THE EFFECTS OF GRAMMAR MASTERY AND LEARNING MOTIVATION TOWARDS ENGLISH DESCRIPTIVE WRITING SKILL

(Survey at Private University in East Jakarta)

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Abstract – This research is a kind of survey. This research also aims to find and analyze empirically the effects of grammar mastery and learning motivation towards English descriptive writing skill at Private University in East Jakarta. The observed population of this research is 60 students. The students are from Private University in East Jakarta. The sample was gained through simple random sampling. That sample means that the researcher mixed the subjects in the population so that they will be considerably the same. This research has 3 variables which are divided into 2 independent variables and 1 dependent variable. The independent variables are grammar mastery and learning motivation. And a dependent variable is the student’s skill in English descriptive writing. The collection of the research data is done by objective test, preferential test and written test for both independent and dependent variables. The gained data was then analyzed by using correlation technique and multiple regressions. Previously, the prerequisite tests before we have done the examination, the regression test must be accomplished, for example normality test and linearity test. The result of this research is: There are effects of grammar mastery and learning motivation both partially and collectively towards student’s skill in English descriptive writing with correlation coefficient 0.715 and determination coefficient 0.512 or 51.2%. The regression equation is: \[ Y = -11.226 + 0.440X_1 + 0.148X_2 \]. From the result we can make the conclusions that the student’s English skill in descriptive writing is strongly influenced by grammar mastery and learning motivation of his/her own.

Keywords: Grammar Mastery, Learning Motivation, English Descriptive Writing Skill

I. INTRODUCTION

Entering the Era of Globalization, the nations in the world have to make changes in various aspects of human life including education. The education is very important needs for any individual as a human resource development infrastructure. The ability to speak becomes a primary priority to support educational success, especially mastering of foreign languages.

Language is one of the most important things in communication or in others. English is used as a tool of communication among the nations in all over the world. And Language learning is also important for human’s social development. In this world, there are many languages, one of them is English. As a language which is used by more than a half of population in the world, English holds the key as an international language especially in facing the Globalization Era, English is more useful than other language. As an international language, English is very important and has many interrelationships with various aspects of life owned by human being. And also it is a tool of communication among peoples of the world in all aspect such as in art, education, in order to get trade, social-cultural, science, and technology goals.

Moreover, English competence is important in career development, therefore students need to understand and use English to improve their confidence to face global competition. It can’t be negotiable that a condition of success of someone facing globalization is by using English. Because of that reasons, English now becomes an important subject in school and in a university. Regarding to education in Indonesia, government considers English as a first foreign language, teaches formally and becomes a compulsory subject from elementary up to university level. English is an important part of Indonesians’ curriculum of education. Thus, it plays a big role in every step of education. Based on the government has done, nowadays so many schools are competing to improve learning English as a requirement.

Mastering English is obtained through a variety of teaching programs in universities. Experience
showed that the results of learning English at universities in Indonesia are still far from desire goals. One of the main problems in learning English in formal education at school today is not learnt well by the students as if English is still regarded by frightening factor. Evidently It can be seen by the result of the students’ learn, they cannot master their English well. This accomplishment of course, teaching learning activities are still using conventional, so it does not touch the students’ need. It means learning the language is still dominated by the teacher centered and does not provide the access for students to develop independently. In many curriculum documents, the teacher needs to encourage or requires to develop their students’ skill in English.

Any language is difficult and easy. Language serves many purposes. Absence of language is mere dearth of communication. The role that language plays is immense, since time embarked. Identified as the need of the hour, the four necessities in language or commonly known as the four skills- Reading, writing, listening and speaking plays a vital role in any language learning quest... The four skills are the pinnacles of language which will take you to greater heights. They are separate yet bound together with an inseparable bond. Teachers should set high standards for an ESL classroom. They should work to create the necessary condition for students to learn effectively and reach the desired outcome. For the teaching of English to be successful, the four skills, reading, listening, speaking and writing, should be integrated in an effective way. These skills should be addressed in a way that helps students meet the standards you set for them and develop their communicative competence gradually. (Sadiku, 2015)

For senior high school, the KTSP curriculum of 2006 states that, “The main goal of teaching English is to develop the four basic skills; listening, speaking, reading, and writing. The language components such as structure, vocabulary, pronunciation, and spelling could be taught to support the development of the four skills”. As a foreign language, learning English is not as easy as learning Indonesian, because it has different structure, pronunciation, and others. However, all languages have the same four skills to master. These four skills become the basic components in mastering language communication. Therefore, the primary aim of teaching and learning English is the students can communicate with other whether in spoken or written form using the language they have been learned. (Aryanika, 2016)

Based on the above concept, language learning must be directed to the mastery of the language skills. As we know, In English, there are four language skills (listening, speaking, reading, and writing) that should be mastered and are important to be learnt. In this case, for Indonesian’s students who study English is rather difficult to learn, because English grammar has both time adverbs and tenses, whereas Indonesian grammar has only the time adverbs but not the tenses.

Language skills are closely related to the ability to think. Learning language often reflects his thoughts. The more ones critics think the brighter and the clearer way of thinking this ability can be obtained with practice and guidance. Similarly with writing skill that has to be obtained by the process of learning or practicing perseverance, writing skill may not only just through the theory, but should diligently study and practice. So Among the four aspects, writing takes a significant role in mastering English.

Writing is the act of forming letter on stone paper word or other suitable media to record the ideas which is characterized and words express or to communicate the ideas by visible sign. Supported by Katz in Septa’s journal, Writing largely a matter of fixing things. It means that writing is a means of communication in which the writer uses the language to express their feeling, thought and ideas in written form. (Aryanika, 2016)

It is necessary to know that writing is a process, it is meant to practice, but the students do not do it often. Writing is a gem to pick. A person with good writing skills is always victorious at expressing oneself. The writing skill is the ‘hard copy’ of your intellectual level or the level of your expression. The writing process is taught in schools and colleges. But, do you practice it in reality? Or Do you start to write as soon as the question is read. Pre Writing opens the doors to effective writing where you brainstorm almost anything under the topic or theme. You find a topic, narrow it, and consider the purpose, audience as well as the form of writing. You are not concerned with creating whole sentences or paragraphs at this point rather you should aim at defining an idea and getting it rolling. Then we write our first draft which is a compilation of our random thoughts. This is where our words form sentences and paragraphs. The third step is revision. Revision means “Seeing again.” Here you refine the ideas in their compositions. Revising consists of three activities: rereading the rough draft, sharing the rough draft in a writing group/with anyone, and revising on basis of feedback. You can add or substitute thoughts and words. The same can be done with deleting and moving your words in the draft. Editing is the next big thing. The cleaning up process where the clutter is cleared and ideas are allowed to shine happens here. We tend to putting the piece of writing into its final form and you fine-tune your work by focusing on correct punctuation, capitalization, grammar, usage, and paragraphing. The goal here is to make the writing ‘optimally readable." The last is publishing you final piece. Each step is interchangeable and can be done as
many as you dare or till your writing perfects. (Sadiku, 2015)

Writing process composition content of composition or forming a part of mind of the messages that is delivered to the reader by the researcher. If the sentence contains in paragraph that does not clear to explain and is not good arrangement. It will make the reader difficult to catch the mind’s writer. A composition that arrange well-structured essay always contains three of elements main parts: introduction, body, and the conclusion. In fact many students do the essay writing do not arrange well-structured ones.

Furthermore, writing skill will reflect students’ ability in demonstrating achievement of English, it reflects knowledge possesses by students. Thus, the process of writing will be directly indicates students ability in applying English. If their writing skill is poor they are very likely to fail in their study or at least they will have difficulty in making progress. On the other hand, if they have a good ability in writing, they will have a better chance to succeed in their study.

Besides the four language skills, such supporting factors as vocabulary, grammar, and pronunciation also play an important role. Without the inclusion of those language aspects in learning, language skills which become the emphasis of learning cannot be reached. That is why writing is the most difficult part in learning English as what we say is different with what we write. Some factors made writing in English looks difficult, such as spelling, vocabulary and grammar. There are many aspects in grammar that should be mastered by the learners which can make some errors in learning English. And the teachers tended to use deductive technique to give explanation about the students’ mistakes, i.e. by firstly giving an account about grammar rules, followed by the examples of how to use the rules in sentences. The learning, which is created in such a routine, tends to lead to the students’ boredom so that they become unmotivated in learning. As a result, the learning then cannot be maximized.

According to Jones in Jack c richards and Randi Reppen’s journal, Central to a pedagogy of grammar instruction is the distinction between grammatical knowledge and grammatical ability. Grammatical knowledge refers to knowledge of the rules that account for grammatically correct language. Its unit of focus is the sentence. In traditional approaches to language teaching it was typically viewed as an independent component of language ability and assessed through discrete point tests that assessed mastery of different grammatical items. Correct language use was achieved through a drill and practice methodology and through controlled speaking and writing exercises that sought to prevent or minimize opportunities for errors. Practice in producing grammatically correct sentences was viewed as the key to learning, embedded within a methodology with the following features (Ellis, 2003: 168):
1. A specific grammatical feature is isolated for focused attention.
2. The learners are required to produce sentences containing the targeted feature.
3. The learners are provided with opportunities for repetition of the targeted feature.
4. There is an expectancy that the learners will perform the grammatical feature correctly; therefore practice activities are success oriented.
5. The learners receive feedback on whether their performance of the grammatical structure is correct or not. This feedback may be immediate or delayed.

Grammatical ability refers to the ability to use grammar as a communicative resource in spoken and written discourse and requires a different pedagogical approach.(Richards & Reppen, 2014) Grammar, which is one of the important aspects in learning, should be mastered by the students because without sufficient understanding and mastery of that aspect, one cannot use the target language learnt in both written and oral communication. In other words, understanding on the correct grammatical rules is a prerequisite for someone to be considered as having communicative competences.

Some students feel hard to write, because they do not have the low grammarmastery but also have the low motivation in writing and seldom build their confidence in writing it. In addition, they are lazy to write because they think that it is very difficult to keep the objectivity, because they can’t write well and have negative attitudes toward writing instruction.

According to Dornyei in Septa Aryanika’s journal mention that motivation explains why people decide to do something, how hard they are going to pursue it and how long they are willing to sustain the activity. Because human behaviour has two basic dimensions, direction and magnitude (intensity), motivation is closely related with the choice of a particular action, the effort expended on it, and the persistence with it. Dealing with motivation, Brown (2001: 72) divides the definition of motivation into two, based on the schools of psychology. They are behaviourist definition and cognitive definition. Behaviourists stress on the role of rewards and perhaps punishments in motivating behaviour. Cognitive definition places the focus on how individual’s conscious attitude, thoughts, beliefs, and interpretation of events influence behaviour; that is, how mental processes are transformed into actions. There are two aspects of motivation stated by Paya what is Motivation as follows:
a. The intrinsic motivation is the motivation to act for the sake of the activity alone. For example: people
have intrinsic motivation to write poetry, if they do it simply because they enjoy it.

b. The extrinsic motivation, on the other hand, is the motivation to act for external rewards. For example: people have extrinsic motivation to write if they do so in the hope of getting published, being famous, or making money. (Aryanika, 2016)

In this research, motivation is as inner power that come from inside and outside of a person to get his goal and it has role as the positive power or attitude toward learning writing, especially in writing motivation. It is very important to support the writing ability.

As descriptive text is included in English curriculum in Indonesia, knowing how the text should ideally be composed is essential for the teacher as the one who is responsible in delivering it in the classroom and for the students who are demanded to master it. Since descriptive text, like other text types, is not only constructed with some rigid rules in the form of sentences, but also composed by considering its purpose and the meaning of each structures, teacher needs to have enough knowledge of how those clauses make meaning. According to Gerot & Wignel and Knapp & Watkins in eko Noprianto’s journal stated that Descriptive text is a type of text which is used by the writer or speaker to describe particular thing, person, animal, place and or event to the readers or hearers. The process of describing is done through ordering their characteristics clearly, starting from naming them, classifying them, and dealing with their attributes, behaviors, functions, and so on so that the readers or hearers can possibly notice what the writer is writing about as if they could directly see it through their own eyes. (Noprianto, 2017)

Furthermore, if the students who want to master English, The first is they have to learn many grammatical aspects because grammar is the fundamental organizing principle of language. The English grammatical ability is extraordinary. It is probably the most creative ability. There is no limit to what we can say or write, yet all these potentials are controlled by a finite number of rules. Learning about English grammar provides a basis for learning language such as: tenses, subject verb agreement, proper used of conjunction, parallel structure, kinds of sentences and sentence patterns.

The second is to train through writing skill that requires being practice repeatedly. No one learn to write automatically, even write a single letter of the alphabet without a conscious effort of mind and hand, and to get beyond a single letter, that must be shown how to form words, how to put words together into sentences, and how to punctuate those sentences.

Out of the four fundamental language skills in the language learning process, In Luu Trong tuan journal according to Hamp and Heasly competent writing is frequently accepted as being the last language skill to be acquired for native speakers of the language as well as for foreign/second language learners. EFL learners’ success in English writing brings them benefits not solely in their English learning but also in their life-long careers. And based on Glazier contends, “Being able to write in English is essential in college, and it probably will be an asset in your career.” Based on Harmer For numerous EFL learners, nonetheless, English writing appears to be challenging. In terms of fluency, According to Nunan maintains that producing a coherent, fluent, extended writing piece is likely the most difficult thing in language since the reader has to comprehend what has been written without asking for clarification or relying on the writer’s tone of voice or expression. (Tuan, 2010)

Writing does have one big advantage over speaking. Writing is not just production of text, it is also a learning and thinking process in which writer may discover what they think as a result of composing. It gives time to think, to try out, the ideas on papers, to choose the proper words, to rethink, to revise, and to rearrange it and most importantly, to considers its effect on a reader. Writing gives one time to find the best possible way of starting what it means. The more one study the craft of writing the better it will use writing time.

II. RESEARCH METHODOLOGY

This study emphasizes on the effects of grammar mastery and learning motivation altogether towards student’s skill in descriptive writing. It means there are two independent variables and one dependent variable; variable X₁ as the first independent variable (grammar mastery) and variable X₂ as the second independent variable (learning motivation) which have interconnected and affect the variable Y as the dependent variable (student’s skill in descriptive writing). The method used is a survey with multi-correlation technique.

Therefore, this research will be seen clearly throughout the research design in the following figure:

![Figure 1](image)

**Figure 1**

Research Design

\[
X_1 = \text{level of Grammar Mastery} \\
X_2 = \text{level of Learning Motivation}
\]
\[ Y = \text{level of student’s skill in descriptive writing.} \]
\[ r_1 = \text{the effect of grammar mastery towards student’s skill in descriptive writing.} \]
\[ r_2 = \text{the effect of the student’s learning motivation towards student’s skill in descriptive writing.} \]
\[ R = \text{the effects of grammar mastery and learning motivation towards student’s skill in descriptive writing.} \]

III. RESULTS AND DISCUSSIONS

In this chapter, we will discuss the results of the research which include data descriptions, requirement tests for the data and hypothesis testing.

3.1. The Description of Data

The researcher analyzes the data from the tests and questionnaire either. Data are taken from grammar mastery test, learning motivation questionnaire, and descriptive writing skill test out of 60 respondents where all the data are previously found to be valid and reliable through the try outs. The aim of the analysis is to find out and give the information of the research findings based on the data and variables of the research subject. Therefore, all data will be analyzed by using Statistical Program for Social Science (SPSS) version 16.0 for Windows in order to get the results of the relationships among variables.

The description of the data of variables: grammar mastery (X1), learning motivation (X2) and student’s descriptive writing skill (Y) will be specifically depicted in the following table:

<table>
<thead>
<tr>
<th>Table 1 Description of Research Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statistics</td>
</tr>
<tr>
<td>Ti Valid</td>
</tr>
<tr>
<td>Mean</td>
</tr>
<tr>
<td>Median</td>
</tr>
<tr>
<td>Mode</td>
</tr>
<tr>
<td>Std. Deviation</td>
</tr>
<tr>
<td>Minimum</td>
</tr>
<tr>
<td>Maximum</td>
</tr>
</tbody>
</table>

From the description of table 1 above, we either can see that the average score and median score is almost the same, by 19.07 and 19. It means that the data of grammar mastery level is quite representative. Meanwhile, the upper grammar mastery level which is lower than that of the average, it indicates that the respondents who possess the upper-level of grammar mastery are less than those of the lower-level ones.

2. The Data of Learning Motivation (X2)

Data of student’s learning motivation are taken from a questionnaire in the form of preferential test. The questionnaire consists of 30 items out of 60 respondents. Each item will be grade from 1 to 5 according the preference with Likert scale. It is known that the score are in the range 98 – 125. It means that the minimum score is 98 and the maximum score is 125. The learning motivation level of the respondents is on the average 112.98 (mean), standard deviation 7.33, median (score at center of distribution) 114.5 and mode (most frequently score in the data set) 115. The score of standard deviation is 7.33, which means equal to 6.5% from the average score. It shows that the disparity of learning motivation among the respondents is relatively low. So we can conclude that learning motivation level of the respondents is homogenous.

From the description of table 4.1 above, we either can see that the average score and median score is almost the same, by 112.98 and 114.5. It means that data of learning motivation level is quite representative. Meanwhile, the upper learning motivation level which is higher than that of the average, it indicates that the respondents who possess the upper-level of learning motivation are more than those of the lower-level ones.

3. The Data of English Descriptive Writing Skill

Data of student’s descriptive writing skills are taken through a written essay test. The test consists of 4 items of criteria out of 60 respondents. Each item will be grade from 1 (need improvement) to 5 (excellent), according to the level of mastery he has. It is known that the score are in the range 9 –
18. It means that the minimum score is 9 and the maximum score is 18. The descriptive writing skill level of the respondents is on the average 13.88 \((\text{mean})\), standard deviation 2.42, \(\text{median}\) (score at center of distribution) 14 and \(\text{mode}\) (most frequently score in the data set) 16. The score of standard deviation is 2.42, which means equal to 17.4% from the average score. It shows that the disparity of descriptive writing skill among the respondents is relatively low. It is concluded that descriptive writing skill level of the respondents is homogenous.

From the description of table 4.1 above, we either can see that the average score and \(\text{median}\) score is almost the same, by 13.88 and 14. It means that data of descriptive writing skill level is quite representative. Meanwhile, the upper descriptive writing skill level which is higher than that of the average, it indicates that the respondents who possess the upper-level of descriptive writing skill are more than those of the lower-level ones.

### 3.2. Requirement Tests for the Data

#### 1. Normality Test

Normality test is used to test and determine whether the data normal or not so that t-observed, partial correlation, multiple-correlation, single-regression and multiple-regression can be analyzed. In this survey research, there are 60 varsity students to be the respondents.

To strengthen that data are in the normal distribution, therefore, Kolmogorov-Smirnov test through SPSS version 16.0 for Windows is used and the result is stated as the following:

<table>
<thead>
<tr>
<th>Table 2</th>
<th>The Recapitulation of Normality Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grammar Mastery</td>
<td>Learning Motivation</td>
</tr>
<tr>
<td>Sig.</td>
<td>Mean</td>
</tr>
<tr>
<td>Grammar Mastery</td>
<td>0.314</td>
</tr>
</tbody>
</table>

To test the normality test of the data distribution by using SPSS version 16.0 for Windows, it can be obtained by normality tests. Each sample data will be tested its normality through hypothesis as follows:

\(H_0\) : sample data is distributed normally.

\(H_1\) : sample data is not distributed normally.

According to the criteria of that program, the set of data will be classified as normal if \(p\) value (significance/\(\text{Sig.}\)) above than 0.05. As the consequence, \(H_0\) is accepted, which means sample data is distributed normally. The score of \(p\) value is the number in \(\text{Asymp. Sig.} (2\text{-tailed})\) column of output from the calculation through SPSS version 16.0 for Windows, as stated in Table 4.2 above.

From the table, we can see that all the \(\text{Sig}\) value for grammar mastery, learning motivation and descriptive writing skills are stated consecutively by 0.314, 0.481 and 0.475. As the consequence, \(H_0\) is accepted. So we can conclude that all data are already distributed normally since the values of significance are all higher than 0.05.

#### 2. Linearity Test

Linearity test is an assumption in the regression analysis. It means that the regression line between \(X\) and \(Y\) forms whether or not in the linear line. If the line is not linear, it cannot be automatically continued to the next step.

The test of linearity in this survey research will follow the hypothesis as follows:

\(H_0\) : the regression line between variable \(X\) and variable \(Y\) is linear.

\(H_1\) : the regression line between variable \(X\) and variable \(Y\) is not linear.

The linearity test of the regression line can be calculated by calculated by using SPSS version 16.0 for Windows. According to the normal assumption, the set of data will be classified as linear in regression line if \(\text{Sig.}\) value is higher than 0.05 which means the \(H_0\) is accepted and automatically \(H_1\) is rejected. (Nurgiantoroet al., 2009:329). The \(\text{Sig.}\) value is a number which is located in \(\text{Sig.}\) column of \(\text{Deviation from Linearity}\) in ANOVA table as the result of calculation of linearity test through SPSS version 16.0 for Windows.

a. Linearity of Regression Line the Effect of Grammar Mastery (\(X_1\)) towards Student's Skill in Descriptive Writing (\(Y\))

The linearity test result of regression line the effect of grammar mastery (\(X_1\)) towards student's skill in descriptive writing (\(Y\)) is stated in the following table:

<table>
<thead>
<tr>
<th>Table 3</th>
<th>Linearity Test Result of Regression Line The Effect of Grammar Mastery ((X_1)) and Student's Skill in Descriptive Writing ((Y))</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANOVA Table</td>
<td>Sum of Square</td>
</tr>
<tr>
<td>Sum of Deviation &amp; Sum of Deviation</td>
<td>193.727 &amp; 1 &amp; 193.727</td>
</tr>
<tr>
<td>Grammar Mastery &amp; Grammar Mastery</td>
<td>11.072 &amp; 1</td>
</tr>
<tr>
<td>Deviation from Linearity &amp; Deviation from Linearity</td>
<td>27.549 &amp; 1</td>
</tr>
<tr>
<td>Within Groups</td>
<td>21.716 &amp; 4</td>
</tr>
<tr>
<td>Total</td>
<td>193.727 &amp; 5</td>
</tr>
</tbody>
</table>

Based on the Table 3 above, the \(\text{Sig}\) value from \(\text{Deviation from Linearity}\) column is 0.689. It
means that the value is higher than 0.05. As the consequence, $H_0$ is accepted and automatically $H_1$ is rejected. In other words, the regression line which indicates the effect of grammar mastery ($X_1$) towards student’s skill in descriptive writing ($Y$) is linear.

b. Linearity of Regression Line the Effect of Learning Motivation ($X_2$) towards Student’s Skill in Descriptive Writing ($Y$)

The linearity test result of regression line the effect of learning motivation ($X_2$) towards student’s skill in descriptive writing ($Y$) is stated in the following table:

| Table 4 |
| Linearity Test Result of Regression Line the Effect of Learning Motivation ($X_2$) and Student’s Skill in Descriptive Writing ($Y$) |

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regression</td>
<td>171.081</td>
<td>2</td>
<td>85.540</td>
<td>29.685</td>
<td>.000*</td>
</tr>
<tr>
<td>Residual</td>
<td>166.103</td>
<td>57</td>
<td>2.907</td>
<td>344.103</td>
<td>59</td>
</tr>
</tbody>
</table>

Based on the Table 4.4 above, the $Sig$ value from Deviation from Linearity column is 0.283. It means that the value is higher than 0.05. As the consequence, $H_0$ is accepted and automatically $H_1$ is rejected. In other words, we can say that the regression line which indicates the effect of learning motivation ($X_2$) towards student’s skill in descriptive writing ($Y$) is linear.

To sum up, regression line both grammar mastery and learning motivation towards student’s skill in descriptive writing which illustrates the effects are stated in the linear position according to SPSS version 16.0 for Windows computation.

3.3. Testing of Hypothesis

Testing of hypothesis is done based on statistical hypothesis in last part of chapter III. The recapitulations of the entire test can be seen in the set of following tables:

| Table 5 |
| The Recapitulation Result of Multiple Correlation Coefficients of the Effects of Grammar Mastery and Learning Motivation towards Student’s Skill in Descriptive Writing |

<table>
<thead>
<tr>
<th>Model Summary</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Mode</th>
<th>$R$</th>
<th>$R$ Square</th>
<th>Adjusted $R$ Square</th>
<th>Std. Error of the Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.716*</td>
<td>.512</td>
<td>.494</td>
<td>1.722</td>
</tr>
</tbody>
</table>

*a. Predictors: (Constant), Learning Motivation, Grammar Mastery*

Table 6

The Recapitulation Result for Regression Coefficient Significant Test of the Effects of Grammar Mastery ($X_1$) and Learning Motivation ($X_2$) towards Student’s Skill in Descriptive Writing ($Y$)

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regression</td>
<td>171.081</td>
<td>2</td>
<td>85.540</td>
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</tr>
<tr>
<td>Residual</td>
<td>166.103</td>
<td>57</td>
<td>2.907</td>
<td>344.103</td>
<td>59</td>
</tr>
</tbody>
</table>

Based on the three tables above, the testing of hypothesis is formulated both statistically and verbally in the following:

1. The Effects of Grammar Mastery ($X_1$) and Learning Motivation ($X_2$) towards Student’s Skill in Descriptive Writing ($Y$)

$H_0$ : $\beta_1 = \beta_2 = 0$

$H_1$ : $\beta_1 \neq 0 \beta_2 \neq 0$

Explanation:

$H_0$ : There is no effect of grammar mastery and learning motivation altogether towards student’s skill in descriptive writing.

$H_1$ : There are effects of grammar mastery and learning motivation altogether towards student’s skill in descriptive writing.

Refer to Table 4.5 above, we can see that the coefficient correlation of the effects of independent variables: grammar mastery ($X_1$) and learning motivation ($X_2$) altogether towards dependent variable: the student’s skill in descriptive writing ($Y$)
is 0.715. It indicates that among variables have very strong effects as stated by Samian (2012) that if $R_{\text{observed}}$ is closely to 1, the correlation tight will be getting stronger.

Furthermore, according to the recapitulation above, we may get that coefficient correlation value is significant. In other words, there is a significant bound effect among the independent variables: grammar mastery ($X_1$) and learning motivation ($X_2$) altogether towards the dependent variable: student’s skill in descriptive writing ($Y$).

Meanwhile, the coefficient of determination grammar mastery and learning motivation variables contribute to student’s skill in descriptive writing variable is 0.512. It indicates that the contribution of independent variables: grammar mastery and learning motivation altogether towards the dependent variable: student’s skill in descriptive writing is about 51.2% and the rest (for about 48.8%) is determined by the other factors.

According to regression analysis which is used to test the hypothesis, we may get the set of data stated in Table 4.6 and Table 4.7 above. Refer to this, we may set the regression line equality that represents the effects of independent variables: grammar mastery and learning motivation towards the dependent variable: student’s skill in descriptive writing in the following equation:

$$\hat{Y} = -11.226 + 0.440 X_1 + 0.148 X_2$$

where:

- $\hat{Y}$ = dependent variable
- $X_1$ = independent variables
- $X_2$ = independent variables
- and -11.226 is a value of constant while both 0.440 and 0.148 are values of regression coefficient.

To test the significance of regression line, we have to look at recapitulation of Table 4.6. according to general criteria, the significance of regression is obtained if Significance ($\text{Sig}$) is less than 0.05, which implies $H_0$ is rejected or if $F_{\text{observed}}$ is more than $F_{\text{table}}$, which affects $H_0$ is rejected and coefficient of regression is stated significant or we may say that there is a significant effect of independent variables: grammar mastery ($X_1$) and learning motivation ($X_2$) altogether towards the dependent variable: student’s skill in descriptive writing ($Y$). As we know, $\text{Sig}$ value is a number which is stated in $\text{Sig}$ column on Table 4.6, while $F_{\text{observed}}$ is a number which is stated in $F$ column on Table 4.6 as well. The value for $F_{\text{table}}$ is the value of $F$ on the distribution table in 5% real degree, with the numerator degree ($k = 2$) and the denominator degree ($n - k - 1 = 57$, where $n$ is the total number of respondents, while $k$ is the total number of independent variables.

Based on the table 4.6 above, we can see that $\text{Sig}$ value is stated by 0.000 and $F_{\text{observed}}$ is stated by 29.845, while $F_{\text{table}}$ is stated by 3.16. Since the $\text{Sig}$ value is less than 0.05 and $F_{\text{observed}}$ is higher than $F_{\text{table}}$, as the consequence $H_0$ is rejected and automatically the $H_1$ is accepted. It means that coefficient of regression is significant. In general, we may say that there is a significant effect of independent variables: grammar mastery ($X_1$) and learning motivation ($X_2$) altogether towards the dependent variable: student’s skill in descriptive writing ($Y$).

From the recapitulation of test result either correlation or regression, we can draw a conclusion that there are effects of grammar mastery ($X_1$) and learning motivation ($X_3$) altogether towards student’s skill in descriptive writing ($Y$).

### 2. The Effect of Grammar Mastery ($X_1$) towards Student’s Skill in Descriptive Writing ($Y$)

- **$H_0$**: There is no significant effect of grammar mastery towards student’s skill in descriptive writing.
- **$H_1$**: There is a significant effect of grammar mastery towards student’s skill in descriptive writing.

**Explanation:**

- $H_0$ : There is no significant effect of grammar mastery towards student’s skill in descriptive writing.
- $H_1$ : There is a significant effect of grammar mastery towards student’s skill in descriptive writing.

To test the hypothesis above, we can simply see from the numbers which are stated in $t$ column or $\text{Sig}$ column in the row of grammar mastery on Table 4.7. According to general assumption, the significance of regression is if $t_{\text{observed}}$ is higher than $t_{\text{table}}$ or $\text{Sig}$ value is less than 0.05, it brings consequence that $H_0$ is rejected and $H_1$ is automatically accepted. It means that there is a significant effect of the independent variable $X_1$ towards the dependent variable $Y$. $\text{Sig}$ value is the number which is stated in $\text{Sig}$ column for the row of grammar mastery (Variable $X_1$) on the Table 4.7. Meanwhile $t_{\text{observed}}$ value is the number which is stated in $t$ column for grammar mastery (Variable $X_1$) on Table 4.7 as well. For the value of $t_{\text{table}}$ for 5% real degree and degree of freedom (df = $n - 2$) is 58, where $n$ is the total number of respondents.

Refer to Table 4.7 above, we can see that $\text{Sig}$ value is stated by 0.000 and $t_{\text{observed}}$ is stated by 4.963, while $t_{\text{table}}$ is stated by 2.00. Since $\text{Sig}$ value is less than 0.05 and $t_{\text{observed}}$ is higher than $t_{\text{table}}$, it brings consequence that $H_0$ is rejected and automatically $H_1$ is accepted. It means that there is a significant effect of independent variable $X_1$ (grammar mastery) towards the dependent variable $Y$ (student’s skill in descriptive writing).

From the tabulation of correlation test, regression test and linear model above, we can conclude that there is a significant effect of independent variable $X_1$ (grammar mastery) towards the dependent variable $Y$ (student’s skill in descriptive writing).
3. The Effect of Learning Motivation (X2) towards Student’s Skill in Descriptive Writing (Y)

\[ \begin{align*}
H_0 & : \beta_2 = 0 \\
H_1 & : \beta_2 \neq 0
\end{align*} \]

**Explanation:**

- **H0**: There is no significant effect of learning motivation towards student’s skill in descriptive writing.
- **H1**: There is a significant effect of learning motivation towards student’s skill in descriptive writing.

To test the hypothesis above, we can simply see from the numbers which are stated in \( t \) column or \( \text{Sig} \) column in the row of learning motivation on Table 4.7. According to general assumption, the significance of regression is if \( t_{\text{observed}} \) is higher than \( t_{\text{table}} \) or \( \text{Sig value} \) is less than 0.05, it brings consequence that \( H_0 \) is rejected and \( H_1 \) is automatically accepted. It means that there is a significant effect of the independent variable \( X_2 \) towards the dependent variable \( Y \). \( \text{Sig value} \) is the number which is stated in \( \text{Sig} \) column for the row of learning motivation (Variable \( X_2 \)) on the Table 4.7. Meanwhile \( t_{\text{observed}} \) value is the number which is stated in \( t \) column for learning motivation (Variable \( X_2 \)) on Table 4.7 as well. For the value of \( t_{\text{table}} \) for 5% real degree and degree of freedom (df = \( n - 2 \)) is 58, where \( n \) is the total number of respondents.

Refer to Table 4.7 above, we can see that \( \text{Sig value} \) is stated by 0.000 and \( t_{\text{observed}} \) is stated by 4.724, while \( t_{\text{table}} \) is stated by 2.00. Since \( \text{Sig value} \) is less than 0.05 and \( t_{\text{observed}} \) is higher than \( t_{\text{table}} \), it brings consequence that \( H_0 \) is rejected and automatically \( H_1 \) is accepted. It means that there is a significant effect of independent variable \( X_2 \) (learning motivation) towards the dependent variable \( Y \) (student’s skill in descriptive writing).

From the tabulation of correlation test, regression test and linear model above, we can conclude that there is a significant effect of independent variable \( X_2 \) (learning motivation) towards the dependent variable \( Y \) (student’s skill in descriptive writing).

\[ \hat{Y} = 11.226 + 0.440 X_1 + 0.148 X_2 \]

4. Interpretation of the Research

This research is conducted to find out the effects of grammar mastery and learning motivation altogether towards the student’s skill in descriptive writing. Overall the interpretation is stated as follows:

1. **The Effects of Grammar and Learning Motivation altogether towards The Student’s Skill in Descriptive Writing**

   From data description gained after analyzing the correlation, we may get the coefficient of correlation which is stated by 0.715 and coefficient of determination stated by 51.2%. From the calculation by using *SPSS version 16.0 for Windows*, it is proven that coefficient of correlation is significant. It means that there is an effect of independent variables: \( X_1 \) (grammar mastery) and \( X_2 \) (learning motivation) altogether towards the dependent variable \( Y \) (student’s skill in descriptive writing). Refer to the same calculation; we may drag a conclusion that grammar mastery contributes more influential than learning motivation towards descriptive writing skill since the \( t_{\text{observed}} \) value of it is more than 4.724. Indeed grammar mastery has an important role to help a student understand the meaning of the sentence throughout writing skill. By having a set of grammar mastery, it does not mean that someone would be able to write the descriptive text automatically. It must be enhanced by self-motivation to study so that he/she would be able to jot down the descriptive text as well. Even though the effect of learning motivation is not as strong as grammar mastery; yet that would be an inner modality for a student to take an advanced activity in order to be able to write well.

   Meanwhile, from the regression analysis we may get the linear regression equation as follows:

\[ \hat{Y} = 11.226 + 0.440 X_1 + 0.148 X_2 \]

According to the constant number stated by -11.226, it shows that at the lowest level of grammar mastery and learning motivation, it will be difficult for a student to achieve the skill in descriptive writing. While scores of regression coefficient stated consecutively by 0.440 and 0.148, they show us about the affirmative correlation of independent variables \( X_1 \) (grammar mastery) and \( X_2 \) (learning motivation) altogether towards dependent variable \( Y \) (student’s skill in descriptive writing). They also show that each score increment for grammar mastery level, will affect the level of descriptive writing skill as many as 0.440 and each score increment for learning motivation level, will affect the level of descriptive writing skill as many as 0.148.

Having tabulated the linear regression by using *SPSS version 16.0 for Windows*, we attain that the regression line is linear. And from the calculation by using the same program, we may drag a conclusion that there is a positive correlation among the independent variables: \( X_1 \) (grammar mastery) and \( X_2 \) (learning motivation) altogether towards the dependent variable \( Y \): student’s skill in descriptive writing.

Refer to the theoretical review on chapter II, grammar is one of the important part that students need to master when studying English. A lot of English students especially from basic to intermediate levels complains that English grammar is difficult, as a matter of fact is not difficult. When students are studying English grammar, they must
do several exercises from the basic level and move up to advanced level ones, little by little the student will be able to understand and practice them in English.

Grammatical mastery includes tenses. There are many tenses of the verb in English. Tense is one of the elements in English that is difficult to be understood and mastered by the students who learn English because tense does not have in Indonesian grammatical. Briefly, it can be said that the tenses are verb forms changing that depend on the time and nature of happening. All sentences in English cannot be separated from these tenses element because all sentences must have something to do with time, either past, present and the future. The tenses are going to discuss in this case including simple present, simple past, present progressive, past progressive, present perfect.

Speaking of motivation, Arends said in his book “Learning to Teach” that motivation is usually defined as the processes that stimulate our behavior or arouse us to take action. It is what makes us do what we do.

Motivation is something that can, like self-esteem, be global, situational, or task oriented. Learning a foreign language requires some of all three levels of motivation. For example, a learner may possess high “global” motivation but low “task” motivation to perform well in, say, the written mode of the language. Motivation is also typically examined in terms of the intrinsic and extrinsic motives of the learner, which we will now consider.

Writing is communicating ideas or thoughts by using graphic symbols which have to be organized in accordance with certain conventions’ into words, words into a sentence, sentences into paragraph, and a paragraph into a piece of an essay.

Grammar and learning motivation are two important elements to perform the communicative productive skill, especially writing. One’s success in descriptive writing skill will be determined by those factors. As a matter of fact, grammar will create a set of sentence. And this sentence is strongly influenced by the use of grammar. Just like a coin, the grammar and motivation as two elements of English are to complete each other. If the student want to succeed in writing, those factors are obligatory to posses. Thus, it can be concluded that the higher the level grammar mastery, and the higher motivation in learning, it would be automatically the higher the level of someone to be able to write descriptive text well in English.

Overall, both quantitative information and theoretical review above, we can see that both grammar and learning motivation altogether affect the student’s skill in descriptive writing.

2. The Effect of Grammar Mastery towards Student’s Skill in Descriptive Writing.

From the hypothesis test, it is attained that Sig value is 0.000 and $t_{\text{observed}}$ is 4.963, while $t_{\text{table}}$ is 2.00. Because Sig < 0.05 and $t_{\text{observed}}$ > $t_{\text{table}}$, the consequence $H_0$ is rejected which means there is a significant effect of independent variable $X_1$ (grammar mastery) towards the dependent variable $Y$ (student’s skill in descriptive writing).

According to the theoretical review on chapter II, grammar is one of the important parts that students need to master when studying English. A lot of English students especially from basic to intermediate levels complains that English grammar is difficult, as a matter of fact is not difficult. When students are studying English grammar, they must do several exercises from the basic level and move up to advanced level ones, little by little the student will be able to understand and practice them in English. As we know, grammatical mastery includes tenses. There are many tenses of the verb in English. Tense is one of the elements in English that is difficult to be understood and mastered by the students who learn English because tense does not have in Indonesian grammatical. Briefly, it can be said that the tenses are verb forms changing that depend on the time and nature of happening. All sentences in English cannot be separated from these tenses element because all sentences must have something to do with time, either past, present and the future. The tenses are going to discuss in this case including simple present, simple past, present progressive, past progressive, present perfect.

Writing is communicating ideas or thoughts by using graphic symbols which have to be organized in accordance with certain conventions’ into words, words into a sentence, sentences into paragraph, and a paragraph into a piece of an essay.

Operationally, the descriptive writing skill can be measured by providing a set of written test, which is done by the students. Meanwhile the grammar test is designed in the form of objective test with multiple choices. One cannot achieve the descriptive writing skill well, without mastering the grammar, since the grammar is the smallest unit to perform a sentence.

Refer to the theoretical review above; it can be assumed that the higher the level of grammar mastery of the student especially correlated to productive skill, the higher the possibility to achieve the ability in writing domain.

From both the quantitative information and theoretical review above, the researcher comes to the conclusion that the grammar mastery may bring affirmative and significant effect towards the student’s skill in descriptive writing.

3. The Effect of Learning Motivation towards Student’s Skill in Descriptive Writing.

From the hypothesis test, it is attained that Sig value is 0.000 and $t_{\text{observed}}$ is 4.724, while $t_{\text{table}}$ is
Because $\text{Sig} < 0.05$ and $t_{\text{observed}} > t_{\text{table}}$, as the consequence $H_{0}$ is rejected which means there is a significant effect of independent variable $X_{1}$ (learning motivation) towards the dependent variable $Y$ (student’s skill in descriptive writing).

According to the theoretical review on chapter II, Speaking of motivation, Arends said in his book “Learning to Teach” that motivation is usually defined as the processes that stimulate our behavior or arouse us to take action. It is what makes us do what we do.

Motivation is something that can, like self-esteem, be global, situational, or task oriented. Learning a foreign language requires some of all three levels of motivation. For example, a learner may possess high “global” motivation but low “task” motivation to perform well in, say, the written mode of the language. Motivation is also typically examined in terms of the intrinsic and extrinsic motives of the learner, which we will now consider.

Writing is communicating ideas or thoughts by using graphic symbols which have to be organized in accordance with certain conventions’ into words, words into a sentence, sentences into paragraph, and a paragraph into a piece of an essay.

Operationally, the descriptive writing skill can be measured by using a set of written test, which is done by the students. Meanwhile, learning motivation of the students is attained through a questionnaire. As we know that learning motivation is the intrinsic factor, which can trigger the action to do by the students. Briefly, without possessing good learning motivation, one cannot perform well the learning activity. Thus, it will imply to the unsatisfactory result of learning.

From the theoretical review above, it can be assumed that the higher the level of learning motivation possessed by the students especially correlated to writing domain, the higher the possibility to achieve the ability in writing. It may happen because learning motivation is also important in language learning which has to be possessed by students to develop the language skills; especially in writing. In other words, students should possess the learning motivation well if they want to convey the skill in writing as well. Hence, the researcher thinks that self-motivating given by the teachers at school would be a necessity, (as our national curriculum tends to support this step in learning process), to make in order to gain the success of the students throughout writing skill.

To sum up, both the quantitative information and theoretical review stated previously, the researcher comes to the conclusion that the learning motivation level brings affirmative and significant effect towards the student’s skill in descriptive writing.

IV. CONCLUSION

Based on the results of hypotheses testing and discussion of research findings, some conclusions of this research can be presented as follows:

1. There are significant effects of grammar mastery and learning motivation altogether towards student’s skill in descriptive writing at private university in East Jakarta. It is proven by the score of $F_{\text{observed}} = 29.845$ and $\text{Sig.} 0.000 < 0.05$. It means that the higher the students’ grammar mastery and the more responsive the student’s learning motivation, the higher the student’s skill in descriptive writing, or vice versa. This indicates that the grammar mastery and learning motivation are two critical variables to be considered in explaining the increase of student’s skill in descriptive writing.

2. There is a significant effect of grammar mastery towards student’s skill in descriptive writing at private university in East Jakarta. It is proven by the score of $t_{\text{observed}} = 4.963$ and $\text{Sig.} 0.000 < 0.05$. This means that the higher the student’s grammar mastery, the higher the student’s skill in descriptive writing. Conversely, the lower the student’s grammar mastery, the lower the student’s skill in descriptive writing. Therefore, student’s grammar mastery is an important variable to consider in predicting the student’s skill in descriptive writing.

3. There is a significant effect of learning motivation towards student’s skill in descriptive writing at private university in East Jakarta. It is proven by the score of $t_{\text{observed}} = 4.724$ and $\text{Sig.} 0.000 < 0.05$. This means that the more responsive the learning motivation, the higher the student’s skill in descriptive writing. Conversely, the less responsive the learning motivation, the lower the student’s skill in descriptive writing. Therefore, learning motivation is an important variable to consider in predicting the student’s skill in descriptive writing.

REFERENCE


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