

THE EFFECT OF VOCABULARY MASTERY AND LEARNING MOTIVATION ON THE ABILITY TO WRITE DESCRIPTIVE TEXT IN ENGLISH

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ABSTRACT

This study aims to determine: 1) The effect of vocabulary mastery and learning motivation on the ability to write descriptive text in English for private junior high school students in Bekasi; 2) The effect of vocabulary mastery on the ability to write descriptive text in English for private junior high school students in Bekasi city; 3) The effect of learning motivation on the ability to write descriptive text in English for private junior high school students in Bekasi city. The sample in this study were 75 students with multiple linear regression statistical models and the method used in this study was the simple random sampling method. The results showed that: 1) There is a significant influence on vocabulary mastery and learning motivation together on the ability to write descriptive text in English for private junior high school students in Bekasi City. This is evidenced by the acquisition of the value $Sig = 0.000 < 0.05$ and $F_{count} = 27.749$. 2) There is a significant effect of vocabulary mastery on the ability to write descriptive text in English for private junior high school students in Bekasi City. This is evidenced by the acquisition of the value of $Sig = 0.000 < 0.05$ and $t_{count} = 3.938$. and 3) There is a significant influence of learning motivation on the ability to write descriptive text in English for private junior high school students in Bekasi City. This is evidenced by the acquisition of the value of $Sig = 0.031 < 0.05$ and $t_{count} = 5.567$.

Keywords: Vocabulary, Motivation, Descriptive English Text

ABSTRAK

Penelitian ini bertujuan untuk mengetahui: 1) Pengaruh penguasaan kosakata dan motivasi belajar terhadap kemampuan menulis teks deskriptif bahasa Inggris siswa SMP Swasta di kota Bekasi; 2) Pengaruh penguasaan kosakata terhadap kemampuan menulis teks deskriptif bahasa Inggris siswa SMP Swasta di kota Bekasi; 3) Pengaruh motivasi belajar terhadap kemampuan menulis teks deskriptif bahasa Inggris siswa SMP Swasta di kota Bekasi. Sample dalam penelitian ini sebanyak 75 siswa dengan model statistik regresi linier berganda dan metode yang digunakan dalam penelitian ini adalah metode simple random sampling. Hasil penelitian menunjukkan bahwa: 1) Terdapat pengaruh yang signifikan penguasaan kosakata dan motivasi belajar secara bersama-sama terhadap kemampuan menulis teks deskriptif bahasa Inggris siswa SMP Swasta di Kota Bekasi. Hal ini dibuktikan dengan perolehan nilai $Sig = 0,000 < 0,05$ dan $F_{hitung} = 27,749$. 2) Terdapat pengaruh yang signifikan penguasaan kosakata terhadap kemampuan menulis teks deskriptif bahasa Inggris siswa SMP Swasta di Kota Bekasi. Hal ini dibuktikan dengan perolehan nilai $Sig = 0,000 < 0,05$ dan $t_{hitung} = 3,938$. dan 3) Terdapat pengaruh yang signifikan motivasi belajar terhadap kemampuan menulis teks deskriptif bahasa Inggris siswa SMP Swasta di Kota Bekasi. Hal ini dibuktikan dengan perolehan nilai $Sig = 0,031 < 0,05$ dan $t_{hitung} = 5,567$.

Kata Kunci: Kosakata, Motivasi, Teks Deskriptif

I. Introduction

Learning is a process of building knowledge through transforming experiences. Behavior change is one of the characteristics that is acquired when someone has learned. The change in behavior in question includes changes in knowledge and skills as well as values and attitudes. When someone has experienced the learning process, there will be results obtained, namely in the form of learning outcomes or achievements. The rapid development of the times today requires students to learn foreign languages, one of which is English. English can be learned through formal education at the elementary, junior high, high school and university levels. However, it is possible that at the kindergarten level children have been taught to recognize basic English vocabulary. Apart from formal education, English can also be studied through non-formal education such as tutoring. In general, someone learns English so that they can communicate verbally and in writing with foreigners well. Not only that, but many jobs require someone to be able to master or speak English. So that English can be said to be the main language at this time.

Nida in Tarigan (2013: 1) states that language skills have four components, namely listening skills, speaking skills, reading skills, and writing skills. Students must master these four aspects to become skilled in languages. Thus, learning language skills in elementary schools does not only emphasize theory, but students are also required to be able to use language as its function, namely as a means of communication.

Iskandarwassid (2015: 248) states that writing activity is a form of manifestation of language skills and abilities most recently mastered by language learners after listening, speaking and reading skills. Writing is an important skill in communication. To be able to master writing skills is not easy. In the process of writing, this becomes a challenge for students, because they have to arrange words into one sentence, and a collection of sentences into paragraphs, especially in English. In this case, it takes imagination and strong thinking power to compile ideas into a good and correct writing that has complete meaning. In addition, mastery of sufficient vocabulary is also needed to be able to choose the right and appropriate equivalent in writing.

Besides having to master vocabulary in language, learning motivation is also very important in learning activities because motivation encourages students' enthusiasm for learning. Uno (2013: 3) states that motivation is the impetus that is contained in a person to try to make changes in behavior that better meet their needs. Teachers should also provide maximum motivation to students, so that when teachers provide motivation, students will also be motivated to write English texts happily and without difficulty.

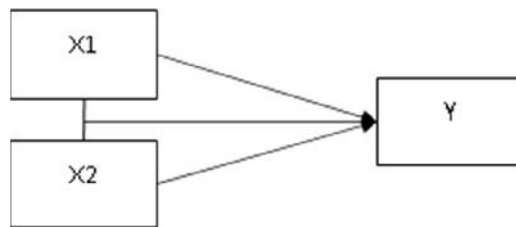
Doyin and Warigan (2010: 12) state that writing skills are one of the language skills used in indirect communication. Writing skills are not acquired naturally, but through a process of learning and practice. By its nature, writing is a productive and receptive language skill. The writer must be skilled at utilizing graphology, vocabulary, sentence structure, paragraph development, and language logic.

Nurgiyantoro (2014: 338) states that vocabulary mastery can be divided into receptive and productive mastery, namely the ability to understand vocabulary seen in reading and listening activities, while the ability to use vocabulary can be seen in writing and speaking activities. Mastery of vocabulary is needed to communicate in language. Vocabulary mastery is divided into two, namely vocabulary mastery that is passive-receptive and active-productive. This study uses active-productive vocabulary mastery because with this research students are expected to be able to use vocabulary in discourse to express their thoughts through writing and speaking activities.

Sardiman (2012: 75) states that motivation is a series of efforts to provide certain conditions, so that someone wants and wants to do something, and if he doesn't like it, he will try to eliminate or avoid that feeling of dislike. So it can be concluded that learning motivation is very necessary for the success of the learning process. So that with this motivation can improve student learning achievement optimally.

II. METHODS

The method used in this research is a quantitative method using a survey approach. The analysis technique used is the multiple linear regression analysis technique. This research was conducted at private junior high schools in Bekasi City, from September to December 2020, involving a sample size of 75 students. The relationship between the variables in this study is described as follows:



Picture 1. Relationship Between Variables

Keterangan:

X₁ = Vocabulary Mastery

X₂ = Motivation to learn

Y = Ability to Write Descriptive English Text

III. RESULTS AND DISCUSSION

Results

- a. Table 1. Results of the calculation of the multiple correlation coefficient test for variables X₁ and X₂ against Y

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.660 ^a	.435	.420	6.889

a. Predictors: (Constant), Motivasi Belajar, Penguasaan Kosakata

b. Table 2. Results of the calculation of the significance test of the Regression Coefficient for X₁ and X₂ for Y

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2633.466	2	1316.733	27.749	.000 ^b
	Residual	3416.534	72	47.452		
	Total	6050.000	74			

a. Dependent Variable: Kemampuan Menulis Teks Deskriptif Bahasa Inggris

b. Predictors: (Constant), Motivasi Belajar, Penguasaan Kosakata

c. Table 3. Results of the Calculation of the Multiple Regression Equation for X₁ and X₂ for Y

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-2.147	9.479		-.226	.821
	Penguasaan Kosakata	.472	.120	.354	3.938	.000
	Motivasi Belajar	.570	.102	.500	5.567	.000

a. Dependent Variable: Kemampuan Menulis Teks Deskriptif Bahasa Inggris

Discussion

1. The effect of vocabulary mastery (X₁) and learning motivation (X₂) together on the ability to write descriptive texts in English (Y).

Based on the results of data processing through SPSS 22, it can be stated that there is a significant effect of vocabulary mastery and learning motivation together on the ability to write descriptive English texts. This is evidenced by the acquisition of sig. 0.000 < 0.05 and FH = 27,749.

Furthermore, the multiple regression line equation can be written as follows:

i. $\hat{Y} = -2,147 + 0,472 X_1 + 0,570 X_2$

ii. $\hat{Y} = 0,35 + 0,50 X_2$

Based on the first equation, it can be narrated as follows. Every one unit increase in the total score of vocabulary mastery (X₁) will have an effect on the increase in the ability to write descriptive text in English (Y) by 0.472 units of the total achievement score, ceteris paribus. This means that learning motivation (X₂) remains unchanged. Likewise, every one unit increase in the total score of learning motivation will have an effect on the increase in the ability to write descriptive text in English (Y) by 0.570 units of total achievement score, ceteris paribus. This means that vocabulary mastery remains unchanged. Here, it cannot be stated directly that the effect of vocabulary mastery is higher than learning motivation.

Based on the second equation, it can be narrated as follows. Every one-unit increase in the total score that has been standardized on vocabulary mastery (X₁) will have an effect on the increase in the ability to write standardized descriptive English text (Y) by 0.35 units of the total score of writing skills, ceteris paribus.

This means that the standardized learning motivation variable (X2) remains unchanged. The same is true, every one unit increase in the total score of standardized learning motivation (X2) will have an effect on the increase in the ability to write standardized descriptive English text (Y) by 0.50 units of the total score of the ability to write standardized descriptive English text, *ceteris paribus*. This means that the standardized vocabulary mastery (X1) remains unchanged. Here it can be directly stated that the effect of learning motivation is lower than that of vocabulary mastery. It can be proven that the standardized variable Beta value (X2) is greater than the standardized variable Beta value (X1), i.e. Beta = 0.50 is greater than the beta value = 0.35.

2. The effect of vocabulary mastery (X1) on the ability to write descriptivetext in English (Y).

Based on the results of data processing through SPSS 22, it can be stated that there is a significant effect of vocabulary mastery on the ability to write descriptive texts in English. This is evidenced by the acquisition of the Sig. 0,000 <0.05 and t count = 3,938 and the contribution of vocabulary mastery variables to the ability to write descriptive text in English can be stated by the formula for the coefficient of determination (KD) as follows:

$$KD = \text{Nilai Beta}_1 \times \text{koef.korelasi product moment } Y_{.X1} \times 100 \%$$

$$KD = 0,35 \times 0,44 \times 100 \% = 15,4 \%$$

From the results of the above calculations it can be stated that the contribution of vocabulary mastery in increasing the ability to write descriptive text in English is 15.4%.

3. The effect of learning motivation (X2) on the ability to write descriptivetexts in English (Y).

Based on the results of data processing with SPSS v. 22 it can be stated that there is a significant effect of learning motivation on the ability to write descriptive texts in English. This is evidenced by the acquisition of the Sig. 0.000 <0.05 and t count = 5,567. The contribution of the learning motivation variable to the ability to write descriptive text in English can be expressed by a formula:

$$KD = \text{Nilai Beta}_1 \times \text{koef.korelasi product moment } Y_{.X2} \times 100 \%$$

$$KD = 0,50 \times 0,56 \times 100 \% = 28 \%$$

From the results of the above calculations it can be stated that the contribution of learning motivation in increasing the ability to write descriptive texts in English is 28%.

Uno (2013: 27-29) states the role of learning motivation in determining learning reinforcement. Motivation can play a role in strengthening learning if a child who is learning is faced with a problem that determines the solution and can only be solved thanks to the help of things that have been passed. The role of motivation in clarifying learning goals. The role of motivation in clarifying learning goals is closely related to the meaning of learning. Children will be interested in learning something, if what is learned can at least be known or enjoyed by the child.

IV. CONCLUSION

Based on the results and discussion in the previous chapter, it can be concluded that:

1. There is a significant effect of vocabulary mastery and learning motivation together on the ability to write descriptive English texts of private junior high school students in Bekasi City. This is evidenced by the acquisition of the value $Sig = 0.000 < 0.05$ and $Fcount = 27.749$.
2. There is a significant effect of vocabulary mastery on the ability to write descriptive text in English for private junior high school students in Bekasi City. This is evidenced by the acquisition of the value of $Sig = 0.000 < 0.05$ and $tcount = 3.938$.
3. There is a significant influence of learning motivation on the ability to write descriptive text in English for private junior high school students in Bekasi City. This is evidenced by the acquisition of the value of $Sig = 0.031 < 0.05$ and $tcount = 5.567$.

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