



The Contribution of EFL Students' Vocabulary Mastery and Motivation to Writing Ability of Eighth-Grade Students at Smpn 5 Denpasar

Made Puspitasari¹, Ni Made Ratminingsih², Made Hery Santosa³

¹Universitas Pendidikan Ganesha: madepuspita649@gmail.com

² Universitas Pendidikan Ganesha: made.ratminingsih@undiksha.ac.id

³ Universitas Pendidikan Ganesha: mhsantosa@undiksha.ac.id

ABSTRACT

The ability to compose written messages in words, sentences, texts, and coherent words that readers can understand is known as writing ability. The objectives of this research were first to investigate how much the contribution of vocabulary mastery to writing ability, the second was to investigate how much the contribution of motivation to writing ability, and the third was to investigate how much the contribution of vocabulary mastery and motivation simultaneously to writing ability. This study was designed in the form of correlational research design. The population of this study was the eighth-grade students at SMPN 5 Denpasar. In this study, 149 students served as samples. They were chosen using a proportionate random sampling technique. Test of Multiple choice was for vocabulary mastery, questionnaire was for motivation and test of writing assignment was for writing ability, those were utilized to gather the data for this study. With the use of SPSS 26.0, linear and multiple regression analyses were performed on the data. The findings showed that there was high and significant contribution of vocabulary mastery to writing ability. The contribution of vocabulary mastery to writing ability was 69%, and there was high and significant contribution of motivation to writing ability. The contribution of motivation to writing ability was 70.5%. Moreover, the contribution of vocabulary mastery and motivation simultaneously to writing ability was 79.9%. It indicates that there was high and significant contribution of vocabulary mastery and motivation simultaneously to writing ability of eighth grade students of SMPN 5 Denpasar.

ABSTRAK

Kemampuan menyusun pesan tertulis dalam bentuk kata, kalimat, teks, dan kata yang runtut sehingga dapat dipahami pembaca dikenal dengan kemampuan menulis. Tujuan dari penelitian ini adalah pertama untuk mengetahui seberapa besar kontribusi penguasaan kosakata terhadap kemampuan menulis, yang kedua untuk mengetahui seberapa besar kontribusi motivasi terhadap kemampuan menulis, dan yang ketiga untuk mengetahui seberapa besar kontribusi penguasaan kosakata dan motivasi sekaligus terhadap kemampuan menulis. Penelitian ini dirancang dalam bentuk desain penelitian korelasional. Populasi penelitian ini adalah siswa kelas VIII SMPN 5 Denpasar. Dalam penelitian ini, 149 siswa dijadikan sebagai sampel. Mereka dipilih dengan menggunakan teknik proporsional

KATA KUNCI

Vocabulary mastery;
motivation; writing ability

KATA KUNCI

Penguasaan kosakata;
motivasi; kemampuan
menulis

random sampling. Tes Pilihan Ganda untuk penguasaan kosakata, angket untuk motivasi dan tes tugas menulis untuk kemampuan menulis, digunakan untuk mengumpulkan data untuk penelitian ini. Dengan menggunakan SPSS 26.0, analisis regresi linier dan berganda dilakukan terhadap data. Temuan menunjukkan bahwa terdapat kontribusi yang tinggi dan signifikan penguasaan kosakata terhadap kemampuan menulis. Kontribusi penguasaan kosakata terhadap kemampuan menulis sebesar 69%, dan terdapat kontribusi motivasi yang tinggi dan signifikan terhadap kemampuan menulis. Kontribusi motivasi terhadap kemampuan menulis sebesar 70,5%. Sedangkan kontribusi penguasaan kosakata dan motivasi secara simultan terhadap kemampuan menulis sebesar 79,9%. Hal ini menunjukkan bahwa terdapat kontribusi yang tinggi dan signifikan penguasaan kosakata dan motivasi secara simultan terhadap kemampuan menulis siswa kelas VIII SMPN 5 Denpasar.

Corresponding Author:

Made Puspitasari

Universitas Pendidikan Ganesha: madepuspita649@gmail.com

INTRODUCTION

Writing is one of the abilities that students must possess. Writing is a cognitive process that includes coming up with ideas, figuring out how best to express them in writing, and organizing those ideas into sentences and concise statements (Nunan, 2003). The most difficult and complex language skill is regarded to be writing (Masitoh & Suprijadi, 2015). In other words, writing is a complex process that entails managing language at the sentence level (structure, grammar, vocabulary, and spelling) as well as arranging and integrating information into a coherent and cohesive paragraph. It is not an exaggeration if writing is considered to reflect the person who writes, not being confident with grammar, having difficulty organizing ideas, limited vocabulary, and no motivation to write (Cole & Feng, 2015). Since writing is more challenging to learn than speaking, listening, and reading, it requires special attention. This is due to the fact that writing skills necessitate the mastery of both linguistic and non-linguistic elements, such as motivation and vocabulary, which combine to form written content that is cohesive and coherent.

Students encounter a number of issues when writing. However, one of the challenges students face in writing is vocabulary mastery (Yulistiani et al., 2020). Having a good vocabulary can help to understand other people (Putri et al., 2020). It means that it is important for students to understand the meaning of a word in writing to improve their writing ability. According to Thornburry (2002), an additional crucial component of vocabulary is its meaning, which includes terms like synonym, antonym, and homonym. Synonyms means words that have similar meaning. Antonyms are words with the opposite meaning. Homonyms mean that the spelling is same (called homographs) or pronunciation (called homophones) but having different meaning. Fromkin et al. (2003) states that content word and function word

are the aspects of words in a language. Content words are those that are used to convey or characterize ideas, actions, objects, or attributes. Meanwhile, words that do not have a clear meaning connected to the word and that are only used in terms of grammatical functions are called function words. In conclusion, vocabulary mastery refers to the understanding that students have of the structure, application, and meaning of a vocabulary set that they utilize to express their thoughts, emotions, and opinions.

Motivation is one factor that can contribute to the difficulties that students faced when writing (Pratiwi et al., 2022). Student motivation is crucial to the development of their writing skills (Akyol & Aktaş, 2018). Furthermore, motivation is the will to put in a lot of effort and the desire to achieve objectives (Jodai et al., 2014). This indicates that motivating students to take action toward their objectives is the fundamental goal of motivation. In contrast, students who lack motivation are regarded as having low motivation. Students who possess high motivation are regarded as having high motivation. There are several types of motivation that can influence students writing ability. According to Ryan & Deci (2000), extrinsic and intrinsic motivation are the two categories into which motivation is separated. Someone who is motivated by their own desire to do something for enjoyment or internal fulfillment is said to be intrinsically motivated. Extrinsic motivation, on the other hand, is the opposite of intrinsic motivation. Students act in response to outside stimulation rather than because they are genuinely interested in the activity. Extrinsic motivation can be classified into four areas: identified regulation, integrated regulation, external regulation, and introjected regulation. From the explanation above, it can be concluded that motivation is concerned with energy and direction that motivate students to take action in order to fulfill their objectives.

A study from Savitri et al. (2022), found that there was a strong and positive correlation between writing and vocabulary. Another research came from Jaidie et al. (2021) intended to look into the relationship between writing ability and vocabulary mastery. Pearson product moment analysis was utilized to determine the relationship between writing skill and vocabulary mastery. The result revealed that vocabulary mastery had a relation with writing ability. According to studies conducted by Agustina et al. (2020), the results demonstrated a positive correlation between students' writing ability and their vocabulary. A prior study by Sari et al. (2023), demonstrated a strong relationship between motivation and writing ability. Apart from that, they added that their research improved the role of motivation as a predictor of learning English, particularly writing ability. Mahbubah et al. (2021) conducted additional prior research that examined students' writing and motivation. The result showed that motivation had a relationship with writing ability significantly. Pratiwi et al. (2022), who discovered that sixth semester English department students at Mulawarman University had a relationship between writing and motivation.

Based on the explanations above, prior studies have examined the relationship between two variables. Meanwhile, there were three variables used in this research namely vocabulary mastery, motivation and writing ability. Other studies concentrated on determining whether writing ability and motivation had relationship or not, as well as whether vocabulary mastery and writing ability were correlated or not. However, there has been no specific previous research that has examined about the contribution of vocabulary mastery and motivation simultaneously to writing ability. Therefore, the current research focused on investigating how much the contribution of vocabulary mastery and motivation simultaneously to writing ability

from integrated elements namely, external regulation, integrated regulation, identified regulation, introjected regulation, and intrinsic motivation.

Despite of myriads of studies on investigating the contribution of vocabulary mastery and writing ability in university level. The relationship between motivation and vocabulary mastery and writing in junior high school has not been thoroughly studied in research. This is what differentiates this research from previous research. This research conducted to investigate the contribution of vocabulary mastery, motivation to writing ability of eighth grade students at SMPN 5 Denpasar. The objectives of this research are: 1) to find out how much does vocabulary mastery contributes to writing ability; 2) to find out how much does motivation contributes to writing ability; and 3) to find out how much do vocabulary mastery and motivation contribute simultaneously to writing ability. This research conducted at SMPN 5 Denpasar.

METHOD

Correlational research design was used in this research. Students in the eighth grade at SMPN 5 Denpasar during the academic year 2022/2023 made up the research population. The population consists of 239 students. In this study, proportionate random sampling was used as the sample method. The proportionate random sampling means representative samples taken from each group in the population whose number was adjusted to the number of subject members in each of these groups. Slovincs' formula also used to determine the total of the samples. Slovincs' formula in this research used 5% margin of error, it showed that there were 149 students who were chosen as the samples of this research. The samples chose randomly so that every students have the opportunity to be chosen as the sample.

There were three instruments in this research. The instruments in this research had carried out content validity and expert judgment before being used. To measure how much vocabulary contributes to writing ability, a test was used. Items of the test were developed from (Fromkin et al., 2003) (Fromkin et al., 2003; Harmer, 2001; Thornburry, 2002) theories. The items consists of some component of vocabulary mastery, the terms included content and function, suitable word choice, meaning, synonyms, and antonyms. The questions were arranged in multiple choice form. There were 28 items of vocabulary mastery' test. Furthermore, the students filled in the multiple choice via Google Form. To measure how much motivation contribute to writing ability, a questionnaire was used. The items of the questionnaire was developed from (Ryan & Deci, 2017). The questionnaire consists of two parts: intrinsic motivation and extrinsic motivation (external regulation, introjected regulation, identified regulation, and integrated regulation). There were 26 items of questionnaires. The data was collected by using Google Form. Using a Likert scale, the students answered each questionnaire statement by choosing an option, such as Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), or Strongly Disagree (SD). Meanwhile, recount text was used to obtain the students' writing ability value. The students were asked to write a recount text and the topic was holiday. A scoring rubric for writing ability was used to evaluate the students' responses.

The data was performed quantitatively through prerequisites and inferential statistical analysis by using SPSS version 26. Conditions prerequisites the tests included the following:

autocorrelation, heteroscedasticity, multicollinearity, linearity, and normality tests. To address the first and second research questions, inferential statistical analysis employed linear regression analysis. Meanwhile, the third research question was addressed through the use of multiple regression.

FINDING AND DISCUSSION

The Finding of Prerequisite Analysis

Prior to conducting inferential statistical analysis, prerequisite analysis was used to measure this research. The first prerequisite test was normality. Data was categorized as a normal distribution if the significance value was more than 0.05. The One Sample Kolmogorov Smirnov Test results for normalcy showed a significant value. 0.200 Over the threshold of 0.05. It means the data was normally distributed. Second prerequisite test was linearity. The data could be said to be linear if the significance value was more than 0.05. The result showed that significance value was 0.842 for vocabulary mastery. Meanwhile, significance value of motivation and writing ability was 0.217. It means the data was linear.

Third prerequisite analysis was autocorrelation. Data was considered having no autocorrelation if the Durbin Watson value was $du < d < 4-du$. It was discovered that du value was 1.759 and the dl value was 1.705. While $4 - du$ was 2.241. Hence, $du < d < 4-du$ is $1.759 < 1.955 < 2.241$. It can be concluded that, where the Durbin Watson value was 1,955 more than 1,759 and less than 2,241 or where there was no autocorrelation of the data, the autocorrelation test results were satisfied. The fourth test was heteroscedasticity test. There was no sign of heteroscedasticity if the significance value was more than 0.05. It showed that the significance value was 0.521 for vocabulary mastery. Moreover, the significance value for motivation was higher than 0.05. The significance value was 0.870, as can be seen. This indicates that the data in this study did not exhibit any heteroscedasticity.

The last prerequisite analysis was multicollinearity. There was no sign of multicollinearity if the value of tolerance exceeded 0.10. The VIF value must be less than 10.00 in the interim. Considering the outcomes of multicollinearity in this research, a tolerance value of 0.443 was obtained for vocabulary mastery and 0.443 for motivation. Meanwhile, the VIF value was 2,260 for vocabulary mastery and 2,260 for motivation. It could be summed up that in the event that the VIF value was below 10.00 and the tolerance value was higher than 0.10, then there was no sign of multicollinearity in the data. Therefore, it is possible to conclude that the data in this study has fully met the prerequisite requirements for analysis.

The Finding of Hypothesis Analysis

The hypothesis testing was to ascertain the independent variables' contribution to the dependent variable. The data in this research had conducted the prerequisite analysis and the requirements were full filed. After that, in order to address the research question and hypothesis in this study, statistical analysis was carried out. The following is a further explanation:

Vocabulary Mastery to Writing Ability

The analysis of linear regression used to answer the first hypothesis of this research, the results can be seen below:

Table 1. The Result of Coefficient of Determination

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.831 ^a	.690	.688	3.159

a. Predictors: (Constant), Vocabulary

Based on table 1, it could be clearly seen that the coefficient of determination was .690. It means vocabulary mastery contributed as much as 69.0 % to writing ability. The remaining thirty-one percent was explained by variables not covered in this research.

Table 2. Categorization of R Square

R Square	Category
0.67	High
0.33	Moderate
0.19	Weak

Adopted from (Chin, 1998)

On table 2 it can be concluded that in hypothesis 1 using the linear regression test revealed that Ha was approved and H0 was rejected based on the findings that showed a 69.0% contribution from vocabulary mastery to writing ability. The contribution that was given in a “high” category. It means, there was a high contribution of vocabulary mastery to writing ability of the eighth grade students of SMPN 5 Denpasar.

Table 3. The Summary of t-test Result

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	33.205	2.713		12.237	.000

	Vocabular y	.633	.035	.831	18.08 0	.00 0
a. Dependent Variable: Writing						

Table 3 clearly pointed out the outcome of the t-test revealed that the t count value was 18.080 and t table was 1.9763 or 18.080 > 1.976 and the significance value was 0.00 < 0.05. It was said that vocabulary mastery contributed significantly to writing ability in this study.

Motivation to writing ability

The findings of the linear regression analysis that was performed to evaluate research hypothesis 2 are shown below:

Table 4. The summary of Coefficient of Determination Result

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.840 ^a	.705	.703	3.081
a. Predictors: (Constant), Motivation				

According to the preceding table 4, the determination coefficient was 0.705. It means motivation in this research contributed as much as 70.5% to writing ability. Other factors not covered in the study contributed to a portion of the remaining 29.5%.

Table. 5 Categorization of R Square

R Square	Categorization
0.67	High
0.33	Moderate
0.19	Weak

Adopted from (Chin, 1998)

It can be concluded that in hypothesis 2 using the linear regression test demonstrated that Ha was approved and H0 was rejected, namely there was contribution of motivation to writing ability as much as 70.5%. The contribution was in the “high” category.

Table 6. The summary of t-count result

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		

1	(Constant)	22.414	3.191		7.023	.000
	Motivation	.758	.040	.840	18.743	.000
a. Dependent Variable: Writing						

It could be clearly seen on the table. 5 above, the value from t-count was 18.743 and t-table was 1.9763 or $18.743 > 1.976$ and the significance value was $0.00 < 0.05$. It was said that motivation contributed significantly to writing ability.

Vocabulary mastery and Motivation to Writing ability

The outcomes of the multiple regression analysis used to evaluate research hypothesis number three are displayed in the following manner:

Table 7. The Summary of Coefficient Determination Result

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.894 ^a	.799	.796	2.554
a. Predictors: (Constant), Motivation, Vocabulary				

The value of the coefficient of determination was visible in Table 6 above was .799. It meant vocabulary mastery and motivation contributed as much as 79.9% to writing ability. On the other hand, variables not covered in this study explained the remaining 20.1%.

Table. 8 Categorization of R Square

R Square	Category
0.67	High
0.33	Moderate
0.19	Weak

Adopted from (Chin, 1998)

It can be concluded that in hypothesis 3 using the multiple regression, the result of coefficient determination test demonstrated that H_a was approved and H_0 was rejected. In short, it was said that there was a contribution from vocabulary and motivation simultaneously to writing as much as 79.9%. The contribution was indicated in the “high” category.

Table 9. The Summary of F-test Result

ANOVA ^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3777.683	2	1888.842	289.652	.000 ^b
	Residual	952.075	146	6.521		
	Total	4729.758	148			
a. Dependent Variable: Writing						
b. Predictors: (Constant), Motivation, Vocabulary						

It could be seen on the table. 8 above, f-count value was 289.652 and f-table was 3.06 or $289.652 > 3.06$ and the significance value was $0.00 < 0.05$. It was said that vocabulary mastery and motivation simultaneously contributed to writing ability significantly.

DISCUSSION

Following data analysis, the findings of this investigation addressed the three research hypotheses. The following is a description of the study's explanation:

The Contribution of Vocabulary Mastery to Writing Ability

The results demonstrated that the research's data passed tests for multicollinearity, heteroscedasticity, autocorrelation, normality, and linearity. After that, inferential analysis was performed using linear regression analysis. The coefficient of determination value obtained, as indicated by the linear regression analysis results, was 69.0%, it means that vocabulary mastery contributed as much as 69.0% to writing ability. Meanwhile, other factors not included in the research analysis accounted for 31% of the remaining amount. On the other hand, t-count value was 18.080 and t-table was 1.9763. It meant, t-count was higher than t-table with sig. value $.00 < .05$. It indicated that vocabulary mastery significantly contributed to writing ability. This finding answered the first research question. To sum up, the contribution that was given was significant and classified as a “high” category.

Vocabulary mastery is crucial for students since vocabulary can be a helpful tool in determining someone's intentions (Putri et al., 2020). Finding of the research was supported by Savitri et al, (2022), who found that vocabulary mastery had significant and positive correlation with writing ability. It means, the students' writing ability improved when they have a large vocabulary. Another finding was from Agustina et al. (2020), who found that vocabulary mastery had positive relationship with the writing ability. Their research was conducted at Riau University. The contribution of vocabulary mastery to writing ability indicates that an increase in writing ability would come after an increase in vocabulary mastery. It was in line with Jaidie et al. (2021), who investigated the relationship between vocabulary mastery and writing ability. It was indicated that

vocabulary mastery had correlation with writing which means that students who have a lot of vocabulary do better than students who have a lack of vocabulary.

To sum up, it could be said that there was a high and significant contribution of vocabulary mastery to writing ability of eighth-grade students at SMPN 5 Denpasar. In other words, According to some, writing proficiency and vocabulary mastery are inextricably linked. Vocabulary development helped to improve writing ability. Students who are proficient in vocabulary can better explore their ideas through written expression.

The Contribution of Motivation to Writing Ability

The findings demonstrated that tests for autocorrelation, heteroscedasticity, multicollinearity, linearity, and normality of the data were all conducted. After that, inferential analysis was performed using linear regression analysis. The coefficient of determination value that was obtained was 0.705 considering the outcomes of the linear regression analysis, it meant that motivation contributed as much as 70.5% to writing ability. Conversely, additional elements not covered by the study explained the remaining 29.5%. Furthermore, t-count value was 18.743 and t-table was 1.9763 with significance value $0.00 > 0.05$ indicating that the t count exceeded the t table. It can be said that the contribution given by motivation to writing ability was significant. This finding answered the second research question, namely there was a contribution of motivation to writing ability. The contribution was significant and classified as a “high” category.

Motivation is the intensity and course of behavior as well as the things that cause people to act in particular ways (Armstrong & Taylor, 2014). Previous research that supported this study was from Mahbubah et al. (2021). It was discovered that writing ability and motivation had a positive and significant relationship. It could be assumed that students who highly motivated tend to show better writing ability. Apart from that, they reported that their study improved the predictive power of motivation for learning English, particularly for writing proficiency. This meant that motivation is the most important or key element that can influence one's ability to write. Another previous research come from (Arfiana et al., 2022), who found learning motivation had positive correlation with writing ability. It was indicated that students who were more motivated achieved better results in their writing abilities.

Therefore, motivation could be said as the dominant factor in students' successful writing. In line with (Julian et al., 2021), Student who highly motivated in learning will have higher writing ability results. Another finding was made by Pratiwi et al. (2022), who found that motivation and writing achievement were found to be related. This suggests that highly motivated students will produce high-quality writing, and vice versa. The result of the current research also supported by Sari et al. (2023), the finding of their research showed that motivation and writing ability had significant relationship. Apart from that, they also stated that their research strengthened motivation as a predictor of

English language learning, particularly writing proficiency. This indicates that the most significant or predominating factor that can influence writing ability is motivation. Therefore, it can be said that the eight-grade students at SMPN 5 Denpasar had a high and significant motivational contribution to their writing ability.

The Contribution of Vocabulary Mastery and Motivation Simultaneously to Writing Ability

The results demonstrated that the data met the requirements for multicollinearity, autocorrelation, heteroscedasticity, normality, and linearity. Subsequently, multiple regression analysis was used to perform inferential analysis. Considering the outcomes of the multiple regression analysis, coefficient determination showed that 79.9% of vocabulary mastery and motivation contribute simultaneously to writing ability. The remaining 20.1%, however, was explained by factors not included in this study. Furthermore, f-count value was 289.652 and f-table was 3.06 with sig. value $0.00 > 0.05$ which meant that f-count was more than f-table, and it indicated that vocabulary mastery and motivation significantly contributed to writing ability. These results showed that vocabulary mastery and motivation both contributed to writing ability at the same time. The contribution was significant and classified as a “high” category.

Another discovery consistent with the current investigation was Akyol & Aktaş (2018), who found students with high motivation had higher writing score. It means that, in order for the students to receive higher writing scores, they must be highly motivated. On the other hand, vocabulary is a basic requirement that students need in writing English (Arif, 2017). Another previous study was from Diarani & Syamsi (2019), who discovered that reading habits, vocabulary knowledge, and grammar all contributed to fifth grade students' writing skills at the same time. The finding was also supported by Cheung (2018). It was discovered that there was a strong relationship between students' performance in writing classes and their initial motivation at undergraduate students at a university in Singapore. It was in line with Helmi (2019), who found students' vocabulary mastery has a relationship with writing ability at second semester students at Ahmad Yani University. Another research was from Agustina et al. (2020) who found that vocabulary mastery had a positive relationship with the writing ability. Their research was carried out at third year students at Riau University. It can be concluded that students who have high motivation and had a lot of vocabulary are able to write and deliver their idea. To sum up, it could be concluded that vocabulary mastery and motivation contributed simultaneously to writing ability of eighth-grade students at SMPN 5 Denpasar.

CONCLUSION

This research found the contribution of vocabulary mastery and motivation to writing ability. The outcome demonstrated that writing ability is significantly contributed by vocabulary mastery. In addition, the result showed a “high” category which means there was high contribution of vocabulary mastery to writing ability. Moreover, the contribution of motivation to writing ability was significant. It was indicated in the “high” category. It means there was high contribution of motivation to writing ability. This study also proved that there was simultaneous contribution of vocabulary mastery and motivation to writing ability. It showed a “high” category. It means vocabulary mastery and motivation contributed significantly to writing ability simultaneously with high level category. Meanwhile, the remaining twenty percent was accounted for by factors not included in this study. Finally, it is advised for the further researcher that the further researcher can do more studies to explore the other 20.1% potential variables that contributed to writing ability.

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Made Puspitasari¹, Ni Made Ratminingsih², Made Hery Santosa³

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