the argumentative text written by the student is relevant to the context, but lacks detail.	Awarded if the argumentative text written by the student is relevant to the context and detailed.
3	Linguistic Rules of Argumentative Texts	Awarded if the argumentative text written by the student contains 1 correct linguistic rule.	Awarded if the argumentative text written by the student contains 2-3 linguistic rules correctly.	Awarded if the argumentative text written by the student contains 4-5 linguistic rules correctly.	Awarded if the argumentative text written by the student contains 6 linguistic rules correctly.

Data for each variable were analyzed using descriptive statistics. The statistical measures used were the mean, standard deviation, maximum score, minimum score, mode, and percentage. Data on the influence of agricultural vocabulary mastery on argumentative writing skills were analyzed using a simple linear test procedure. Putra & Sari (2022) and Razak (2015) state that a simple linear test is used to predict the influence or value of variable Y based on variable X; it does not measure the strength and direction of the relationship between variables X and Y. If the Sig. Value is <0.05, then the regression model is linear, and vice versa. This is the level of significance or linearity of the regression.

RESULTS

1. Agricultural Vocabulary Mastery

Data on agricultural vocabulary mastery was obtained from the results of an objective test consisting of 27 questions with five answer choices (A, B, C, D, and E). The test was administered to 68 11th-grade students at SMA Negeri 1 Pasaman. Students' agricultural vocabulary mastery was determined based on three indicators. The detailed agricultural vocabulary mastery scores for 11th-grade students at SMA Negeri 1 Pasaman can be seen in Table 3 below.



Table 3
 Agricultural Vocabulary Mastery Scores
 11th-Grade Students at SMA Negeri 1 Pasaman
 in General

Agricultural Vocabulary Mastery				
Row Score	Std. Score	Frequency	Percent	Cumulative Percent
16	59,26	3	4,41	4,41
17	62,96	3	4,41	8,82
19	70,37	6	8,82	17,65
20	74,07	8	11,76	29,41
21	77,78	9	13,24	42,65
22	81,48	11	16,18	58,82
23	85,19	8	11,76	70,59
24	88,89	11	16,18	86,76
25	92,59	9	13,24	100,00
Total		68	100,00	

Based on table 3, it can be seen that the highest score of agricultural vocabulary mastery of class XI students of SMA Negeri 1 Pasaman is 25, while the lowest score is 16. The complete score of agricultural vocabulary mastery of class XI students of SMA Negeri 1 Pasaman is as follows. First, a score of 25 was obtained by 9 people (13.24%). Second, a score of 24 was obtained by 11 people (16.18%). Third, a score of 23 was obtained by 8 people (11.76%). Fourth, a score of 22 was obtained by 11 people (16.18%). Fifth, a score of 21 was obtained by 9 people (13.24%). Sixth, a score of 20 was obtained by 8 people (11.76%). Seventh, a score of 19 was obtained by 6 people (8.82%). Eighth, 17 was obtained by 3 people (4.41%). Ninth, a score of 16 was obtained by 3 people (4.41%).

2. Argumentative Text Writing Skills

To determine the argumentative text writing skills of grade XI students at SMA Negeri 1 Pasaman, the scores obtained were converted to percentages. The scores for the argumentative text

writing skills of grade XI students at SMA Negeri 1 Pasaman are shown in Table 4 below. The highest score obtained by students was 23 and the lowest score was 15.

Table 4
 Argumentative Text Writing Skills Scores
 Grade XI Students at SMA Negeri 1 Pasaman

Argumentative Text Writing Skills				
Row Score	Std. Score	Frequency	Percent	Cumulative Percent
15	62,50	7	10,29	10,29
16	66,67	8	11,76	22,06
17	70,83	7	10,29	32,35
18	75,00	12	17,65	50,00
19	79,17	12	17,65	67,65
20	83,33	7	10,29	77,94
21	87,50	5	7,35	85,29
22	91,67	7	10,29	95,59
23	95,83	3	4,41	100,00
Total		68	100,0	

Based on table 4 above, the argumentative text writing skill scores for all indicators of 68 students can be seen as follows. First, a score of 23 was obtained by 3 students (4.41%). Second, a score of 22 was obtained by 7 students (10.29%). Third, a score of 21 was obtained by 5 students (7.35%). Fourth, a score of 20 was obtained by 7 students (10.29%). Fifth, a score of 19 was obtained by 12 students (17.65%). Sixth, a score of 18 was obtained by 12 students (17.65%). Seventh, a score of 17 was obtained by 7 students (10.29%). Eighth, a score of 16 was obtained by 8 students (11.76%). Ninth, a score of 15 was obtained by 7 students (10.29%).

Based on the table above, the argumentative writing skills of eleventh-grade students at SMA Negeri 1 Pasaman are categorized into the following four groups. First, 15 (22.06%) received a very good classification. Second, 19 (27.94%) received

a good classification. Third, 27 (39.71%) received a more than adequate classification. Fourth, 7 (10.29%) received a sufficient classification.

3. Contribution of Agricultural Vocabulary Mastery to Argumentative Writing Skills

This section will discuss the contribution of agricultural vocabulary mastery to argumentative writing skills of eleventh-grade students at SMA Negeri 1 Pasaman. Before testing the hypotheses, a data analysis requirement test.

First, the agricultural vocabulary mastery data was found to be homogeneous. This is indicated by the Levene statistic value based on the mean, which is sig. 0.230 (Table 5). This sig. value is > 0.05.

Table 5
 SPSS Screenshot Results: Agricultural Vocabulary Mastery Data Homogeneity Test

Test of Homogeneity of Variances				
	Levene Statistic	df1	df2	Sig.
Based on Mean	1,368	8	59	0,230
Based on Median	1,086	8	59	0,386
Based on Median and with adjusted df	1,086	8	40,678	0,392
Based on trimmed mean	1,286	8	59	0,269

Second, the Argumentative Text Writing Skills data was also found to be homogeneous. This is indicated by the Levene statistic value based on the mean, which is sig. 0.371 (Table 6). This sig. value is > 0.05.

Table 6
 SPSS Screenshot Results: Argumentative Text Writing Skills Data Homogeneity Test

Test of Homogeneity of Variances				
	Levene Statistic	df1	df2	Sig.
Based on Mean	1,108	8	59	0,371
Based on Median	0,699	8	59	0,691
Based on trimmed mean	1,052	8	59	0,409

Third, determine the residual normality test, namely the residual value between variables X and Y. The residual value is considered normal if the Asymp. sig (2-tailed) value in the one-sample Kolmogorov-Smirnov Test table is >0.05. The Asymp. sig (2-tailed) value is 0.200 (Table 6). Thus, the data is normally distributed.

Table 6
 SPSS Screenshot of Residual Normality Test Results

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		68
Normal Parameters ^{a,b}	Mean	0,0000000
	Std. Deviation	1,90696627
Most Extreme Differences	Absolute	0,093
	Positive	0,093
	Negative	-0,081
Test Statistic		0,093
Asymp. Sig. (2-tailed)		,200 ^{c,d}
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		
d. This is a lower bound of the true significance.		



A simple regression test for variables X and Y was feasible. This was because the requirements for homogeneity and normality were met. The significant deviation from linearity was 0.352 (Table 7). The significant value of 0.352 is > 0.05. This means that agricultural vocabulary mastery significantly influences argumentative writing skills.

Table 7
 SPSS Screenshot of Simple Linear Regression Test Results

ANOVA							
			Sum of Squares	df	Mean Square	F	Sig.
Argumentative Text Writing Skills * Agricultural Vocabulary Mastery	Between Groups	(Combined)	135,814	8	16,977	4,666	0,000
		Linearity	106,824	1	106,824	29,361	0,000
		Deviation from Linearity	28,990	7	4,141	1,138	0,352
	Within Groups		214,657	59	3,638		
	Total		350,471	67			

Table 8 shows the regression equation model obtained using the constant coefficients and variable coefficients in the Unstandardized Coefficients B column. The constant B value is 7.443 and X = 0.513. Thus, the regression equation model is: $Y = 7.443 + 0.513X$.

Table 8
 Coefficients Screenshot

Coefficients ^a						
Model	Unstandardized Coefficients			Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	7,443	2,085		3,570	0,001
	X	0,513	0,095	0,552	5,379	0,000

a. Dependent Variable: y

DISCUSSION

Based on the research results and data analysis, it can be concluded that agricultural vocabulary mastery among eleventh-grade students at SMA Negeri 1 Pasaman contributes to their argumentative writing skills. This is evident from the research results, which show that agricultural vo-

cabulary mastery among eleventh-grade students at SMA Negeri 1 Pasaman is in the good category (80.44). Furthermore, the results of the argumentative writing skills test are in the good category (77.45). After correlating these two variables, the calculated r value is 0.552.

This finding aligns with the average agricultural vocabulary mastery score, which is in the good category of 80.44, followed by the average argumentative writing skill score, which is also in the good category of 77.45. In addition to the positive correlation, agricultural vocabulary mastery contributes 30.47% to the argumentative writing skills of eleventh-grade students at SMA Negeri 1 Pasaman, and 69.53% is influenced by other factors not examined in this study. This figure confirms that one-third of students' success in writing argumentative essays is influenced by their mastery of technical terms in the agricultural field. This aligns with Tarigan's (2011:2) view, which asserts that the quality of a person's language is directly proportional to the quantity and quality of their vocabulary. Without an adequate vocabulary, especially specific vocabulary related to the agricultural field, students will tend to struggle to express critical ideas in writing.

The importance of vocabulary mastery in writing is closely related to students' ability to choose appropriate words (diction) to strengthen their opinions. Keraf (2007:4) explains that the foundation of argumentative writing is critical and logical thinking. Mastery of agricultural vocabulary serves as the primary means for students to translate this logic into sentences that are firmly grounded in facts. The richer a student's technical vocabulary, the easier it is for them to construct arguments that are convincing, systematic, and objective to the reader. The results of this study empirically demonstrate that mastery of agricultural vocabulary plays a crucial role in helping students organize facts and construct logical argument structures.

Based on the above description, it can be concluded that mastery of agricultural vocabulary is a key asset that helps students develop critical ideas into quality writing. Vocabulary plays a crucial role in writing activities, especially in argumentative texts that require the accurate use of technical terms. Although the correlation results show sig-

nificant numbers, students' skills in integrating this vocabulary into a coherent text structure still need to be honed through consistent practice. Therefore, mastery of technical terms needs to be continuously improved so that students are not only able to argue verbally but also adept at expressing their ideas in accurate and accountable written work.

CONCLUSION

Mastery of agricultural vocabulary contributes significantly to the argumentative text writing skills of class XI students of SMA Negeri 1 Pasaman.

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