THE EFFECTS OF LEARNING MOTIVATION AND GRAMMAR MASTERY TOWARDS STUDENT'S WRITING ABILITY IN NARRATIVE TEXT

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Abstrak. *Tujuan dari penelitian ini adalah untuk menganalisis dan mengetahui tentang: 1. Pengaruh Motivasi Belajar dan Penguasaan Tata Bahasa secara bersama-sama terhadap Kemampuan Menulis Siswa dalam Teks Naratif. 2. Pengaruh Motivasi Belajar terhadap Kemampuan Menulis Siswa dalam Teks Naratif. 3. Pengaruh Penguasaan Tata Bahasa terhadap Kemampuan Menulis Siswa dalam Teks Naratif. Metode yang digunakan dalam penelitian ini adalah survei dengan teknik korelasional dan regresi berganda. Populasi terjangkau dalam penelitian ini adalah siswa kelas VIII di SMPN 1 Kronjo dan SMPN 2 Sukamulya. Jumlah populasi target dan terjangkau dalam penelitian ini adalah 565 siswa. Sampel dalam penelitian ini adalah kelas 8 di SMPN 1 Kronjo dan SMPN 2 Sukamulya. dengan jumlah 69 siswa. Peneliti akan menggunakan teknik simple random sampling untuk mendapatkan sampel penelitian ini. Hasil dari penelitian ini adalah 1. Terdapat pengaruh yang signifikan antara Motivasi Belajar dan Penguasaan Tata Bahasa secara bersama-sama terhadap Kemampuan Menulis Siswa dalam Teks Naratif di SMP Negeri di Kabupaten Tangerang. Hal ini dibuktikan dengan nilai sig = 0.000 < 0.05 dan F hitung = 59.229. 2. Terdapat pengaruh yang signifikan antara Motivasi Belajar terhadap Kemampuan Menulis Siswa dalam Teks Naratif di SMP Negeri di Kabupaten Tangerang. Hal ini dibuktikan dengan nilai sig = 0,015 < 0,05 dan t hitung = 2,491. 3. Terdapat pengaruh yang signifikan dari Penguasaan Tata Bahasa terhadap Kemampuan Menulis Siswa dalam Teks Naratif di SMP Negeri di Kabupaten Tangerang. Hal ini dibuktikan dengan nilai sig = 0.000 < 0.05 dan t hitung = 3.758*

Kata Kunci: *Motivasi Belajar; Penguasaan Tata Bahasa; Kemampuan Menulis; Teks Naratif*

Abstract. The objectives of this research are to analyze and to know about: 1. The Effects of Learning Motivation and Grammar Mastery Jointly Towards on Student's Writing Ability in Narrative Text. 2.The Effect of Learning Motivation on Student's Writing Ability in Narrative Text. 3.The Effect of Grammar Mastery on Student's Writing Ability in Narrative Text. The method used in this research is a survey with correlational and multiple regression techniques. Population in this study are students of class 8 at SMPN 1 Kronjo and SMPN 2 Sukamulya. The number of target and affordable populations in this study are 565 students. The sample in this study are class 8 at SMPN 1 Kronjo and SMPN 2 Sukamulya. with a total of 69 students. The researcher will use a simple random sampling technique for gaining the sample of this researchThe result of the research is 1. There are significant Effects of Learning Motivation and Grammar Mastery Jointly Towards Student's Writing Ability in Narrative Text at State Junior High Schools in Tangerang Regency. This is proved by the value of sig = 0.000 < 0.05 and F count = 59.229. 2. There is a significant Effect of Learning Motivation Towards Student's Writing Ability in Narrative Text at State Junior High Schools in Tangerang Regency. This is proved by the value of sig = 0.015 < 0.05 and t count = 2.491. 3. There is a significant Effect of Grammar Mastery Towards Student's Writing Ability in Narrative Text at State Junior High Schools in Tangerang Regency. This is proved by the value of sig = 0.000 < 0.05 and t count = 3.758.

Keyword: Learning Motivation; Grammar Mastery; Writing Ability; Narrative Text

INTRODUCTION

Education is a tool to educate the nation's generation. Education is an important factor to improve the human resources of a nation and state so that they can compete at national and international levels. Quality education can be improved with

encouragement from the Government and the community to work together to build quality education. Education is the systematic investigation of how humans come to know. It focuses on formal, institutionalized learning at all its levels from preschool to school, college and university. Education is also concerned with the processes of informal learning – how babies learn to speak at home, or how children and adults learn to use an interface or play a game. It is concerned with how organizations and groups learn, collecting and acquiring knowledge that is applied in their communities, professions and workplaces. In fact, as knowledge is needed and used everywhere, learning happens everywhere. There is no part of our lives to where the discipline of education cannot provide a useful perspective.

English, as an International Language, becomes one of the subjects that is now taught in most formal institutions from Elementary Schools until Universities in Indonesia. In learning English, there are four language skills that should be mastered, namely listening, reading, speaking, and writing. Listening and reading belong to receptive skills in which the language users require the ability to receive spoken and written language, while speaking and writing belong to productive skills in which the language users require the ability to produce language both spoken and written.

English has been considered to be the first foreign language in Indonesia. It functions to help the development of the state and nation, to build relations with other nations, and to run foreign policy including as a language used for wider communication in international forum. In relation to that Indonesia has been carrying out teaching EFL in almost level of schools, starting to be taught in basic primary school until secondary school. However, since it is only a foreign language, there are a lot of problems found in the English language learning.

As the first foreign language, English is learnt because of instrumental reasons. Job vacancies require English as one of the requirements. English is regarded important because by mastering English, people can have higher salary and have better opportunities. English is also used in advertisements to give the impression that the products can give a higher prestige.

The problem encountered in English language teaching is over-crowded English classes. The number of learners in a typical class room can range from one to fifteen or twenty learners. In Indonesia, however, a teacher can find more than thirty students in a very small classroom without a tape recorder, television, posters, DVD, or sometimes without markers neither board. It is surely will be difficult for teachers to carry out activities where students can improve their communicative skills because it is not possible to personalize teaching, and as consequence not good results are shown every day.

In summary, lack of motivation, poor scheduled time, not enough resources and materials, and the excess of students in each classroom are undoubtedly some of the problems that teachers have to face in teaching English as a foreign language. To overcome these problems is actually the responsibility of the educational system. However, the teachers also have to use their creativity to be aware of the limitations and constraints, and collectively make an effort to address and find ways to deal with the frustration these problems bring about.

Learning English in Indonesia must be improved by improving the ability of teachers and equipping the facilities and infrastructure so that English language learning can run well. Teachers must teach with a variety of creative and innovative learning

methods so that students are motivated to learn well. Students will learn with enthusiasm if students are given creative and innovative learning. Learning English that is presented by the teacher must be able to increase students' motivation to learn in learning.

One of the English skills that can be improved by increasing learning motivation is the ability to write narrative texts. Writing ability is the ability of students to convey student ideas through writing that can be understood by the reader so that the reader understands the intent of the author. f the student's writing cannot be understood by the reader, then the student's writing is considered not good because the writing cannot be understood by the reader properly.

Motivation is an essential factor in the students learning process. The success of the students studying process is depending on their motivation. Motivation leads them to reach their goals. As Ormrod (2011:362) says, "It leads to increase the effort and energy in pursuit of those goals". Therefore, motivation is the key to open their future success. Motivation has an important role to influence the power of learning activity, but the motivation is also influenced by the goals. If there is a higher goal, there is a bigger motivation to reach the goal.

In addition, there are another kind of motivation that also has close relation with students' language learning process. Those are integrative and instrumental motivation. As Tamimi and Shuib (2009: 32) say "Studies of motivation of second/foreign language learners often refer to a distinction between two types of motivation namely, instrumental versus integrative motivation".

But, in the cognitive perspective, the motivation that has more significant role is intrinsic motivation because it is purer and eternal, without an influence from another. Interest that including in the intrinsic motivation, have a big effect in the students learning process. Feeling enjoy only happens when the students have an interest in the program which they really want to choose. If the students do not feel enjoy the class, the material taught is difficult to be transferred. Students who are interested in a particular topic or program, will give more attention to it and become more engage in the material. As Ormrod (2011:375) explains, "Learners who are interested in a particular topic devote more attention to it and become more cognitively engaged in it". Absolutely they will get a good achievement in their studying process.

Writing is a productive skill, a form of literacy, a communicative activity, and sometimes a means through which learners can be assessed. Writing is the most complex method of expression. It is the final skill to be achieved in the order of acquisition. As a method of communication, writing can be used to establish and maintain contact with others, transmit information, express thoughts, feelings, reactions, entertain, and persuade.

Writing is originating and creating a unique verbal construct that is graphically recorded. Studies reveal that while writing, the whole part of the brain and cells are activated. When a person writes, he tries to bring out all that he knows about it by tracing his knowledge related to that memory, incidents, success, failures, current situation, future possibilities etc. These result in increase of awareness, improvement of memory, sharpness, creativity and imagination. Among the four basic skills, writing demands great effort and hence it is considered a herculean task. In fact, anything and everything if done systematically becomes successful. It is applicable in the matter of developing writing skill also.

The factors that cause students' low writing skills are students' willingness to learn to write very low and students do not have good grammar skills. Students' learning motivation is very low to practice writing. Learning to write some texts presented by the teacher also has not been able to make students motivated to study hard.

Learning motivation is an impulse that arises from within students (intrinsic) and from outside students (extrinsic) to do something. Intrinsic motivation includes the desire and desire to succeed, drive the need to learn, and hope for student goals. Meanwhile, extrinsic motivation includes appreciation, a conducive learning environment, interesting learning activities, and the teacher's efforts in teaching students. Learning motivation affects cognitive, affective and psychomotor aspects and learning motivation is also influenced by cognitive, affective and psychomotor aspects so it can be said that these aspects have a correlation. learning motivation acts as a stimulus to stimulate students' interest and passion for learning. If a teacher is able to design a learning situation that is able to explore students' abilities and is able to increase learning motivation and eliminate the perspective that learning is a rigid process and makes bored and bored, the learning objectives will be achieved properly.

Students who have high learning motivation will learn to write narratives with enthusiasm and students will always ask the teacher how to write a good narrative text. Students who have high learning motivation will always work hard to master the grammatical skills needed to produce the ability to write correct narrative texts. Rohati (2018:1), "learning motivation effects on students' English narrative writing skill". Dewi (2021:1), "There is a significant effect of Learning Motivation on students' writing skills in narrative text.". Learning motivation is the overall driving force both from within and from outside students (by creating a series of efforts to provide certain conditions) that ensure continuity and provide direction to learning activities, so that the goals desired by the learning subject can be achieved. Learning motivation can also be interpreted as a series of efforts to provide certain conditions, so that someone wants and wants to do something, and if he doesn't like it, he will try to negate or avoid the feeling of dislike.

One of the variables that can affect the ability to write narrative text is grammar ability. Grammar ability is the ability of students to apply tenses correctly. Furthermore, grammar skills can also help students to understand the content of the text being read. Narrative writing skills must have various mastery, for example mastery of linguistic aspects and aspects outside of language. Linguistic aspects include spelling, punctuation, capital letters, and grammar. While aspects outside of language are the ability to develop ideas and tidiness of writing. Both aspects of language and aspects of non-language must be lived in such a way as to produce good narrative writing. Santosa (2017:1), there is a significant effect of grammar mastery and students' English narrative writing skill. Syopiana (2011:1), "there is a significant correlation between students' grammar (parallel structure) mastery and their ability in writing narrative paragraph". Adhiyatma, Jamiluddin & Nadrun (2015:1), "there is a significant correlation between students' grammar mastery and writing ability". Next, Fitria (2016:1), "there is a positive correlation between students' simple present tense mastery and their ability in writing". Puspitasari (2017:1), "there is positive correlation between grammar mastery on student's writing ability in narrative text". Based on the results of the research above, grammar skills can affect the ability to write narrative texts because grammar skills are a very important factor in producing a good and correct narrative text. Grammar skills can be used by students to write with correct tenses, adjectives, action verbs, adverbs

of time, adverbs of place and personal pronouns. Grammar skills can also be used by students to translate the correct meaning of sentences. Writing a narrative essay requires good grammar skills because students who have good grammar skills will be able to write correctly. Students who have high learning motivation and have good grammar skills will be able to write correct narrative essays. Learning motivation can encourage students to study hard. The urge from within students to study diligently will influence students to practice writing narrative essays diligently. Motivation to learn from outside students such as praise, punishment, grades, and rules are extrinsic factors that can increase students' willingness to learn to write narrative essays. Motivation is a theoretical concept utilized to clarify human behavior. The motivation provides the motive for the human beings to react and fulfil their needs. Motivation can also be defined as one's route lead to behavior, or to the construct that trigger someone to desire to replicate behavior and vice – versa. Motivation is defined as the process to make a start, guides, and maintains goal-oriented behaviors. Basically, it leads individuals to take action to achieve a goal or to fulfil a need or expectation. There are several motivation theories for instance the instinct theory which is considered as the root for all the motivation and motivation is to survive. The theory depicts that biological or genetic programming causes the motivation to occur and all human beings share the same motivation as all of us are sharing the similar biological programming. Then, the incentive theory is among the major theories of motivation. This theory illustrates the desire to motivate behaviors for enrichment or incentives, which means we are motivated to perform actions because of internal desires and desires, yet at other times, our behaviors are passionate by a desire for external rewards. Besides that, the arousal theory illustrates the maximum level of eagerness or arousal. People with high optimum levels of arousal will perform high enthusiastic behaviors, like bungee jumping, scuba diving and so on. While the rest of us are feeling contented with less exciting and less unsafe activities. The theory depicts the ability to do what needs to be done, without influence from others or circumstances.

Based on the background and identification of the problem above, the formulations of the problems of this research are:

1. Are there any Effects of Learning Motivation and Grammar Mastery Jointly Towards Student's Writing Ability in Narrative Text at State Junior High Schools in Tangerang Regency?
2. Is there any Effect of Learning Motivation Towards Student's Writing Ability in Narrative Text at State Junior High Schools in Tangerang Regency?
3. Is there any Effect of Grammar Mastery Towards Student's Writing Ability in Narrative Text at State Junior High Schools in Tangerang Regency?

METHOD

The method used in this research is a survey with correlational and multiple regression techniques. The target population are the students of class VII, VIII, and IX at SMPN 1 Kronjo and SMPN 2 Sukamulya. Next, the affordable population in this study are students of class 8 at SMPN 1 Kronjo and SMPN 2 Sukamulya. The number of target and affordable populations in this study are 565 students. The sample in this study are class 8 at SMPN 1 Kronjo and SMPN 2 Sukamulya. with a total of 69 students. The researcher will use a simple random sampling technique for gaining the sample of this research. Student's Writing Ability in Narrative Text will be measured using an assessment rubric that will

measure the results of Student's Writing Ability in Narrative Text. Learning Motivation will be measured using a questionnaire with a Likert scale and Grammar Mastery will be measured using essay. The data analysis technique used SPSS 22.

RESULT AND DISCUSSION
Result
The author uses the help of the SPSS 22 program to produce a description of the data which can be seen in table 1. namely as follows:

Table 1 Description of Research Data

		Statistics		
		X1	X2	Y
N	Valid	69	69	69
	Missing	0	0	0
Mean		61.55	60.93	67.88
Median		58.00	62.00	70.00
Mode		50	35[a]	80[a]
Std. Deviation		20.647	20.297	17.733
Variance		426.280	411.951	314.457
Range		75	77	67
Minimum		21	19	30
Maximum		96	96	97

a. Multiple modes exist. The smallest value is shown

Data Analysis of Student's Writing Ability in Narrative Text
Data on Student's Writing Ability in Narrative Text has an average of 67.88, a median of 70.00, a mode of 80, a standard deviation of 17.733, a variance of 314.457, a range of 67, the lowest value is 30, and the highest value is 97.

Learning Motivation Data Analysis
Learning Motivation data has a mean of 60.93, a median of 62.00, a mode of 35, a standard deviation of 20.297, a variance of 411.951, a range of 77, a lowest value of 19, and a highest value of 96.

Data Analysis of Grammar Mastery
Grammar Mastery data has a mean of 61.55, median of 58.00, mode of 50, standard deviation of 20.647, variance of 426.280, range of 75, lowest value of 21, and highest value of 96.

Testing Requirements Analysis
Data Normality Test

Table 2 Recapitulation of Normality Test Results

One-Sample Kolmogorov-Smirnov Test				
		X1	X2	Y
N		69	69	69
Normal Parameters[a,b]	Mean	61.55	60.93	67.88
	Std. Deviation	20.647	20.297	17.733
Most Extreme Differences	Absolute	.106	.088	.088
	Positive	.106	.088	.060
	Negative	-.090	-.086	-.088

Test Statistic	.106	.088	.088
Asymp. Sig. (2-tailed)	.051^c	.200^{c,d}	.200^{c,d}

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.
d. This is a lower bound of the true significance.

Calculations are carried out with the help of a computer through the SPSS.22 application program. According to the existing provisions in the program, the criteria for the data normality test are "p value (sig) > 0.05, then Ho is accepted", which means that the data in the sample is normally distributed. The p value (sig) is the number listed in the sig column in the table of results/outputs for calculating normality tests by the SPSS program. In this case, the Kolmogorov-Smirnov method is used. The calculation results can be seen in table 2. In the table above, it can be seen that the value in the Sig column in the Kolmogorov-Smirnov method for all samples is greater than 0.05, so Ho is accepted, in other words that the data from all samples in this study are normally distributed.

Linearity Test Linearity of Regression Line Effect of Variable X1 on Variable Y.

The results of the calculation of the linearity test of the regression line of the relationship between the X1 variable and the Y variable can be seen in table 3.

Table 3 Result of Linearity Calculation of Regression Line Effect of X1 on Y

			Sum of Squares	df	Mean Square	F	Sig.
Y * X1	Between Groups	(Combined)	15606.239	25	624.250	4.647	.000
		Linearity	12095.163	1	12095.163	90.031	.000
		Deviation from Linearity	3511.076	24	146.295	1.089	.394
	Within Groups		5776.833	43	134.345		
	Total		21383.072	68			

ANOVA Table

In the table above, it can be seen that the value in the column Sig line Deviation from linearity is 0.394 greater than 0.05, so Ho is accepted, in other words that the regression line of the influence of the X1 variable on the Y variable is linear.

Linearity of Regression Line Effect of Variable X2 on Variable Y.

The results of the calculation of the linearity test of the relationship between the X2 and Y variables can be seen in table 4.

Table 4. Result of Linearity Calculation of Regression Line Effect of X2 on Y

			Sum of Squares	df	Mean Square	F	Sig.
Y * X2	Between Groups	(Combined)	15012.856	20	750.643	5.656	.000
		Linearity	13012.716	1	13012.716	98.052	.000
		Deviation from Linearity	2000.139	19	105.270	.793	.703

ANOVA Table

Within Groups	6370.217	48	132.713
Total	21383.072	68	

In the table above, it can be seen that the value in the column Sig line Deviation from linearity is 0.703 greater than 0.05, so Ho is accepted, in other words that the regression line of the influence of the X2 variable on the Y variable is linear.

Hypothesis Testing

Hypothesis testing is carried out as stated at the end of chapter III. The results of calculations and tests can be seen in the table. 5, 6, and 7. below.

Table 5 Results of Calculation of Correlation Coefficient of Effect of Variables X1, and X2, on Y

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.801[a]	.642	.631	10.767

a. Predictors: (Constant), X2, X1

Table 6 Recapitulation of the Calculation Results of the Significance Test of the Regression Coefficient of the Effect of Variables X1, and X2 on Variable Y

ANOVA[a]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	13732.068	2	6866.034	59.229	.000[b]
	Residual	7651.004	66	115.924		
	Total	21383.072	68			

a. Dependent Variable: Y
b. Predictors: (Constant), X2, X1

Table 7 Recapitulation of Calculation Results of Regression Line Equation Effect of Variable X1, and X2 on Variable Y

Coefficients[a]						
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	23.548	4.280		5.503	.000
	X1	.286	.115	.333	2.491	.015
	X2	.439	.117	.502	3.758	.000

a. Dependent Variable: Y

Discussion

1. *The Effects of Learning Motivation and Grammar Mastery Jointly Towards Students' Reading Comprehension in Narrative Text*

The correlation between Learning Motivation and Grammar Mastery with Student's Writing Ability in Narrative Text is very strong which is indicated by a value of 0.801. While the coefficient of determination is 64.2 %. This means that the Learning Motivation variable and the mastery of grammar explain the variable of Student's Writing Ability in Narrative Text by 64.2 % and the remaining 35.8 % by other factors. The regression line equation is obtained which represents the effect of the variables

X1 and X2 on the variable = -16.135+ 0.436 X1 + 0.704 X2. The value of sig = 0.000 < 0.05 and F count = 59.229. So H0 is rejected, which means that there is effect of Learning Motivation and Grammar Mastery on Students' Reading Comprehension in Narrative Text.

Ellis (2015:25) said that: "Learning is a process and a performance that can be improved. Moreover, improving one component of the learning performance will improve other components of the learning performance".

Dennis, et all (2015: 5254) said that: "Learning is not a passive process where students simply receive information, but an active process in which students co-construct knowledge".

Cook and Artino (2016:58) said that: Motivation is a theoretical concept utilized to clarify human behavior. The motivation provides the motive for the human beings to react and fulfil their needs. Motivation can also be defined as one's route lead to behavior, or to the construct that trigger someone to desire to replicate behavior and vice – versa. Maslow (2003:50) said that:" Motivation is defined as the process to make a start, guides, and maintains goal-oriented behaviors. Basically, it leads individuals to take action to achieve a goal or to fulfil a need or expectation".

Cudney and Ezzel (2017:21) said that: "Learning motivation is an internal encouragement of a person to learn to reach optimal learning achievement. Students with high learning motivation will put aside undesired feelings to get satisfaction in the learning process". Simon and Schuster (in Rusdy,2010:16) said that: Grammar is the part of the study of language which deals with the forms and structure of words (morphology) and with their customary arrangement in phrases and sentences (syntax), formerly used to denote all phrases of language study (except that of the detailed meaning of words), as centered on morphology and syntax, and now often distinguished from the study of pronunciation (phonology) and that of word meanings (semantics).

Senge (2002:1) said that: Mastery is characterized by a strong disciplines of a person as follows, namely: Having a clear personal vision. The humans' life has a purpose (vision). Unfortunately, most of us are confused by the purpose of life. Personal vision is a statement about the purpose of life is expressed in the products and services.

Harmer (2001: 22) said that: "Grammar mastery is essential for competent users of language. Without some understandings of grammar, the students would not be able to do anything more than uttering separate items of language for separate functions". It can be concluded that Grammar mastery is the ability to use words to make sentences to be arranged into sentences. Mastery of grammar is a very important skill for students to master language skills. Students who have good grammar, students will be able to produce good writing.

Sofian and Salam (2015:2) said that: Writing ability is one of the language skills in English as a Foreign Language is an important thing to balance literate era. As one of compulsory subjects in senior high school, students should master English in four skills; listening, speaking, reading, and writing. It is very challenging because every skill consists of many aspects, especially writing skill.

Bex (2006:137) said that: Genre or text is a communicative events aggregation accomplishes general social function. The communicative event is related to "one in which language plays both a significant and an indispensable role." It is also a complex

notion, comprising not only of the discourse itself but also of the role of the discourse and the environment and culture surrounding it.

Pardiyono (2007:6) said that: Narrative text is learned in the eighth grade of the junior high school in the second semester. "Writing narrative is a kind of text to tell the activities or events in the past, which give priority to the problematic experience and resolution with the purpose to amuse and often be intended to give moral lesson for the reader.

Dhony Setiawan (2008:2) said that: "Narrative is a story from an event that can be a real story or only a fiction story. For example, a story in a novel, personal experience, short story, legend, folk tale, etc." It can be concluded that Narrative text is a type of genre that is a series of events or stories from time to time and is described in the order of beginning, middle and end. So it must be chronological, meaning that it is told in a coherent way and should not jump around.

2. **The Effect of Learning Motivation Towards Students' Reading Comprehension in Narrative Text**

The value of Sig = 0.015 < 0.05 and t count = 2.491 then Ho is rejected, which means that there is an effect of Learning Motivation on Student's Writing Ability in Narrative Text. Gardner (2009: 331) said that: Learning motivation is a dynamic process throughout language learning. There-fore, learning motivation refers to the extent to which individual has a goal to learn the language because of a desire to learn the language and the satisfaction obtained the tasks. Yuliasari, et all (2020:163) said that: Learning motivation is easy once you know how to gain it. Motivation has to come from inside. It is natural to be influenced by other people, but if you really want to accomplish your goals, that motivation has to come from you.

In learning English, motivation serves as one of the things that determine the success of students. According to Liu (2010), motivation is one of the important factors that influence student's achievement. The importance of motivation influences many sectors. One of them is in the educational sector. Motivation has a very important role in improving students' learning motivation. Studies confirm the relationship between motivation and learning in improving students' learning motivation. This is widely discussed by researchers in the form of research and writing. According to Boonkit (2010), "motivation which is one of the keys to the success of teaching and learning process can be interpreted as an effort that can encourage someone to do something or the driving force of the subject to perform an action in a goal". Motivation and learning are interrelated to become one unity that cannot be separated. Motivation is not only to encourage behavior but also to direct behavior to strengthen learning.

Fidiyaturrohma (2016:2) said that:"Grammar mastery can help the students to write the sentences clearly. The rule of grammar can help us to put the subject, verb, object, preposition, noun and adjective so the sentences will have a good meaning and easy to understand for the reader". It can be concluded that Mastery of grammar can help students to write sentences clearly and correctly so that students can help to place the subject, verb, object, preposition, noun and adjective so that the sentence will have a good meaning and be easily understood by the reader. Grammar mastery is the ability to master language systems that are useful for making correct sentences.

Dvorak (in Lee, 2004:5) said that:"Writing is focusing on both form and communication of ideas". It can be concluded that the purpose of this preliminary writing lesson is so that students can write in writing that is bright, clear, thorough, and easy to read. In guiding children to write the beginning, adequate preparation is needed, including: Steps or strategies that must be taken. Material analysis to be presented. Supporting tools. Goals to be achieved.

Fajriah, et all (2021: 35) said that:"Ability is one of the factors that can improve the workability of employees obtained through the education process". It can be concluded that Ability is a competency that can affect a person's performance at work and solve problems in everyday life. Motivation can be regarded as a tool to make students successful in English skills. In addition, motivation will drive students to improve their effort to learn English. For example, if the students have an interest in learning English skills, they will try to make themselves motivated to learn English. They will continue to study in the classroom or outside the classroom. It is supported by Hakim (2015) stating that student who has motivation will actively learn by himself. William (2011) stated that factors influencing the motivation of students are related to the motivation of the student self.

Maharani (2007:68) said that:"Narrative text is to amuse the reader with real experience or imagination". It can be concluded that The basic purpose of narrative text is to entertain and interest the reader by presenting a story or event that has a problem that causes conflict and at the end of the story there is a resolution or a happy or even sad ending. Actually, narrative texts are not only limited to stories that smell mystical, fiction, legends, fairy tales or fables, but other stories in the form of adventures, mysteries and all kinds of stories. In essence, narrative text is about stories. But in school lessons, narrative texts are usually only used to show fictional stories such as fairy tales or legends.

3. **The Effect of Grammar Mastery Towards Students' Reading Comprehension in Narrative Text.**
The value of Sig = 0.000 < 0.05 and t count = 3.758 then Ho is rejected, which means that there is an effect of Grammar Mastery on The Student's Learning Outcome. Fidiyaturrohma (2016:2) said that:"Grammar mastery can help the students to write the sentences clearly. The rule of grammar can help us to put the subject, verb, object, preposition, noun and adjective so the sentences will have a good meaning and easy to understand for the reader". It can be concluded that Mastery of grammar can help students to write sentences clearly and correctly so that students can help to place the subject, verb, object, preposition, noun and adjective so that the sentence will have a good meaning and be easily understood by the reader. Grammar mastery is the ability to master language systems that are useful for making correct sentences. Dykes (2007:21) said that:"Grammar mastery is one of the components to develop skills, so people who want to master the language skills, they have to master the vocabulary and then grammar and pronunciation". It can be concluded that Mastery of grammar is one aspect to develop language skills so that people who want to master language skills must master vocabulary then grammar and pronunciation so that mastery of grammar, vocabulary, and speaking are interconnected.

Pardiyono (2007:6) said that: Narrative text is learned in the eighth grade of the junior high school in the second semester. "Writing narrative is a kind of text to tell

the activities or events in the past, which give priority to the problematic experience and resolution with the purpose to amuse and often be intended to give moral lesson for the reader. It can be concluded that Narrative text is a type of text in English to tell a story that has a series of connected chronological events. The purpose of this text is to entertain the reader about a story or stories. Narrative text is a non-fiction story that can be in the form of myths, fairy tales, folk tales, and so on. Types of Narrative Text, namely Fables are stories that tell the lives of animals. For example, The Country of the Mice, The Cat and The Rat. Legend is a story that tells the origin of a place. For example, The Legend of Prambanan Temple, Story of Lake Toba. Myths are stories that develop from society and are generally considered to have really happened. For example, Aji Saka and Dewata Cengkar. Fairy tales are children's stories or folk tales in which there is a miracle made by the author. For example, Timun Mas, Tumbelina. Folklore is a story that is passed down from generation to generation and becomes a community tradition. For example, Malin Kundang. Personal Experience is a story about the author's personal experience. A love story is a story that tells (generally) the love struggle of the main character with the characters in it. For example, Romeo and Juliet. Horror story is a type of narrative text that tells scary stories about ghosts and astral beings. Science fiction is telling things related to science. Slice of life is a story that contains activities or stories that occur in the daily life of the author or imaginative character.

CONCLUSION

Based on the results and discussions, it can be concluded that:

1. There are significant Effects of Learning Motivation and Grammar Mastery Jointly Towards Student's Writing Ability in Narrative Text at State Junior High Schools in Tangerang Regency. This is proved by the value of sig = 0.000 < 0.05 and F count = 59.229.

2. There is a significant Effect of Learning Motivation Towards Student's Writing Ability in Narrative Text at State Junior High Schools in Tangerang Regency. This is proved by the value of sig = 0.015 < 0.05 and t count = 2.491.

3. There is a significant Effect of Grammar Mastery Towards Student's Writing Ability in Narrative Text at State Junior High Schools in Tangerang Regency. This is proved by the value of sig = 0.000 < 0.05 and t count = 3.758.

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