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THE EFFECT OF VOCABULARY MASTERY AND LEARNING MOTIVATION ON DESCRIPTION WRITING ABILITY Rofiq Noorman Haryadi STEBIS Bina Mandiri, Cileungsi, Bogor, Indonesia Abstract: _Keywords: _ _Writing must be applied in class according to the right formula and obtained through practice. The accuracy of this learning formulation requires motivation because it will be able to improve the quality of student learning more diligently when they have high motivation. Motivation can always determine the intensity of learning efforts and learning achievement for students.

This research was conducted in class XI SMA Negeri in Purwakarta District, Purwakarta Administrative City, West Java Province, for the 2017/2018 academic year. In this area, there are 2 public high schools that will be used as sources of research data, namely SMA Negeri 2 Purwakarta and SMA Negeri 1 Purwakarta. The aim is to determine the effect of vocabulary mastery and motivation to improve descriptive writing skills. The method used is a survey with a questionnaire on 60 randomly selected students.

The results of this activity have a significant effect on the use of learning motivation on students' descriptive text writing skills as evidenced by the value of sig. $0.000 < 0.05$. There is a significant influence between vocabulary mastery on students' descriptive text writing skills which is indicated by the value of sig. $-0.010 < 0.05$. And, there is a significant effect of using learning motivation and vocabulary mastery on students' descriptive text writing skills with a sig value. $0.000 < 0.05$. _Vocabulary, Learning Motivation, Descriptive Text, Writing Ability.

_ _ / Creative Commons Attribution 4.0 International License _ _ INTRODUCTION
Language is a very important communication tool for humans in life in society and developing their human side for more positive purposes because with language, one

can carry out social activities, one can express one's experiences, feelings, desires and opinions to others (Rahardjo, 2007). English is an international language and its existence is very much needed in all fields, both in the work environment to government (Izzan, 2010).

Thus, English plays an important role in all aspects of society, including aspects of communication, technology, politics, education, trade, media and many other aspects. English is the first foreign language that must be taught in schools in Indonesia, from junior high schools, public high schools to universities. In learning English, there are four skills that must be mastered, namely listening, reading, speaking, and writing.

English requires tenses in making a sentence as the main thing so that the sentence structure can be structured properly in accordance with linguistic rules (Haryadi & Sunarsi, 2022). Thus, the sentence structure must be well structured and use grammar that is in accordance with the time. There are several factors that are considered important by the author to support the ability to write descriptions are vocabulary mastery and students' learning motivation to be able to write. Writing skill is one of the productive language skills.

Writing skills have the same characteristics as speaking skills. Because both are skills to convey ideas, feelings, and experiences to others by using language. Vocabulary is the main tool possessed by someone who will learn a language because vocabulary functions to form sentences, express thoughts and feelings perfectly, both orally and in writing. This is in accordance with (Hotimah, 2017). Vocabulary learning is an important concern in learning English. So, vocabulary is the wealth of words that a person has to understand a reading and can be used in composing sentences to communicate.

Besides that, vocabulary understanding does not only question the accuracy of words and meanings but also questions whether or not the word is accepted by everyone but must also be adapted to the situation and situation. speech act. Mastery of vocabulary must be possessed by students to describe something that is in their mind through writing (Pramesti, 2015). Because, in writing English, knowledge of vocabulary is needed. This means that without sufficient mastery of vocabulary, students will find it difficult to make a good English paragraph.

Mastery of vocabulary is very important in learning English and it can be concluded that if someone is able to speak or apply their English skills in the form of speaking/communication in English, it means that their vocabulary mastery is good. Motivation is one of the factors that participate in determining learning outcomes and the achievement of learning objectives (Jamil, 2019). In other words, learning motivation

is one of the things that is important and needed to develop a good interest in learning. The higher a person's motivation in learning, the students will be more diligent in learning.

Motivation plays an important role in the learning process. If teachers and parents can provide good motivation to students or children, then in students or children there will be encouragement and a desire to learn better. A good descriptive paragraph can make the reader seem to be able to see, hear, feel, or be involved in the events described by the author (Meinawati & Baron, 2019). So, description is writing that aims to describe or describe the experience, hearing, touch, smell, and feeling of a situation or problem.

METHOD The method used in this study is a survey with a correlational technique.

The variables of this study consisted of the dependent variable, namely the ability to write descriptions and two independent variables, namely the mastery of vocabulary and the ability to write descriptions. So, the constellation model of the relationship between variables in this study is as follows: / Figure 1: Constellation of Relationships Between Research Variables

The sample selection technique in this study used a combination of cluster, proportional and random techniques. Cluster technique is used in grouping students according to the school where they study. In determining the number of sample members, the proportional technique is used from each school in the affordable population.

Meanwhile, to determine the sample members from each of the existing schools used a random technique. The number of sample members in this study was set at 60 people.

RESULTS AND DISCUSSION Description of statistical data from the results of calculations and tests carried out with the help of a computer through the SPSS 21 application program, as well as its analysis and interpretation.

Statistics	Mean	Median	Mode	Std. Deviation	Variance	Minimum	Maximum
_Motivasi_Vocabulary_Menulis_N_Valid_60_60_60	64,97	65,53	66a	5,903	34,846	52	78
_Missing_0_0_0	60,25	60,00	66a	7,725	59,682	40	80

Based on the table above, it is obtained that the value of Student Motivation obtained from the respondents has an average of 64.97 with a standard deviation of 5.903, the median is 65.50, the minimum score is 52 and the maximum score is 76. The number of questions in the Student Motivation instrument is 20 items with the maximum score for each question item is 5.

The vocabulary mastery score obtained from the respondents has an average of 60.25 with a standard deviation of 7.725, median 60, minimum score of 40 and maximum

score of 80. This shows that vocabulary mastery is very diverse. English descriptive writing ability data obtained from the respondents had an average of 65.53 with a standard deviation of 6.237, the median was 66, the minimum score was 52 and the maximum score was 78. This indicates that the average English descriptive writing ability of the respondents includes currently. This shows that the ability of respondents in writing descriptive English texts is quite diverse.

Testing the requirements of data analysis carried out in this study is testing normality, homogeneity, and linearity of the partial regression line between the independent variable and the dependent variable. One-Sample Kolmogorov-Smirnov Test

__ Motivasi_Vocabulary_Menulis __ N	60	60	60
__ Normal Parametersa,b	Mean	64,97	60,25
__ Std. Deviation	5,903	7,725	6,237
__ Most Extreme Differences	Absolute	103	146
__ Positive	096	066	146
__ Negative	-,103	-,120	-,096
__ Kolmogorov-Smirnov Z	798	1,133	747
__ Asymp. Sig. (2-tailed)	547	154	633

__ a.

Test distribution is Normal. __ b. Calculated from data. __ In the table above, it can be seen that the value in the Sig column in the Kolmogorov-Smirnov method for all samples is greater than 0.05, so H0 is accepted, in other words that the data from all samples in this study are normally distributed. ANOVA Table

__ Sum of Squares	df	Mean Square	F	Sig.
__ Menulis * Motivasi	Between Groups	(Combined)	1,893,433	20
94,672	9,196	000	1,722,904	1
1,722,904	167,356	000	170,530	19
8,975	872	616	401,500	39
10,295	2,294,933	59	59	59

In the table above, it can be seen that the value in the column Sig line Deviation from Linearity is 0.616 greater than 0.05, so H0 is accepted, in other words that the regression line of the influence of the X1 variable on the Y variable is linear. ANOVA Table

__ Sum of Squares	df	Mean Square	F	Sig.
__ Menulis * Vocabulary	Between Groups	(Combined)	291,360	8
36,420	927	502	6,561	1
6,561	167	684	284,798	7
40,685	1,036	418	2,003,574	51
39,286	2,294,933	59	59	59

In the table above it can be seen that the value in the column Sig line Deviation from Linearity is 0.418 greater than 0.05, so H0 is accepted, in other words that the regression line of the influence of the X1 variable on the Y variable is linear. Model Summaryb

__ Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0,867a	0,751	0,742	3,167
2	0,859	0,751	0,751	3,167

__ a. Predictors: (Constant), Vocabulary, Motivasi __ b. Dependent Variable: Menulis __ ANOVAa

__ ANOVAa

__ Sum of Squares	df	Mean Square	F	Sig.
__ Menulis * Vocabulary	Between Groups	(Combined)	291,360	8
36,420	927	502	6,561	1
6,561	167	684	284,798	7
40,685	1,036	418	2,003,574	51
39,286	2,294,933	59	59	59

_Model_Sum of Squares_df_Mean Square_F_Sig. _1_Regression_1,723,276_2_861,638_85,914_.000b __Residual_571,657_57_10,029_ _ _ _Total_2,294,933_59_ _ _ _a. Dependent Variable: Menulis _b. Predictors: (Constant), Vocabulary, Motivasi __ Coefficientsa __Model_Unstandardized Coefficients_Standardized Coefficients_t_Sig. __B_Std.

Error_Beta __ __1_(Constant)_6,615_5,388_ _1,228_.225 __Motivasi_.916_.070_.867_13,083_.000 __Vocabulary_-.010_.054_-.013_-.193_.848 __ From the description of the data after the correlation analysis, the correlation coefficient is 0.867 and the coefficient of determination is 75.1%, after testing with the SPSS program it is proven that the correlation coefficient is significant. This means that there is an effect of the independent variables X1 (student motivation) and X2 (vocabulary mastery) together on the dependent variable Y (English descriptive writing ability).

While the regression analysis obtained the regression line equation $Y = 6.615 + 0.916 X_1 + -0.010 X_2$. The constant value = 6.615 indicates that with the lowest student motivation and vocabulary mastery it is difficult for them to achieve good learning achievement, while the regression coefficient values of 0.916 and -0.010 indicate that there is a positive influence on the independent variables X1 (Student Motivation) and X2 (Mastery). vocabulary) together on the dependent variable Y (Descriptive Writing Ability in English).

The regression coefficient figures also show that every time there is an increase in the value of Student Motivation, there will be an increase in English Descriptive Writing ability of 0.916, and every time there is an increase in vocabulary mastery value, there will be an increase in English Descriptive Writing ability of -0.010. After testing the linearity of the regression line using the SPSS program, it was found that the regression line was linear.

From the regression coefficient significance test which was also carried out with the SPSS program, it was found that the regression coefficient was significant, which means it is true that there is a positive influence on the independent variables X1 (Student Motivation) and X2 (Vocabulary Mastery) together on the dependent variable Y (Writing Ability). English Descriptive). CONCLUSION Based on the results of data analysis, hypothesis testing, the results of this study can be concluded as follows: There is a significant effect of learning motivation on students' English descriptive text writing skills.

Notes from the results of data analysis (ANOVA) using SPSS indicate the value of sig. $0.000 < 0.05$, then the hypothesis (H1) is accepted. This is further reassured by the

difference in the average value (mean) of the students' descriptive text writing scores taught using audio-visual media with those using conventional media. From this explanation, it can be proven from the results of the data analysis value, namely the p-value for the category of learning motivation is sig. $0.000 < 0.05$.

So we can conclude that there is a significant effect of the use of learning motivation on students' descriptive text writing skills. There is a significant effect of vocabulary mastery on students' descriptive text writing skills. Based on the results of data analysis (ANOVA table) using SPSS shows that the value of sig. $-0.010 < 0.05$, then the hypothesis (H1) is accepted. This is further confirmed by the difference in the average value (mean) of vocabulary mastery, both students who have low and high vocabulary mastery, namely (X B2 = 74.80) and (X B1 = 71.20), with a p value -value for vocabulary mastery is sig. $-0.010 < 0.05$, so we can conclude that there is a significant influence between vocabulary mastery and students' descriptive text writing skills.

There is a significant effect of learning motivation and vocabulary mastery together on students' descriptive text writing skills. Based on the results of data analysis (ANOVA table) using SPSS, it shows that the p-value for the categories of learning motivation and vocabulary mastery (A* B) is sig. $0.000 < 0.05$. So we can conclude that there is a significant effect of the use of learning motivation and vocabulary mastery on students' descriptive text writing skills.. REFERENCE Haryadi, R. N., & Sunarsi, D. (2022). English for Beginner (1st ed.).

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