

CHAPTER II

REVIEW ON RELATED LITERATURE

In this chapter, the writer presents the review of related theories that consists of three parts namely: vocabulary mastery, vocabulary mastery and writing ability.

A. Vocabulary mastery

1. Definition of Vocabulary

Learners often believe that all they need is a large number of words. In addition to knowing English words and their meaning, one must know also how the words work together in English sentences. Through experience with situation in which a language is used by speakers or writers, many of meaning of a word do not correspond to the meaning of its so- called equivalent in another language. Since full understanding of a word often requires knowing how native speakers feel about what the words represents, some meanings cannot be found in a dictionary.

Vocabulary is knowledge of words and word meaning. Actually, vocabulary is more complex, vocabulary mastery is not only knowing the words and its meanings, but also knowing about how the words sound and how the words are used in the context. In order to live in the word, we must name the things in and on it. Names are essential for construction of reality. Without a name it is absolutely difficult to accept the existence of an object, an event, a feeling, an emotion, etc. when students recognize much name whether the names of noun, adjective, adverb, pronoun, verb, and so on, it means that they are familiar with

know many words. As Renandya (2002:225) states that vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write.

Some libraries have been visited, some books have been read and other literatures have been analyzed in order to find out the meaning of vocabulary. So, the researcher finds the meaning of vocabulary. In fact, there are some definitions of vocabulary. As Homby in "Oxford Advanced Learner's Dictionary of Current English" states that vocabulary is a. total number of words which (with rules of combining them) make up a language, b. (range of) words known to, used by, a person, in a trade, profession, etc.

Another dictionary, Webster's New World college dictionary, defines vocabulary as a list of words and, often, phrases, abbreviations, inflectional forms, etc. usually arranged in alphabetical order defined or otherwise identified, as in a dictionary or glossary. In addition, according to Penny Ur. Vocabulary can be defined, roughly, as the words we teach in foreign language.

Based on definition above, the researcher wants to define and limit vocabulary as a collection of words, terms, and phrases which is arranged and explained to make up the meaningful language used by a person expressing ideas.

2. Kinds of vocabulary mastery

According to the basis of frequency, Nation has divided vocabulary into two kinds, namely high frequency vocabulary and low frequency vocabulary. a. High frequency vocabulary consists of 2000 word families, which are about 87% of the running words in informal spoken text. It means that the

words that are used very often in formal language use in all four skill and the full range of situation of use. It consists of most of the function words of English and the most of content words. b. The low frequency vocabulary on the other hand, covers only small proportion of the running words of a continuous text. It means that low frequency vocabulary is rarely used in a common activity of English language. This includes well over 100. Word families.

Besides, Brown (1995:370) divide the vocabulary into active vocabulary and passive vocabulary. a. active vocabulary is words which the students understand, can pronounce correctly, and uses constructively in speaking and writing, b. passive vocabulary is words that student recognize and understand when they occur in a context, but which he cannot produce correctly himself.

3. Vocabulary in Content

a. Types of Meaning

There are two types of meaning, those are denotation and connotation. Denotation or referential meaning is a meaning that deals with the words as signs or symbol and it is stated as in dictionary and meaning of word communication of thought in some references. Besides, connotation or connotative meaning is the emotional reaction engendered in the reader by a word. The meaning is associated with a word in addition to its literal meaning.

b. Word classification

1) Word-classification

Word class in the classification of the words of a language depending on their function in communication. The classification of words based on their

function are called part of speech, which include nouns, verbs, adjectives and adverbs.

a) Nouns is one of the most important part of speech. Its arrangement with the verb helps to forms the sentence core which is essential to every complete sentence, b) Verbs is the most complex part of speech. its varying arrangement with the nouns determines the different kinds of sentences, commands, questions or exclamations,

c) adjectives are a modifier that has the grammatical property of comparison. Its most usual position is before a noun it modifies, d. adverbs is as a modifier of verb form close modifiers of single words, prepositional phrases, or clause, or modifiers of the entire sentence.

2) Words meaning

a. Definition of word meaning is a statement that tells the reader or the listener what this is or what word means. It is clearness or sharpness of an outline. Example: House is a building which people, usually one family, live in, and mood is the way you feel at a particular time,

b. synonym is two words that share a very similar meaning. Synonym refers to the relationship of similarity or identity in meaning. Example: Big = enormous, large, hug, and famous = well – known.

c. Antonym is word with oppositeness meaning; words that are opposite are called antonyms. In another word, it can be said that antonym A is B or the opposite of A is B. example: cheap is opposite of expensive, Big is opposite of small, and beauty is opposite of ugly. d. according to Thornbury, hyponym is

another *-nym* word that is useful when talking about the way word meaning are related. Example: peacock, hawk, dove, and sparrow are classified into bird and Nest, cage and stable are classified into hut.

3) Word-formation

Words formed by derivation is the construction of words resulting the change of words class of the meaning of the stem. There are two kinds of derivational, those are derivational suffixes and derivational prefixes. Derivational suffixes are syllables or group of syllables such as *-ion*, *-ness*, *-ize*, *-ive*, *-ful*, *-able* that are joined to the end of the word to change the meaning. Besides derivational prefixes are a syllables or group of syllables such as *un-*, *im-*, *mis-*, *dis-*, or *pre-*, which is joined to the beginning of a word or morpheme to change its meaning.

Word formed by inflection according to Hatch, Cheryl and Brown, inflection is the construction of the words which does not result the change of the word class. There are four kinds of inflection: (1). Plural form such as book-books, mouse-mice, flower-flowers, (2). Pronoun, such as he is a pianist, Marla teaches her sister to sing, (3). Possession, such as Momo's dogs. Ryan's piano, (4). Third singular verb maker, such as I write a letter and she writes a letter.

In this study, vocabulary is total number of words in a language including single items and phrases or Schunk of several words that people use in their communication that contains the types of meaning and kinds of words. the vocabulary test is in form of multiple choice and if focused on word meaning, word classification, and word formation.

B. Motivation

1. Definition of Motivation

Motivation plays a significant role several theories of human development and leaning. Motivation is a basic power of humans to achieve their goals. Moreover, there are some experts who define the nature of motivation. Motivation also plays a major role in student' academic work and in their achievement. It reflects in students' choices of learning task. In the time and effort, they encounter in the learning process. Previous research showed that students' achievement goal, their interest in course and their success expectancies were positively related to their final course grade.

Elliot, Kratochwilll, et al stated that motivation is an internal state that makes us to do something, pushes us in particular direction, and keeps us involved in particular activities. Learning and motivation re equally essential for performance. From the definition above it an be conclude that motivation is a behavior that makes someone to do something and affects us to acquire new knowledge and skills. Therefore, more – motived people achieve at higher in learning.

The study of motivation is concerned basically with why people behave in a certain way. In general, it can be described as the direction and persistence of action.it is concerned with why people choose a particular course of action in preference to others, and why they continue with chosen action, often over a long period, and in the face of difficult and problem.

Boivin (2010) said that motivation refers to “the reason underlying behavior”. Paraphrasing Gridler, Broussard and Garrison broadly define motivation as “the attribute that moves us to do or not to do something”. Intrinsic motivation is motivation that is animated by personal enjoyment, interest, or pleasure by Deci (1999). observe, “intrinsic motivation energizes and sustains activities through the spontaneous satisfactions inherent in effective volitional action. It is manifest in behaviors such as play, exploration, and challenge seeking that people often do for external rewards”. Researchers often contrast intrinsic motivation with extrinsic motivation, which is motivation governed by reinforcement contingencies. Traditionally, educators consider intrinsic motivation to be more desirable and to result in better learning outcomes than extrinsic motivation.

Motivation involves a constellation of beliefs, perception, values, interests, and actions that are all closely related. As a result, various approaches to motivation can focus on cognitive behaviors (such as monitoring and strategy use), non-cognitive aspects (such as perceptions, beliefs, and attitudes,) or both. Example, Gottfried (2001) stated academic motivation as “enjoyment of school learning characterized by a mastery orientation; curiosity; persistence; task-endogeneity; and the learning of challenging, difficult, and novel task”.

On the other hand, Turner considers motivation to be synonymous with cognitive engagement, which he defines as “voluntary uses of high-level self-regulated learning strategies, such as paying attention, connection, planning and monitoring”.

2. Types of Motivation

There are two kinds of motivation; intrinsic and extrinsic motivation. Intrinsic motivation is students' desire in motivating themselves to learning without the need for external factor. Moreover, extrinsic motivation uses prizes, marks or other rewards to motivate students in learning by Hill (2000: 333). According to Brown (2004) there are two types of motivation from different point of view. The first type is instrumental and integrative and the second type is intrinsic and extrinsic motivation. Brown says that instrumental motivation to acquire a language as a means for attaining instrument goals. Beside the instrumental motivation, there is one another type of motivation that is integrative motivation. Moreover, extrinsic motivation uses prizes, marks or other rewards to motivate students in learning. a. intrinsic motivation is students' desire in motivating themselves to learn without the need for external factors. Students do something for its own sake. Example, a student may study hard in write text because he enjoys in writing, b. extrinsic motivation uses prizes, marks, or other rewards to motivated students in learning. it involves in doing something in order to obtain something else. Example; a student may study hard for a test to obtain high achievement in the course.

3. Factor Affecting Motivation

Therefore, there are some factors that influence students' motivation. Those are self-efficacy, active learning strategies, language learning value, performance goal, achievement goal and learning environment. According to Gracia in Tuan H.I, Chin and shyng-Hong Shieh, "there are variety of motivation

factor, such as self-perception of ability, effort, intrinsic goal orientation and learning strategies”. Therefore, there are some factors that influences students’ motivation. Those are: a. Self-efficacy as people’s beliefs about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives. Self-efficacy beliefs produce these diverse effects through four major processes. They include cognitive, motivational, affective and selection processes, b. active learning strategies generally defined as any instructional method that engages students in the learning process. In short, active learning require students to do meaningful learning activities and think about what they are doing, c. language learning value to let the students’ construct problem solving competency, experience the inquiry activity, stimulate their to learning language, d. performance goal are short-term objectives set for specific duties or task in your current job position. These goals are usually related to the overall company goals or specific department goal where you work. They help you know what is expected of you in your position. To be effective, it is important that they are clearly defined and easy to measure. The students’ goals in learning English are to compete with other students’ and get attention from the teacher.

4. Characteristic of Motivation Students

Students with high motivation certainly have characteristic. These are some characteristics of motivated of motivated students. There is high expectation, curious, interest, hard worker and creative, make a planning and self – morning: a. High expectation cavazoz in Santrock stated that “How hard students will work depend on how much they expect to finish something

successfully”, students’ expectation can be a powerful influence on students’ motivation, b. curious is an important component of motivation for students will get new knowledge because they desire to learn about something new, c. Interest is how long they are engaged in activity; how hard they work at the activity. If a student involved in a particular activity and they forget to all else, then their motivation is high, d. Hard worker and creative is students who have high motivation will struggle to overcome problems. In this case, students will learn how to handle their task and discover their mistake. When they failed, soon they use other strategies in learning, e. Makes a planning and self-monitoring is important for students with high motivation always make a plan to their life. They can set a long- term or short- term goal help students keeping focus in their goal and it helps students monitoring their own progress.

Santrock (2005) that” personal goal can be key aspects of students’ motivation for coping that dealing with opportunities and challenges in life”. Naiman in Ur states that the most successful students or learners are those who display certain typical characteristic, most of them clearly associated with motivation, those are; a. Positive task orientation are willing to tackle task and challenges and have confidence in their success.

A dispositional tendency to feel most successful in an activity when one demonstrates ability relative to one’s self and personal improvement rather than in comparison to the performance of others, b. Ego – involvement is students find it important to succeed in learning in order to maintain and promote their own self-image. They want to explore more about their ability for doing something, that it

is important for their future or their life, c. Need for Achievement is students have need to achieve, to overcome difficulties and succeed it what their set to do. Students' like to get achievement, when they have to do something. Not only about that, they like need for achievement cause it's showing their responsibility, d. High aspiration if students is ambiguous, goes for demanding challenges, high proficiency and top grades. Since they only students and also give spirit to other spirit or inspiration to other, example: their friend, e. Goal orientation is students are very aware of the goal of learning, or of the specific learning activities and direct their own efforts towards achieving them. Goal orientation is an "individual disposition toward developing or validating one's ability in achievement settings". Previous research has examined goal orientation as a motivation variable useful for recruitment, climate and culture, performance appraisal, and selection. Studies have also used goal orientation to predict sales performance, goal setting, learning and adaptive behaviors on training, and leadership, f. perseverance is students consistently invest a high level of effort in learning. when the students like for learning something, they will be exploring more about everything, g. Tolerance of ambiguity is students are not disturbed or frustrated by situation involving a temporary lack of understanding or confusion.

Based on explanation above the writer get conclusion that definition of students' motivation in this research is arousal, impulse, emotion or desire that drives people to move into particular in order to achieve their goal. People emotion impulse or desire come from their needs. from the definition above, the writer decides the indicators of students' motivation as follows; they need for

exploration, manipulations, activity, for simulation, for knowledge for ego enhancement. So, we can conclude that motivation is a very important factor which determines the success or failure in second language learning because motivation can directly influence the frequency of using E-learning strategies, willpower of learning, goal, setting, and the achievement in learning.

C. Writing Ability

1. Definition of Writing

Writing is a partial representation of units of language expression. This is essential difference between drawing and writing (Lado, 1964:143). On the other hand, Harmer (2004:3) mentions that writing is a skill unlike speaking which may be acquired naturally by children through exposing the language to them and requires some learning

According to Zamel (1987) in dadi (2015:4), writing is a process through meaning which is created. The act of meaning generates ideas. It is why to explore one 's feelings and thoughts '. Based on the explanation, writing is a process of creativity of thoughts, ideas, and feelings expressed in writing language with the goal of certain.

2. The aspect of writing

According to Gower (1995:113), Writing involves many different aspects. It is useful to look at them under these headings:

a) Handwriting

It may seem strange to worry about handwriting when so much communication takes place electronically, in emails or by using words

processing software. Yet there are still many occasions, even for the most computer– literate, when we have to write by hand. Many language exams are still taken by candidates using pens and pencils, and we generally write notes, postcard, memos, journals, etc. in handwriting (Harmer 200 7: 323).

b) Spelling

One of reasons that spelling is difficult for students of English is that correspondence between the sound of a word and the way it is spelt is not always obvious. A single sound may have many different spelling s and the same spelling may have many different sounds (Harmer, 2007: 324)..

c) Punctuation.

The conventions of English capital letters and punctuation are not universal and might have to be taught.

d) Sentence Constructions

The construction of sentences is grammatically correct using the correct word order.

e) Organizing a text and Paragraphing

It is dividing the information into paragraphs when starting a new paragraph. It is also Ordering the paragraphs to present a logical argument, tell a story, etc.

f) Text Cohesion

Text cohesion is the appropriate use of linking words and phrases. It makes the organization of the text clear for the reader.

g) Register/Style

Using language (structures and vocabulary) is appropriate to the formality and style. You are going to notice that with many of the skills emphasize accuracy controlled. It guides practice activities that is able to help improving the accuracy. However, it is also important to see writing and speaking. It happens as the meaning of communication is a way of getting ideas across, encouraging fluency and being communicative impact.

3. The Stages of Writing Process

According Harmer (2004:5), the stages of writing following steps that are:



1) Planning

In the planning phase, there are some things that should be considered by writers. They are purpose of writing, audience and content structure (or sequence the facts, ideas, or arguments included) of their writing.

2) Drafting

It is able to refer to the first version of a piece of writing as a draft. The first 'go' at a text is often done on the assumption that it is going to be amended later. As the writing process proceeds into editing, a number of drafts is able to be produced on the way to the final version.

3) Editing (reflecting and revising)

Reflecting and revising are often helped by other readers (or editors) who comment and make suggestions. Another reader's reaction to a piece of writing is going to help the author making an appropriate revision.

4) Final Draft

The final draft is the last product. This result is able to be very different from the first draft that was made. It happens because it has undergone many changes. But this paper is now ready to be served on the desired audience.

Writing is never a one-step action. It is an ongoing creative act. When beginning to write something, it has already been thinking about what to say and how to say it. Then after finishing the writing, it should be read over what the writer has written. Then, he makes changes for some corrections. You write and revise and write and revise again until you are satisfied that your writing expresses exactly what you want to say (Oshima & Hogue, 2007: 15).

In principle, the purpose of writing is to make expression of ideas and to convey the message to the reader. So, the ideas themselves should arguably be seen as the most important aspect of the writing. On the other hand, the writer also needs paying some attention in formal aspects. There are neat handwriting and correcting spelling and punctuation. The correction should be acceptable in grammar and be careful in selection of vocabulary (Ur, 2009: 70).

According to Hogue (2007:16) claims that the process of writing has roughly four steps. There are:

a) Prewriting

Prewriting is a way to get some ideas. In this step, you choose a topic and collect ideas to explain the topic.

b) Organizing

It means organizing the ideas into a simple outline. The writer writes a sentence that named the topic and tell the main idea. Below the first sentence, he lists the two main ideas and any other words and phrases from the list that give more information about the main ideas.

c) Draft

This step is writing a rough draft. The writer should use the outline as a guidance. Then, he writes rough draft as quickly as he can without stopping to think about grammar, spelling, or punctuation. Just getting the more ideas down on the paper. It is probably going to see many errors in the rough draft. This is perfectly usual and acceptable- after all. This is just a rough draft. It is able to fix the errors later.

d) Revising and Editing

Based on Lindner (1999:161), there are two steps in editing. There are:

- 1) Revision: revising the own written piece is easy to understand and f29 un to read. It is able to cut words, sentences, or even paragraphs. It i s also able to add others. Sometimes, it needs to rearrange sentences and paragraphs. Sometimes, it needs to rewrite sentences and paragraphs.
- 2) Polishing: Polishing puts the final gloss on the work. When polishing, the writer should check the style, spelling, and punctuation. It is able to change any little thing that feel smooth out the writing.

4. The Purpose of Writing

According to Grenville (2001:1), writing has some purposes as follows:

a. Writing to entertain

Writing to entertain is a writing that may engage the readers 'feeling through its plot or the emotion provided in the writing. Some examples of the writing in which purpose is to entertain are novels, stories, poems, song lyrics, plays, and screenplays.

b. Writing to inform

Writing to inform is intended to tell readers about something. For example, newspaper, articles, scientific or business reports, instructions or procedures, and essay for school and university.

c. Writing to persuade

Writing to persuade means the writing that aims to convince the readers of something through providing evidence, for example: advertisements, articles, newspaper, and magazine. The construction of sentences is grammatically correct using the correct word order.

5. Types of Writing

Four major styles of writing exist: expository, concise, convincing, and narration. Each of those types of writing is used for a particular reason. Descriptive writing is to help the reader interpret a subject, incident, location, or all of those things in depth at once. This is close to what Heffernan and Lincoln have said that descriptive writing is writing about the nature of human beings, creatures, and things. Descriptive writing may characterize the scene as what Ploeger describes it in terms of all five senses. She describes

descriptive writing as a tool used to explain actual objects or objects whose features are tangible or touchable, and can be accomplished by using sensory language or the five senses consisting of vision, sound, aroma, taste, and touch. A good definition is a image of a word in which the reader might envision an object, location or person in his mind as if the reader were reading a book that would help the reader visualize what they had read.

Expository writing is about explaining. It is a subject-oriented style of writing, where writers concentrate on educating you about a particular issue or issue without sharing their personal opinions. These types of essays or documents provide you with important statistics and figures but do not include their opinions. This is one of the most prevalent styles of prose. You also see that in the papers on education and how to. The author just tells you how to do things about a given subject, like. Persuasive writing, or argumentation, is to persuade the reader to accept the perspective of the speaker. In the essay, the author shares personal views and provides him- or herself with facts such that the reader can identify with him or her.

6. The scoring of writing test

The following rating scale is the result of considerable and careful research conducted in the scoring of compositions in the United States. Only a summary of the scales is shown here according to Heaton (1988:146). There is scale order in rating scale. The rating scale is as follows Table 2.1

Table 2.1

The scoring of writing test

| Aspect | Score scale | Description |
|--------------|-------------|--|
| CONTENT | 30-27 | Excellent to very good: knowledge able – substantive, thorough development of thesis, relevant to assigned topic. |
| | 26-22 | Good to average: some knowledge of subject – adequate range, limited development of thesis, mostly relevant to topic, but lacks detail. |
| | 21-17 | Fair to poor: limited knowledge of subject – little substance, little substance, inadequate of topic. |
| | 16-13 | Very poor: does not show knowledge of subject – non substantive, not pertinent, OR not enough to evaluate. |
| ORGANIZATION | 20-18 | Excellent to very good: fluent expression-ideas clearly stated/ supported, well organized. Logical sequencing, cohesive. |
| | 17-14 | Good to average: somewhat choppy – loosely organized but main ide as stand out, limited support, logical but incomplete sequencing. |
| | 13-10 | Fair to poor: non-fluent – ideas confused or disconnected, lacks logical sequencing and development. |
| | 9-7 | Very poor: does not communicate– no organization OR not enough to evaluate. |
| VOCABULARY | 20-18 | Excellent very good: sophisticated range – effective word or idiom choice and usage, word form mastery, appropriate register. |
| | 17-14 | Good to Average: adequate range occasional errors of word or idiom form, choice usage <i>but meaning not obscured</i> . |
| | 13-10 | Fair to poor: limited range- frequent errors of word/idiom form, choice usage; <i>meaning confused or obscured</i> . |
| | 9-7 | Very poor: essentially translation– little knowledge of English vocabulary, idioms, word form, OR enough to evaluate. |
| LANGUAGE | 25-22 | Excellent very good: effective complex constructions, few errors of agreement, tense, number, word order function, article, pronoun, preposition. |
| | 21-19 | Good to Average: effective but simple constructions, minor problem in complex construction, several errors of agreement, tense, number word function, articles, ; frequent errors of negation, agreement, tense, number word order/ function, article, pronouns, prepositional and/ or fragments, run-ons- pronoun, prepositions <i>but meaning seldom obscured</i> |
| | 17-11 | Fair to poor: major problems in simple/complex constructions |
| | 10-5 | Very poor: virtually no mastery of sentence construction rules; dominated by errors of spelling, punctuation, capitalization, paragraphing, but meaning obscured. |
| MECHANICS | 5 | Excellent very good: demonstrates mastery of conventions |
| | 4 | Good to Average: occasional errors of spelling, punctuation |

| | | |
|--|---|--|
| | 3 | Fair to poor: frequent errors of spelling punctuation, Capitalization |
| | 2 | Very poor: no mastery of conventions – dominated by errors of spelling, punctuation, paragraphing |

D. Previous Study

In conducting this current research, the researcher has several previous studies that are used as example and foundation of the research.

According to Ajeng (2017) concerning at seeking the correlation between the correlation of students' vocabulary mastery and their ability of writing. The study was descriptive quantitative study with 28 students of fourth grade semester of STKIP PGRI Bandar Lampung. The study was employed two set of tests, vocabulary test and writing test. The writing test was used Heaton scoring rubrics. The findings revealed that there was a significant correlation between students' vocabulary mastery and their ability of writing hortatory text. The correlation of both variables was moderate. The other finding revealed that the correlation between students' vocabulary mastery and their ability of writing report text was fair.

According to Qomar, (2017) about the correlation among students' motivation, vocabulary mastery, and writing ability. The study was quantitative with a correlation analysis. The sample of the study was 38 students at third semester of English Language Program in Muhammadiyah University. The study employed two kinds of instruments. The first, a set of questionnaires to measure students' motivation. The second, two set of tests to measure students' vocabulary and writing ability. The findings revealed that

the correlation of vocabulary mastery and motivation was significant and weak, while motivation and writing ability was moderate. The last finding showed that the simultaneous correlation among the variables was high and significant.

According to Khairunas (2019) about the influence of learning motivation and vocabulary mastery toward students writing ability. The study employed regression analysis to determine the influence of learning motivation and vocabulary mastery toward students writing ability. There were 150 students as the research participants. The findings revealed that motivation and vocabulary mastery gave significant effect toward students writing skill.

According to Aryanika, (2016) about the correlation between students' writing motivation toward writing ability. The study was done at the eleventh-grade students of Senior High School of Utama Wacana Metro. The study employed two kinds of instruments namely, a motivation questionnaire and a writing ability test. The data of the study was analyzed using *product moment correlation*. The finding revealed that students' writing motivation and writing ability correlated significantly.

According to Helmena (2017) about the correlation between the students' motivation and their writing ability. The purpose of this study was to find out whether there was a significant correlation between the students' motivation and their writing ability. This was quantitative research applied ex post facto designs. The population of this study was

the second-grade students of SMA Bandar Lampung. The researcher used sample of 34 students. The instruments of this research were numbering of students' motivation test and writing test. The collected data were analyzed by using Pearson Product Moment Correlation in SPSS 16.0. The result showed that r of students' motivation and their writing ability was .921 and .719. Therefore, it can be concluded that there was significant correlation between students' motivation and their writing ability. The higher students' motivation, the higher students' writing ability will be.

According to Hasan (2017) *The Correlation Vocabulary Mastery and Writing Skill of Secondary School Students In SMPN3 Bantul, Yogyakarta academic year 2016/2017*, it aimed at finding the score of student vocabulary mastery and writing descriptive text skill and also the correlation between student vocabulary mastery and writing descriptive text skill among seventh grade students. This research included descriptive analysis and the analysis of correlation. The data collection method used was two tests, a multiple-choice test to figure out the students' vocabulary mastery score and an essay test to figure out the performance of the students' abilities to write descriptive text and to find out the connection between the students' vocabulary mastery and writing descriptive text skills. The result showed that there is a strong and important correlation between mastery of vocabulary and ability to compose descriptive text. Which means knowledge of language affects the writing ability.

According to Muslikah (2017) *The Relationship between Students' Vocabulary Mastery and Their Writing Descriptive Text Ability* It focuses at providing empirical proof of the domination of the vocabulary of students in relation to their ability to write descriptive words. Population of this analysis is the seventh - grade students who have 180 students at MTs Sebono Mantofani Jombang Tangerang Selatan and taken 27 students as a sample to be determined using a purposeful technique of sampling. The data collected is evaluated via the Pearson Product Moment analysis. The instrument which was used was research. The test showed the contribution to the vector was 0.66. This showed a strong relationship between the vocabulary mastery of the students and their capacity to compose descriptive text, as it is found between 0.600-0.800 in the r comprehension scale. Accordingly, the inference drawn is approval of H_a .

According to Azizah (2017) *The Correlation between Students' Vocabulary Mastery and Their Writing Ability in Descriptive Text*. This study is aimed to find out the correlation between English vocabulary mastery and their writing ability in descriptive text. This analysis was planned to be quantitative. The number of samples taken in academic year 2016/2017 was 26 students of seventh grade students of SMP Islam Sudirman 1 Bancak, Semarang District. The instrument used in this research was tests consisting of objective testing and subjective testing and documents that used SMP Islam Sudirman 1 Bancak, Semarang District to collect data. The data obtained was evaluated using two methods: the

methodology used to group the students under three categories, and the methodology used to evaluate the data using the correlation of Pearson Product Moment. The test confirmed that the correlation of coefficient (r_{xy}) was 0.563. It suggests that there is a fair connection between the vocabulary mastery of the students and their ability to write in descriptive text.