

EFFECT OF LEARNING MOTIVATION AND VOCABULARY MASTERY IN WRITING ENGLISH NARRATIVE TEXT STUDENTS IN PRIVATE MTs IN SOUTH JAKARTA

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***Abstract** - Writing skill is skill that is very useful for students as a means of communication through writing. Writing skills must be applied in the classroom according to the appropriate formulation and obtained through practice. Students must be able to master English vocabulary so that students can tell the story with the right path and easy for readers to understand. In addition to exercise, other factors that influence the quality of writing skill is learning motivation. Learning motivation can improve the quality of learning because students will study seriously if they have high motivation. Motivation can always determine the intensity of the learning effort and learning achievement for students. To find out how much influence motivation has on the ability to write students, the writer conducted research on students in one of the private schools in South Jakarta, namely MTs. Miftahul Umam. The research subjects were the population of all MTs students. Miftahul Umam, South Jakarta with an affordable population and a sample of class IX students. The research method used was the survey method. The contents of the survey are tests on English vocabulary, tests of motivation obtained from the environment around students and tests for writing narrative texts in English. The results of the study showed sufficient influence from learning motivation and vocabulary mastery together on students' English narrative writing skill.*

Keywords : Learning Motivation, Vocabulary Mastery, Narrative Text

I. INTRODUCTION

Writing is one of language aspects that cannot be separated from other aspects of the learning process experienced by students during their studies at school. Writing is also a language skill that involves various skills. This can be said because writing requires skills and continuous training.

In general, the low quality of learning the ability to write narratives is caused by several factors, including: (1) students have difficulty finding ideas, (2) lack of students' ability to determine topics of narrative writing, (3) students have not been able to develop paragraphs properly, (4) students have not been able to tell a series of events that occur coherently in the form of written language, the last is (5) the lack of mastery of student vocabulary.

In addition to the factors above, another factor that is thought to influence students' writing ability is the lack of interest and

motivation of students in writing activities. As a result, students also have difficulty in processing vocabulary and pouring ideas into written form. Most students claimed that they were still not used to using writing media as a space to express their ideas. In other words, the lack of writing practice and not optimal student activity in writing causes students to be less accustomed to composing words into sentences or paragraphs so that their writing skills are inadequate.

Based on the description of the background above, it can identify several problems related to learning motivation, vocabulary mastery and writing skills including:

1. Are there influences on learning motivation and mastery of vocabulary together on student writing skills?
2. Is there any effect of learning motivation on student writing skills?
3. Is there any influence on vocabulary mastery on student writing skills?

1.1. Understanding of Writing

(Gebhard, 2006) said, "writing is word choice, use of appropriate grammar (such as subject-verb agreement, tense, and article use), syntax (word order), mechanics (such as punctuation, spelling, and handwriting), and organization of ideas into coherent and cohesive form." However, writing skills are also an opportunity to develop the ability to write with the use of appropriate vocabulary, convey through an idea or idea to people through writing communication, and students can learn new things that they did not know before. In this case, someone who writes in a foreign language or English must know the principles above. In addition, vocabulary mastery is also used as an assessment of whether a person's writing skills are good or not.

From the explanation above, it can be concluded that writing skill is a complex activity, so the mastery of vocabulary, proper choice of words, ability in language style, and the ability to develop themes and systematics of essay writing are very necessary. However, the process of learning to write in English often creates difficulties for students. Difficulties often arise because the vocabulary of the students is not too much and inaccurate in the use of words and lack of motivation from the teacher or parents of students.

1.2. Understanding of Narrative

(Knapp & Watkins, 2005) express, "narrative is simply about entertaining a reading audience, although it generally always does so. Narrative also has a powerful social role beyond that of being a medium for entertainment. Narrative is also a powerful medium changing social opinions and attitudes." The point is the narrative essay is a form of discourse that seeks to narrate an event or event, so that it appears as if the reader sees or experiences the event. The narrative essay also has a strong social role in telling a story to the reader besides being entertained by the contents of the narrative story, the reader also picks one positive message contained in the narrative story. The message is a form of social feeling that can be found in everyday life that is in accordance with the norms that apply in society.

(Webster & Mertova, 2007) said, "narrative records human experience through the construction and reconstruction

of personal stories; its well suited to addressing issues of complexity and cultural and human centredness because of its capacity to record and retell those events that have been most influence on us". The narrative essay is a record of human experience that is poured through the structure and rebuilt from the story itself. The narrative essay is very appropriate to discuss complex matters and culture with humans as the center of the experience that has been recorded and retold the incident or incident so that it has affected us as readers.

Based on some of the meanings of the narrative above, it can be concluded that narrative essay is essay that describe an event that contains elements of actors, conflicts, actions, space, and time woven and arranged into an event that forms a storyline for the reader as if experiencing the event told. Narrative essays have a text element which is part of a narrative story, namely an introduction or an oration, functions to attract and provoke the reader to know the details of the story, sequence of events, serves to convey details of activities or events that are conflict to climax, problem solving or resolution, serves as an explanation of problem solving that has been told, and a moral message or coda, serves as an explanation of lessons or moral lessons that can be taken from the incident.

1.3. Understanding of Motivation

The term motivation is often used interchangeably with the terms need, desire, drive, and impulse.

(Brophy, 2010) explained, "motivation is a theoretical construct used to explain the initiation, direction, intensity, persistence, and quality of behavior, especially goal directed behavior". The point is that motivation is a structured discussion that explains the beginning, which is continued with the objectives to be achieved, the strength in carrying out to achieve the desired, perseverance that is constantly displayed with the intention of achieving maximum results, and the quality of actions intended in carrying out the tasks or something followed by sincerity with high enthusiasm to achieve the planned results

1.4. Vocabulary Mastery

A person's level of learning can be measured by how many words have been mastered. In the practice of teaching and learning in the classroom, so that the vocabulary teaching more quickly and precisely should be prepared dictionary as a

reference source, with the aim that finding difficult words can be immediately searched for meaning.

One of a person's language skills is to use the vocabulary that is owned and mastered. Without mastering a number of vocabulary words, person will have difficulty expressing or communicating his ideas. Mastering vocabulary not only knows the meaning of the word literally or freely, but must understand the meaning of the word if it already exists in a sentence or a wider context. Even able to apply those words correctly, both verbally and in writing.

II. RESEARCH METHODOLOGY

This study consisted of 3 variables, namely the English Language Narrative Writing Skills variable (Y) as the dependent variable, and the Learning Motivation variable (X1) and Vocabulary Mastery (X2) as independent variables.

Table 1.1
Research Data Narrative
Statistics

		Vocabulary Mastery	Learning Motivation	Writing Skill
N	Valid	35	35	35
	Missing	0	0	0
Mean		24.8857	71.8857	28.6286
Std. Error of Mean	of	.82886	1.13816	1.20370
Median		26.0000	71.0000	27.0000
Mode		26.00 ^a	69.00	26.00
Std. Deviation		4.90361	6.73346	7.12116
Variance		24.045	45.339	50.711
Skewness		-1.092	-.307	3.698
Std. Error of Skewness	of	.398	.398	.398
Kurtosis		.362	-.360	13.244
Std. Error of Kurtosis	of	.778	.778	.778
Range		18.00	25.00	33.00
Minimum		12.00	59.00	24.00
Maximum		30.00	84.00	57.00
Sum		871.00	2516.00	1002.00

a. Multiple modes exist. The smallest value is shown

English Narrative Writing Skills (Y)

Based on the data obtained as stated in the appendix, it can be seen that the lowest value of respondents' answers related to students' English narrative writing skills is 24.00 and the highest value of respondents' answers related to students' English narrative writing skills is 57. Standard deviation of 7.12116. The mean is 18,6286. Median of 27,0000. The mode is 26.00 with a range of 33.00 and a variance of 50,711.

Vocabulary mastery (X1)

Based on the data obtained as stated in the appendix, it can be seen that the lowest value of the respondent's answer related to vocabulary mastery is 12.00 and the highest value of the respondent's answer related to vocabulary mastery is 30.00. Standard deviation of 4.90361. The mean is 24.8857. Median of 26.00. The mode is 26.00 with a range of 18.00 and a variant of 24,045.

Motivation to learn (X2)

Based on the data obtained as shown in the appendix, it can be seen that the lowest value of the respondent's answer related to learning motivation is 59.00 and the highest value of the respondent's answer related to learning motivation is 84.00. Standard deviation is 6.73346. The mean is 71,8857. Median is 71,0000. The mode is 69.00 with a range of 25.00 and a variant of 45,339.

III. RESULT AND DISCUSSION

3.1. Research Data Narrative

A. Requirements for Analysis

1. Normality Test

Data normality test is to find out whether the data obtained is normally distributed or not. In this study testing of data normality was done using SPSS.

Table 1.2

One-Sample Kolmogorov-Smirnov Test

		Vocabulary Mastery	Learning Motivation	Writing Skill
N		35	35	35
Normal Parameters ^a , ^b	Mean	24.8857	71.8857	28.6286
	Std. Deviation	4.90361	6.73346	7.12116
Most Extreme Differences	Absolute	.195	.148	.366
	Positive	.148	.122	.366
	Negative	-.195	-.148	-.258

Kolmogorov-Smirnov Z	1.154	.874	2.168
Asymp. Sig. (2-tailed)	.140	.430	.650

- a. Test distribution is Normal.
- b. Calculated from data.

Based on the One-Sample Kolmogorov-Smirnov Test table to test dependent variable normality in this case the English narrative writing skills, criteria if sig > 0.05, the hypothesis that the dependent variable is normal is acceptable. In the research data shows sig = 0.650 > 0.05, the data is declared to be normally distributed, besides the independent variable in this case the mastery of vocabulary and motivation to learn hypotheses that state the independent variable is normal can be accepted. The research data shows sig = 0.140 > 0.05 and 0.430 > 0.05, the data is declared to be normally distributed, as shown in table 4.2

2. Linearity Test

In addition to the normality test, one of the conditions needed in analyzing data with linearity test is intended to see the form of regression equations formed from each independent variable to the dependent variable, in this case X1 to Y and X2 to Y. The tested hypotheses are:

Ho: linear regression equation

H1: the regression equation is not linear

With criteria test if sig deviation from linearity > 0.05; then reject H1 and accept Ho and vice versa from the calculation results obtained all the regression equations formed are straight lines. The purpose of the linearity test is to find out whether the linear population variance between independent variables and dependent variables or not. Linearity testing in the sample group is done by Fcount < Ftable at the significance level α = 5%. The summary calculation of the linear test sample group is given the mastery of vocabulary (X1) on English narrative writing skills (Y) in the table as follows:

Table 1.3
ANOVA Tabel
Mastery Vocabulary

	Sum of Squares	df	Mean Square	F	Sig.
Bet (Combined)	867.097	25	34.684	3.388	.000

en Group	Lin	Wei	621.179	1	621.179	60.674	.000
Deviation			245.918	24	10.247	1.001	.481
Within Groups			552.853	54	10.238		
Total			1419.950	79			

With the sig value = 0.481 > 0.05 and F hit = 1.001 < F tab = 4.08 for the initial capability, the null hypothesis is accepted, meaning the sample comes from a population that has a linear patterned regression model. While for learning motivation (X2) for English narrative writing skills (Y), look at the table as follows:

Table 1.4
ANOVA Tabel
Learning Motivation

	Sum of Squares	df	Mean Square	F	Sig.		
Bet (Combined)	2461.744	25	98.470	1.211	.273		
en Group	Line	Wei	38.589	1	38.589	.475	.494
Deviation			2423.156	24	100.965	1.242	.250
Within Groups			4390.056	54	81.297		
Total			6851.800	79			

With the value of sig = 0.250 > 0.05 and F hit = 1.242 < F tab = 4.08 for learning motivation, the null hypothesis is accepted, meaning the sample comes from a population that has a linear patterned regression model.

3. Heteroscedistic test

Heteroscedasticity shows that each error is heterogeneous which means violating the classical assumption which requires that the error variance is homogeneous. Testing is done using a Scatterplot (scatter diagram) graph between standardized residuals

(Zresid) and standardized predicture (Y caps)

The standard error value is usually in SPSS as a Zresid variable and standardized predicture is usually Zpred, with the decision criteria as follows:

- If the spread of residuals is regular then H0 is rejected (homokedasticity)
 - If the spread of residuals is irregular then H0 is accepted (heterocedasticity)
- The following are images that show each variable.

Figure 1.1 Scatter diagrams detected by regression heteroscedesticity Y over X1

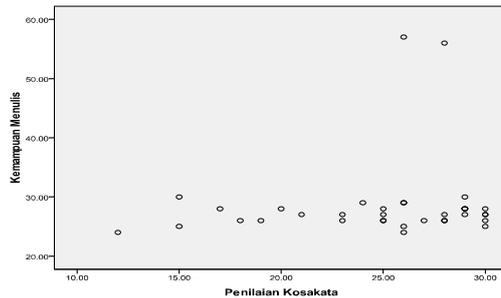
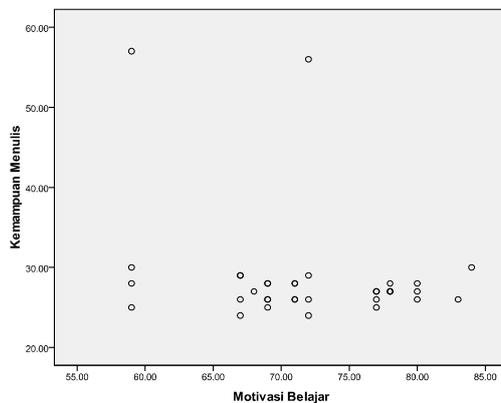


Figure 1.2 Scatter diagrams detected by regression heteroscedesticity Y over X2



4. Multicollinearity Test

Multicollinearity Test is intended to see whether there is a strong correlation between independent variables. As stated by Kusnadi (2008: 148) that to be analyzed by path analysis, assumptions must be fulfilled, namely: between causal variables there is no multicollinearity problem, meaning the covariance matrix / correlation produced by the sample data is a positive definite matrix. The hypotheses tested are:
 Ho: there is no multicollinearity
 H1: multicollinearity occurs
 With the test criteria as follows:
 If Variance Inflation Factor (VIF) > 10: then accept H1 and reject Ho, or vice versa. With the calculation results obtained VIF value =

1.358 < 10, meaning that there is no multicollinearity between mastery of vocabulary and motivation can be seen in the table.

Table 1.5 Coefficients^a

Model		Collinearity Statistics	
		Tolerance	VIF
1	Vocabulary Assessment	.736	1.358
	Learning Motivation	.736	1.358

a. Dependent Variable: Writing Skill

C. Test the Hypothesis

Based on the results of calculations using SPSS and analyzed the influence of vocabulary mastery (X1) and learning motivation (X2) on English (Y) narrative writing skills obtained:

Table 1.6 Results of Calculation of Correlation Coefficients Effect of Variables X1 and X2 Against Variables Y

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.796 ^a	.633	.619	6.78880

a. Predictors: (Constant), Learning Motivation, Vocabulary Assessment

b. Dependent Variable: Writing Skill

Table 1.7 Recapitulation of Test Calculation Results Significance of the Regression Coefficient Effect of Variables X1 and X2 Against Variables Y

ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	249.360	2	124.680	7.749	.018^a
	Residual	1474.812	32	16.088		
	Total	1724.171	34			

- a. Predictors: (Constant), Learning Motivation, Vocabulary Assessment
 b. Dependent Variable: Writing Skill

Tabel 1.8
Recapitulation of Results of Calculation of Regression Line Equations Effect of Variables X1 and X2 Against Variable Y Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error			
1	(Constant)	47.703	12.495		3.818	.001
	Penilaian Kosakata	.502	.127	.346	3.953	.018
	Motivasi Belajar	.539	.090	.654	5.988	.004

a. Dependent Variable: Writing Skill

1. Effect of Vocabulary Mastery (X1) and Learning Motivation (X2) Together Against English Narrative Writing Skills (Y).

Hypothesis 1

Ho: There is no influence on vocabulary mastery and motivation to learn together on English narrative writing skills.

H1: There is the influence of vocabulary mastery and motivation to learn together on English narrative writing skills

To find out the level of influence between vocabulary mastery and learning motivation with English narrative writing skills, it can be searched by calculating the correlation coefficient using SPSS and it can be seen in the results table that the correlation coefficient number is 0.796.

To test the significance between vocabulary mastery (X1) and learning motivation (X2) together with English narrative writing skills (Y), seen in the table above there is a positive effect of vocabulary mastery (X1) and learning motivation (X2) together -same with English narrative writing skills (Y).

Whereas the square of the correlation coefficient is the coefficient of determination which is = 0.633, meaning that English writing narrative skills as much as 63.3% are influenced by the mastery of vocabulary and motivation to learn together,

and the rest are influenced by other variables.

The calculation of the values of a and b1 and b2, to express the effect of vocabulary mastery and motivation to learn together on the skills to write English narrative are shown in the table as follows: Double linear regression with 2 (two) predictor variables / free general form of equation:

$$Y = a + b_1 X_1 + b_2 X_2$$

Y = dependent variable / criteria (predicted)
 a = Constants (price Y for X1 = 0 and X2 = 0)

b1 = number of direction (regression coefficient) of predictor X1

b2 = direction number (regression coefficient) of predictor X2

X1 = independent variable 1 (predictor 1)

X2 = independent variable 2 (predictor 2)

From the calculation obtained $Y = 4.770 + 0.502 X_1 + 0.539 X_2$ thus showing the equation in the form of a straight line. So that it can be seen a = 4.770, b1 = 0.502 and b2 = 0.539 if the value of mastery of vocabulary (X1) and learning motivation (X2) is ignored, the value of English narrative writing skills of 4.770 means influential.

To find out whether the effect is truly meaningful, it is necessary to calculate the F regression value through analysis of variance as seen in the ANOVA table, the calculation results obtained by Fcount of 7.749 and sig = 0.000 < 0.05. then Ho is rejected, H1 is accepted, it means having a positive meaning, this shows that there is an influence of vocabulary mastery and learning motivation on English narrative writing skills. To find out the level of error of the equation, the results of the calculation of the estimate of equal to = 12,495.

2. Effect of vocabulary mastery (X1) on English narrative writing skills (Y).

Hypothesis 2

Ho: There is no effect of vocabulary mastery (X1) on English narrative writing skills.

H1: There is an effect of vocabulary mastery on English narrative writing skills.

To find out whether the vocabulary mastery variable (X1) on the English variable narrative writing skills (Y), taking into account the values listed in t or sig columns for vocabulary mastery (Variable X1) in table 4.6 shows t count = 3.953 > t table = 1.994 and sig = 0.018 < 0.05, then H0 is rejected which means that there is a significant effect of the independent variable

X1 (vocabulary mastery) on the Y variable (English narrative writing skills).

3. Effect of Learning Motivation (X2) on English Narrative Writing Skills.

Hypothesis 3

Ho: There is no effect of vocabulary mastery on English narrative writing skills

H1: There is an influence of vocabulary mastery on English narrative writing skills.

To find out whether the learning motivation variable (X2) on the skill variable writing English narration (Y), taking into account the values listed in t or sig column for learning motivation lines (Variable X2) in table 4.6 shows $t_{count} = 5.988 > t_{table} = 1.665$ and $sig = 0.004 < 0.05$ then H_0 is accepted which means there is no significant effect of independent variable X2 (Learning Motivation) on Variable Y (English Narrative Writing Skills).

3.2. Discussion

The improvement of English narrative writing skills can be achieved if the student has mastered the vocabulary given in the school and it is also expected that the role of a teacher to be able to arouse students' learning motivation so that students can feel comfortable when receiving the material provided and not feel burdened in attending the lesson.

The Effect of Vocabulary Mastery (X1) and Learning Motivation (X2) Together on English Language Narrative Writing Skills (Y).

From 35 students who became respondents, they can reflect overall that the writing skills of English narration achieved by students as students in the Tsanawiyah Miftahul Umam Madrasah is good.

Based on the value equation of English narrative writing skills can be obtained by giving attention to the independent variables together so that the progress achieved by students can be seen clearly if the independent variable is ignored then the value of the dependent variable is 4.770, can be seen from the regression equation $Y = 4.770 + 0.502 X_1 + 0.539 X_2$. The regression coefficient shows that every increase in one vocabulary mastery value there will be an increase in English narrative writing skills of 0.0502 and each increase in one learning motivation value will increase English narrative writing skills by 0.539.

The higher the mastery of vocabulary and motivation to learn together in the learning process, the higher the skills to write English narratives that can be achieved. Vocabulary

mastery and high learning motivation especially English lessons will make a person possess skills in writing narratives, and $sig = 0.000 < 0.05$. thus the first hypothesis is validated, that is, there is the influence of vocabulary mastery and motivation to learn together on the skills of writing English narration. By mastering the vocabulary that students have and encouraging these students to master grammar together, it will improve their skills in writing narratives, especially in English lessons.

From quantitative information and the theory of researchers argue that the mastery of vocabulary and motivation to learn together influence the writing skills of English narration

Effect of vocabulary mastery (X1) on English narrative writing skills (Y).

Based on a simple regression equation and the results of calculations can be seen clearly on the sig value = $0.018 < 0.05$ and $t_{hitung} = 3.953 > t_{table} = 1.684$ thus H_0 is rejected and H_1 is accepted which means there is a significant effect of independent variable X1 (vocabulary mastery) on Variables Y (English writing narrative skills) this can happen because of the lack of co-mastering of each student. Vocabulary mastery has a significant effect and can be seen from the results of written tests conducted previously. This situation can be used as learning to further increase the co-mastery of each student and it is expected that more optimal teacher participation when providing material to improve students' grammar mastery.

From the quantitative information and the theory, the researchers argue that the mastery of vocabulary has a significant effect on the skill of writing English narration.

Effect of Learning Motivation (X2) on English Narrative Writing Skills (Y).

Based on a simple regression equation and the results of calculations can be seen clearly on the value of sig $0.004 < 0.05$ and $t_{hitung} = 5.988 > t_{table} = 1.671$ thus H_0 is rejected and H_1 is accepted which means there is a significant effect of independent variable X2 (Learning Motivation) on Y (English Narrative Writing Skills) This can occur because of a lack of student support so that learning motivation becomes lacking, the learning motivation of junior high school students still carries the influence brought to previous education. The situation of students

can be seen from the results of the questionnaire conducted if the circumstances allow it to be used as a good learning to change into a positive thing.

Narrative Inquiry as a Research Method. New York: Routledge.

IV. CONCLUSION

From the quantitative information and the theory, the researcher argues that learning motivation has a significant effect on writing skills in English narration.

Referring to the results of the research hypothesis testing and data processing analysis, it can be concluded as follows:

1. There is a significant effect of mastery of vocabulary (X1) and learning motivation (X2) together on English narrative writing skills (Y). This is evidenced by the acquisition of $F_{count} = 7.749$ and $F_{table} = 2.72$ with $Sig = 0.018 < 0.05$, the correlation coefficient $R = 0.796$ and the square of the correlation coefficient of 0.633 , which means that 63.3% of English writing skills are influenced by mastery of vocabulary and motivation to learn together, and the rest is influenced by other variables.
2. There is a significant influence on mastery of vocabulary mastery (X1) for writing skills in English description. This is evidenced by the value of $t_{count} = 3.953$ and t_{table} of significance 5% obtained $t_{table} = 1.992$. Thus it can be said that there is a significant relationship between mastery of vocabulary to the skills of writing English narration, because the calculation criteria are $t_{count} > t_{table}$ ($3.952 > 1.992$).
3. There is a significant effect of learning motivation (X2) on writing skills in English narration. This is evidenced by the value of $t_{count} = 5.988$ and t_{table} of significance 5% obtained $t_{table} = 1.665$. While the Sig value is $0.004 < 0.05$. Thus it can be said that there is a significant relationship between learning motivation towards English writing skills, because the calculation criteria are $t_{count} > t_{table}$ ($5.988 > 1.665$) and $Sig < 0.05$.

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