

**THE CONTRIBUTION OF READING HABIT, VOCABULARY
MASTERY, AND LEARNING MOTIVATION TOWARDS
ENGLISH WRITING ACHIEVEMENT**



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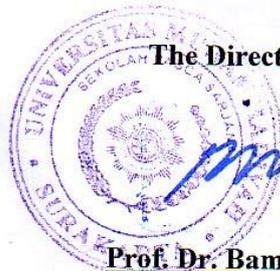
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THE CONTRIBUTION OF READING HABIT, VOCABULARY MASTERY, AND LEARNING MOTIVATION TOWARD ENGLISH WRITING ACHIEVEMENT

Abstrak

Penelitian ini bertujuan untuk mengetahui kontribusi dari kebiasaan membaca, kemampuan kosakata, motivasi belajar terhadap prestasi menulis siswa dalam bahasa Inggris pada siswa kelas X jurusan TKR di SMK Muhammadiyah 1 Blora. Jenis penelitian ini adalah penelitian kuantitatif asosiatif. Sampel dalam penelitian ini berjumlah 160 siswa yang didapatkan dengan cara undian. Teknik pengumpulan data menggunakan dua instrumen, yaitu kuesioner dan tes. Kuesioner meliputi kebiasaan membaca siswa dan motivasi belajar siswa, sedangkan tes meliputi kemampuan kosakata dan ketrampilan siswa menulis dalam bahasa Inggris. Peneliti menggunakan SPSS Versi 21.0 untuk analisis data yang terdiri dari statistik deskriptif, uji asumsi klasik, regresi berganda dan pengujian hipotesis yang terdiri dari uji-t (partial), uji-f (simulasi), koefisien determinasi, kontribusi prediktor. Hasil penelitian ini menunjukkan bahwa F_{hitung} menunjukkan hasil sebesar 57,488 dengan signifikan sebesar 0,000. Hasil dari R^2 adalah 52,6%. Hasil di atas menunjukkan bahwa ada kontribusi yang positif dan signifikan antara variabel-variabel bebas terhadap variabel terikat secara terpisah maupun secara bersamaan. Secara statistik, Time spent on non-academic reading mempunyai hasil kontribusi tertinggi di variabel kebiasaan membaca siswa, grammar mempunyai hasil kontribusi tertinggi di variabel kemampuan kosakata siswa, dan intrinsik mempunyai hasil kontribusi tertinggi di variabel motivasi belajar siswa.

Kata Kunci: *Kebiasaan Membaca Siswa, Kemampuan Kosakata Siswa, Motivasi Belajar Siswa, Prestasi Menulis Siswa Dalam Bahasa Inggris*

ABSTRACT

This research is aimed to know the contribution of reading habit, vocabulary mastery, and learning motivation towards english writing achievement at the tenth grade of TKR program in SMK Muhammadiyah 1 Blora. The type of this research is associational quantitative research. The sample of this research was 160 students which are chosen by using cluster random sampling. The techniques of collecting data used questionnaire and test. The questionnaires are dealing with student's reading habit and student's learning motivation, while the test is dealing with student's vocabulary mastery and English writing achievement. The researcher used SPSS version 21.0 to analyze the data which consist of descriptive statistic, classic assumption test, multiple regressions and hypothesis testing such as t-test (partial), f-test (simulation), coefficient of determination, predictor contributions. The result of this research shows that F_{result} is 57,488 with the significant is 0,000. The result of R^2 is 52,6%. The result above shows that there are positive and significant contributions of independent variables toward dependent variable individually and simultaneously. Statistically, Time spent on non-academic reading has the high contribution in student's reading habit, grammar has the high contribution in vocabulary mastery, and intrinsic motivation has the high contribution in student's learning motivation.

Keywords: *Student's Reading Habit, Student's Vocabulary Mastery, Student's Motivation, Student's English Writing Achievement*

1. INTRODUCTION

Now a days, learn English from Elementary school level up to University level become something that must be learned. Through school student are facilitated to master English as foreign language. Learning a language means to learn its four integrated skills, namely: listening, speaking, reading, and writing. Students should master those four skills if they want their ideas, feeling and opinion understood by the interlocutor. It means that students should master all language components well. The four main skills of the English language are reading, listening, speaking, and writing. A person needs a mastery of various elements to use the language to convey thoughts, wishes, intentions, feeling and information in a written form (Pamela, 1991).

Students start learning to communicate through written form as they begin to interact with others at school level. Writing is more complicated than that of other language skills. Even sometimes a native speaker of the English language may experience complication in a tricky situation. Basically English writing achievement requires a well-structured way of the presentation of thoughts in an organized and planned way (Braine & Yorozu, 1998). Advanced English writing achievement is one of the basic requirements for better academic performance as well as other activities related to writing presentation (National Assessment of Educational Progress, 2002). In academic aspect, the result of academic writing test is known as English writing achievement.

Students share their ideas and information through their ability in writing. Broad information creates broad knowledge. A working knowledge of English has become a requirement in a number of fields, occupation and professions such as medicine and computing (Rabben, 2013). Thus in order to gain wide knowledge, a writer must have good reading habit. Good reading habit will lead students to learn new information and become more competent in their subject matters through reading. Loan (2009) stresses the importance of reading by claiming that individuals with good reading habits have the chance to widen their mental horizons and to multiply their opportunities.

Reading habit refers to the behavior which expresses the likeness of reading of individual types of reading and tastes of reading (Sangkaeo in Noorizah, 2011:2). Reading habits are well-planned and deliberate pattern of study which has attained a

form of consistency on the part of students toward understanding academic subjects and passing at examinations. Reading habits determine the academic achievements of students to a great extent. It is the reading habits which help the learner in obtaining meaningful and desirable knowledge. Good reading habits act as a strong weapon for the students to excel in life (Bashir & Mattoo, 2012). Reading habit gives much influence to students' English writing achievement because by having reading habit, students will be motivated to write.

Students have to improve reading habit by reading in leisure time, especially reading English reading materials. Reading is one of activities that can train us to be good and critical thinkers. Drake in Brookfield (1987:12) stated that critical thinking is generally conceptualized as an intellectual ability suitable for development by those involved in higher education. With detailed reading activity, a person absorbs conventions of how ideas can be transformed into written form in appropriate way using the suitable grammar. So, the habit of reading which is owned by the students has a positive correlation in forming good English writing achievements. By reading a lot, one can obtain from various sources and make a part of him such as experiences, observation, imagination, thought, curiosity, and reflection (Shaw, 1969: 9). The capability to fulfill aspects of vocabulary mastery can be gained by reading a lot (Hughes, 1996: 91).

Vocabulary is one of the important language elements that the students should be mastered. Fauziati (2005:155) states that vocabulary is central to language and of critical importance to typical language learners. Without a sufficient vocabulary, one cannot communicate effectively or express his ideas in both oral and written form. Having a limited vocabulary is also a barrier that precludes learners from learning a foreign language. When they do not know how to enrich their vocabulary, for example, they often gradually lose interest in learning. Learning English particularly vocabulary is very important for supporting the ability of speaking, listening, writing and reading. By mastering vocabulary the students will study English easily.

Besides reading habit and vocabulary mastery, learning motivation is also significant factor affecting students' achievement. Motivation is an interesting concept for second language educators and researchers due to its nature which presumably can be enhanced in the appropriate social context (Noels, 2003). Motivation consists of three general components (value, expectancy, and affect) and six scales (intrinsic goal orientation, extrinsic goal orientation, task value, control of

learning beliefs, self-efficacy for learning and performance, and test anxiety). Motivation is goal-directed behavior initiated and sustained by expectations (Bandura, 1986).

English writing achievement is important to be researched as English writing achievement is the target of learning process of writing in making effective written text, including the ability to make grammatically and rhetorically structured text the appropriate communicative context. Reading habit, vocabulary mastery, and learning motivation are significant to be analyzed as they have tight correlation. Vocabulary mastery can be gained by reading a lot, and thus, a habit of reading can be created by creating high motivation in learning.

Based on the explanation above, vocabulary mastery contributes to students' English writing achievement. While on the other hand, reading habit and motivation also contributes to students' English writing achievement. Therefore, the writer is interested in proving empirically whether there is a correlation or relationship between reading habit, vocabulary mastery, learning motivation and English writing achievement; and the title is formulated as follows: "The Contribution of Reading Habit, Vocabulary Mastery, and Learning Motivation toward English writing achievement at the tenth grade students of TKR program in SMK Muhammadiyah 1 Blora".

2. RESEARCH METHOD

This study used the type of correlation research which belongs to quantitative. The researcher used correlation method, because the researcher wants to know the relation between one variable with other variable.

In this study, the participants have been chosen from the tenth grade students of TKR program at SMK Muhammadiyah 1 Blora in academic of 2017/2018 that consist of 224 students. The researcher used cluster random sampling to get the representative sample. The researcher has taken five classes consist of 160 students as the sample of research. Those are X TKR 2, X TKR 3, X TKR 4, X TKR 5, and X TKR 6. For the try-out of the research the researcher took 32 students (X TKR 1) out of the sample.

The data of this research achieved through test and questionnaire. Test was used to get the data of students' vocabulary mastery and students' writing achievement. In conducting test the researcher used multiple choices test there are four option (a, b, c, d) in each item, and the students are required to choose the correct answer by crossing

one of four options provided in the test sheet. The researcher used multiple choices test because it is easier to get the data of students' vocabulary mastery and reading comprehension. In determining the students' score, this study uses Guttman scale of measurement. Then, questionnaire was used to collect the data of students' reading interest and students' learning motivation. In conducting questionnaire the researcher used close-type questionnaire, where a questionnaire consisting of questions that must be answered by the respondents them self and there are several answers have been provided so that a respondent only choose the suitable one in the answer. The last steps are conducting test to answer the hypothesis with uses T-test, F-test, coefficient contribution, and effective contribution and relative contribution. The researcher was used SPSS version 21.0 to analyze the data to find out the result of classic assumption, multiple regressions, and hypothesis testing.

3. RESULT AND DISCUSSION

3.1 Descriptive Statistic

The first variable is students' writing achievement (Y) which consist of content, organization, grammar, vocabulary, and mechanics. In this variable, the resercher asked the student to make recount text in English Writing test which has scale of score from 1 until 4 in each indicator. Each indicator has different weight, that are, content has 30% weighting, organization has 20% weighting, grammar has 20% weighting, vocabulary has 15% weighting, and mechanics has 15% weighting. It means that the maximum score in writing test is 40 and the minimum score is 10. Based on te result, the total of mean score is 2,90 and the standard deviation is 0,34. Generally, the students of the tenth grade of TKR program at SMK Muhammadiyah 1 Blora have good English writing skill. From five indicators in this variable, the content (determining the topic and the detail relate to the topic) has the highest mean which consist of 8,87, and the lowest mean is vocabulary (using language features such as using adjective, compound and complex sentence, verb II, singular and plural noun, etc.) which consist of 3,77. It means that 19,2% respondents have bad English writing skill, 53,1% respondents have sufficient English writing skill, 22,9% respondents have good English writing skill, and 4,8% respondents have excellent English writing skill. From the percentage result, there are two indicators which have the highest percentage of bad and

sufficient, that are, vocabulary (using language features such as using adjective, compound adjective, verb₁, singular and plural noun, etc.) and mechanics (using the correct spelling, punctuation, and capitalization). Vocabulary consists of 100% (bad 51,9% + sufficient 48,1%) and mechanics also consist of 100% (bad 44,4% + sufficient 55,6%). Then, the highest percentage's indicator of good and excellent is content which consists of 64,3% (good 48,1% + excellent 23,8%).

The second, the data os students' reading habit (X_1) which consists of reading frequency, time spent on non-academic reading, attitude, facilities. The researcher uses ten statements based on the indicators with four optional answers that are Always (Selalu/ SL), Often (Sering/ SR), Seldom (Jarang/ JR), and Never (Tidak Pernah/ TP). So, the maximum score is 40 and the minimum score is 10. Based on the result, the total of mean score is 2,75 and the standard deviation is 0,33. Generally, the students of the tenth grade of TKR program at SMK Muhammadiyah 1 Blora often have reading habit in learning. The mean score of the student's English writing achievement at the tenth grade students of TKR program in SMK Muhammadiyah 1 Blora is more than 2,50. It means that the students often have reading habit in learning. the researcher concludes that 5,7% respondents never have reading habit in learning, 31,6% respondents seldom have reading habit in learning, 43,3% respondents often have reading habit in learning, and 19,4% respondents always have reading habit in learning. From the percentage result, the indicator which has the highest percentage of never and seldom is Time spent on non-academic reading with 32,2% (never 3,8% + seldom 28,4%). Then, the highest percentage's indicator of often and always is Time spent on non-academic reading too, it is about 67,8% (often 52,8% + always 15%).

The third, the data of students' vocabulary mastery (X_2) was also collected by using multiple choices test. The questions of this test based on the indicators, there are grammar and word classes (noun, verb, adverb, and adjective). These indicators are summed up into twenty numbers with four optional answers based on vocabulary test's score that is total correct answers multiplied by two. So, it can know that the maximum score is 40 and the minimum score is 0. The summary result of mean and standard deviation of students' vocabulary mastery can be seen on the table 4.5 below. It showed

that the mean value of all indicators in this variable vocabulary mastery is 2,92 and the standard deviation is 0,37. Generally, the students of the tenth grade of TKR program at SMK Muhammadiyah 1 Blora have good mastering in English vocabulary. From the total respondents of this research are 160, 26.8% of them have sufficient mastering in English vocabulary, and 73.2% have a good mastering in English vocabulary. From the percentage result, the indicator grammar are has higher percentage in good mastering, that is 84,2% for the correct answer and 15,8% for the wrong answer by the students. While, the percentage of sufficient mastering in English vocabulary is word classes (adverb) 32,9% for the wrong answer and 67,1% for the correct answer by the students.

The last, the data of students' learning motivation (X_3) was also collected by using a close-type questionnaire which consists of intrinsic motivation and extrinsic motivation. The result shows the total of mean score is 2,90 and the standard deviation is 0,40. Generally, the students of the tenth grade of TKR program at SMK Muhammadiyah 1 Blora have often motivation in learning. From two indicators in this variable, the intrinsic motivation has the highest mean which consist of 2,92, and the lowest mean is extrinsic motivation which consist of 2,87. It means that intrinsic motivation is motivation type which has many contributions in writing achievement. From the percentage result, the indicator which has the highest percentage of never and seldom is extrinsic motivation with 34,1% (never 8,5% + seldom 25,6%) which consist of easy work, pleasing teacher, and dependence on teacher. Then, the highest percentage's indicator of often and always is intrinsic motivation with 67,4% (often 38% + always 29,4%) which consist of challenge, curiosity, and independent mastery.

3.2 Classic Assumption Testing

The result of normality testing by using *Kormogorov-Smirnov* shows that the probability values are more than 0,05 as follows: students' reading habit (X_1) is 0,105; students' vocabulary mastery (X_2) is 0,163; students' learning motivation (X_3) 0,076; and students' writing achievement (Y) is 0,095. It means that the data distribution is normal.

The linearity result shows that the probability values of students' reading habit (X_1) is 0,723; students' vocabulary mastery (X_2) is 0,112; and students'

learning motivation (X_3) is 0,809. It means that the result of each variable are more than 0,05, so the researcher concludes that the data is linear.

The result of the multicollinearity is seen from the tolerance value and inflection factor (VIF). The tolerance value of each variable as follows: students' reading habit (X_1) is 0.889; students' vocabulary mastery (X_2) is 0,849; and students' learning motivation (X_3) is 0,911, which are the each value $>0,10$. Then, the result of variance inflection factor (VIF) value of each variable is students' reading habit (X_1) is 1,124; students' vocabulary mastery (X_2) is 1,178; and students' learning motivation (X_3) is 1,098, which are the each value <10 . The researcher concludes that the independent variables in this research do not have serious problem with the other independent variables.

The probability values of heteroscedasticity testing are: students' reading habit (X_1) is 0, 889; students' vocabulary mastery (X_2) is 0,849; and students' learning motivation (X_3) is 0,911. It can be seen that all significant value all of independent variables are more than 0,05. The researcher assumes that there is no heteroscedasticity in regression model.

3.3 Multiple Regression

The results of regression coefficient for independent variables are Reading Habit (X_1) is 0,123, Vocabulary Mastery (X_2) is 0,660, and Learning Motivation (X_3) is 0,146. From the all independent variables, the constant value of regression is 9,303. The formulation of multiple regression is $Y=9,303+0,123X_1+0,660X_2+0,146X_3$. It means that:

- a. If the Reading Habit, Vocabulary Mastery, and Learning Motivation variable are 0, student's English Writing Achievement will become 9,303.
- b. If the Reading Habit variable increases one point, while Vocabulary Mastery and Learning Motivation variable are assumed constant, the increment of student's English Writing Achievement will become 0,123.
- c. If the Vocabulary Mastery variable increases one point, while Reading Habit and Learning Motivation variables are assumed constant, the increment of student's English Writing Achievement will become 0,660.
- d. If the Learning Motivation variable increases one point, while Vocabulary Mastery and Reading Habit are assumed constant, the increment of student's English Writing Achievement will become 0,146.

3.4 Hypothesis Testing

The last step in analysis of the data in this research is hypothesis testing. The result of multiple regressions is used to find out the result hypothesis testing.

The first, result of regression coefficient of students' reading habit (X_1) is 0,123. The result of t_{result} is higher than t_{table} ($2,044 > 1,960$). The significant value of this variable is 0,000, less than 0,05. Second, result of regression coefficient of students' vocabulary mastery (X_2) is 0,660. The result of t_{result} is higher than t_{table} ($11,535, > 1,960$). The significant value of this variable is 0,023, less than 0,05. Third, result of regression coefficient of students' learning motivation (X_3) is 0,146. The result of t_{result} is higher than t_{table} ($2,909, > 1,960$). The significant value of this variable is 0,004, less than 0,05.

Moreover, based on the calculation of F-test, there is shows that the result of F_{result} is higher than F_{table} ($57,488 > 2,66$). The significant value is 0,000, less than 0,05.

Based on the analysis of coefficient determination the result of R^2 is 0,525. It means that the significant contribution of all the independent variables in this research namely students' reading habit, students' vocabulary mastery, and students' learning motivation toward dependent variable is students' writing achievement of the tenth grade of TKR program students at SMK Muhammadiyah 1 Blora in the academic year of 2017/2018 is 52,5 %, while 47,5 % is contributed by other factors.

Table 4.18. Summary of Effective Contribution (EC) and Relative Contribution (RC)

Variables	Effective Contribution (EC)	Relative Contribution (RC)
Reading Habit	1,5%	2,9%
Vocabulary Mastery	45,3%	86,3%
Learning Motivation	5,7%	10,8%
Total	52,5%	100%

3.5 Discussion

The calculation result shows that there is a positive and significant contribution of students' reading habit, students' vocabulary mastery, students' learning motivation toward students' writing achievement. The result of F-test analysis was found that F_{result} is higher than F_{table} ($57,488 > 2,66$). The significant value is 0,000, it is less than 0,05. Then, the contribution of all independent variables toward dependent variable can be seen from the coefficient of determination (R^2), where the value of R^2 is 0,525. It means that the contribution value of all independent variables in this research there are students' reading habit (X_1), students' vocabulary mastery (X_2), students' learning motivation (X_3) toward dependent variable is students' writing achievement (Y) is 52,5 %, while 47,5 % is contributed by other factors. This result is consistent to Ulfah Sartika Mahyar (2012), Yussi, Syad, and Purnomo (2017), Ferdiana (2015) which stated that individually students' reading habit, students' vocabulary mastery, and students' learning motivation have a positive and significant contribution toward students' writing achievement.

Statistically, the percentage of students' reading habit consist of 62,7%. Petty and Jensen (1980:207) states that reading is a complex process of getting information from the written text, in which it needs the ability to pronounce and comprehend even interpreting signs, letters, or symbols by assigning meaning from receiving ideas and author's impression via printed words. This variable has four indicators namely reading frequency, time spent on non-academic reading, attitude and facilities. From the percentage result, the indicator which has the highest percentage of often and always category is time spent on non-academic reading, it is about 67,8%. The other indicator also give the contribution in achievement, they are reading frequency consist of 54%, attitude consist of 65,9%, and facilities consist of 62,8%. Based on the result of T-test, the result of regression coefficient of Reading Habit (X_1) variable is 0,123 with the result of t_{result} is 2,044 which is more than t_{table} ($>1,960$) and the significant is 0,043 which is less than 0,05. Then, the contribution value can be known based on the calculation effective contribution (EC) and relative contribution (RC). From table 4.18, it can be seen that reading habit gives 1,5% as effective contribution (EC) and gives 2,9% as relative contribution

(RC). So, the contribution of reading habit toward student's English writing achievement is 1,5%. The result of this research is consistent with the previous study which conducted by Ulfah Sartika Mahyar (2012). The finding of the previous study is reading habit influence on students' writing skill. It is same with the result of this study that is influence the reading habit on the student English writing achievement is more active. Reading habit is important factor in learning especially in getting good achievement. The students who have reading habit of the book, they will be easier in finishing of the task, because they have much knowledge and information.

Statistically, the percentage of students' vocabulary mastery consist of 73,2%. Vocabulary is a set of words known to a person or other entity, or that part of specific language (Zhou, 2015). It means that Vocabulary plays important part in learning to read and also to speak. This variable has two indicators there are grammar and word classes (noun, verb, adverb, and adjective). From the percentage result, the indicator grammar are has higher percentage in good mastering, that is 84,2% for the correct answer and 15,8% for the wrong answer by the students. While, the percentage of sufficient mastering in English vocabulary is word classes (adverb) 32,9% for the wrong answer and 67,1% for the correct answer by the students. So, it can be assumed that the students have high enough in mastering some kinds of vocabulary which includes on the word classes and grammatical. T-test result, there is found that the regression coefficient of students' vocabulary mastery (X_1) is 0,660. The result of t_{result} is higher than t_{table} ($11,535 > 1,960$). The significance value of this variable is 0,000, less than 0,05. Then, the contribution value of X_1 variable toward Y variable can be seen from the result of effective contribution (EC) and relative contribution (RC). There is found that the effective contribution (EC) given by students' vocabulary mastery is 45,3% and relative contribution (RC) is 86,3%. So, it can be said that the contribution given by students' vocabulary mastery (X_1) toward students' English writing achievement (Y) is 45,3%. This result is consistent to Hatch and Brown (1995), Ur (1984), Lugo-Neris et.al (2010), and Ferdiana (2015). The result is same with this research that is there is a correlation between vocabulary mastery and learning achievement. it can be seen from the score of contribution, that is 45,3%. It means that vocabulary mastery can influence

student's English writing achievement. If the students have good vocabulary mastery, they can make a written text more easily.

Statistically, the percentage of students' learning motivation consists of 66,6%. Sardiman (2012) says that motivation can be considered as the overall driving force in students that lead to learning activities. the indicator which has the highest percentage of often and always category is intrinsic motivation with 67,4% which consist of challenge, curiosity, and independent mastery. While, extrinsic motivation also gives the contribution in learning with 66,6% which consists of easy work, pleasing teacher, and dependence on teacher. Moreover, the contribution of students' learning motivation (X_3) toward students' English writing achievement (Y) shows that there is a positive and significant result. It is proved from the result of T-test analysis. Based on the T-test result, there is found that the regression coefficient of students' learning motivation (X_3) is 0,146. The result of t_{result} is higher than t_{table} ($2,909 > 1,960$). The significance value of this variable is 0,004 less than 0,05. Then, the contribution value of X_3 variable toward Y variable can be seen from the result of effective contribution (EC) and relative contribution (RC). There is found that the effective contribution (EC) given by students' learning motivation is 5,7% and relative contribution (RC) is 10,8%. So, it can be said that the contribution given by students' learning interest (X_3) toward students' English writing achievement (Y) is 5,7%. This result is consistent with Harter (1981), Tamimi & Shuib (2009), Hee Lee & Jeong Oh (2016) which state motivation was the one factor that contributed to improvements in the participants' scores. Based on the result of previous research and this research that motivation contributes to students' achievement, it means that motivation is the one important thing in success of learning. If the students have high motivation, they will get good achievement in learning.

4. CONCLUSION

After showing the result of the research and discuss about them, this research concludes the research, as follows:

There are positive and significant contributions of students' reading habit, students' vocabulary mastery, and students' learning motivation toward students' writing achievement. It can be proved from the result of F-test that is F_{result} is higher than F_{table}

(57,488 > 2,66) and significant value is $0,000 < 0,05$. It means that the students' reading habit, students' vocabulary mastery and students' learning motivation simultaneously contribute to students' writing achievement.

There is positive and significant contribution of students' reading habit toward students' writing achievement. It can be proved from the result of t-test that is t_{result} is higher than t_{table} ($2,044 > 1,960$) and significant value is $0.000 < 0.05$. It means that the students' reading habit is a good predictor for the success of writing achievement. However, the teachers should keep on in increasing students' reading habit such as giving more reading books, giving a classification of academic and non academic books in order to make them easy to read, and also giving them new reading books continually.

There is a positive and significant contribution of students' vocabulary mastery toward students' writing achievement. It can be proved from the result of t-test that is t_{result} higher than t_{table} ($11,535 > 1,960$) and significant level is $0.000 < 0.05$. It means that vocabulary mastery is a good predictor for the success of writing achievement. In increasing the students' vocabulary mastery, the teachers must be active, creative and give a lot of practices such as looking for difficult word then it must be translate to indonesia, then the teacher help them memorize the vocabulary by drill every words with repetition.

There is a positive and significant contribution of students' learning motivation toward students' writing achievement. It can be proved from the result of t-test that is t_{result} higher than t_{table} ($2,909 > 1,960$) and significant level is $0,004 < 0,05$. It means that the students' learning motivation is a good predictor for the success of writing achievement.

Based on the conclusion above the effective contribution of all independent variables: students' reading habit (X_1), students' vocabulary mastery (X_2), and students' learning motivation (X_3) toward dependent variable that is students' writing achievement (Y) which consist of 52,5%. Hence, the teacher should be good influencer by using various methods and techniques such like select material which is not boring but it relates to their goal in English learning.

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