

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Motivation is an important aspect in foreign language learning to make students active in writing activity. Without strong motivation, students will feel difficult to do the writing assignment. Theoretically, motivation is all of inner power reinforcing any person to do something. So, writing motivation is the inner power that determines successful writing activity (Ayanika, 2016). Motivation in learning activities is important because motivation can increase students' learning achievement

In foreign language learning process, motivation becomes an important role because students who are motivated in learning make the learning process more fun. The students certainly become more active in learning. The teacher's motivation has significant bearings on students's motivational disposition and, more generally, on their learning achievement (Dornyei, 2003:26). After having motivation, students quickly understand the essence of learning and more easily and complete the assignment given by the teacher. This phenomenon can affect the achievement of students' writing. Here the teacher must be able to encourage students to improve their writing ability. According to Penny Ur (2009:274), motivation is very strongly related to achievement in language learning. Motivation is needed in order to achieve the goals of learning. The term of motivation has several meanings. Motivation is one of the key factors driving students' success in language learning.

According to Harmer (2001:9), this desire to achieve some goal is the bedrock of motivation and, if it is strong enough, it provokes a decision to act. In the class the teacher tries to guide the students toward their goals however, to improve students' writing ability the students should have a motivation to achieve their goals. Moreover, motivation is the process rather than a thing. (Schunk et al., 2008:59). From the two definitions above, the researcher concludes that motivation can be a key or impetus in an individual that encourages someone to do something better to achieve goals. Motivation can also affect students' writing abilities for the better.

The students writing ability sounds unimportant but actually, it is needed, moreover writing is a basic ability. Writing is the act of forming letters on paper or other media that is suitable for recording marked ideas and expressed words to communicate ideas with visible signs. Writing is considered a difficult ability for students which the ability is focused on the structure of the text and also its contents. Not only that but the student also should pay attention to their words, phrases, grammar, and sentence pattern. Writing is an activity that expresses our ideas through the arrangement of sentences into text or paragraphs that have meaning. Students can find problems in any aspects of learning English to improve their ability, especially in writing.

Writing is a way of life, it means that students without writing ability to express them self in writing, cannot pass the course. As the researcher can see from the age levels from elementary school until university graduate courses student write in order to succeed in mastering the subject matter. Not only that writing also helps students learn and take a chance to be adventurous with the language and

take a risk. It is supported by Raimes (2001:3), he says as writer struggle with what to put down next or how to put it down on paper, they often discover something new to write or a new way of expressing their idea. The conclusion that writing is important for students between writing and thinking makes writing a valuable part of any language course.

According to Brown (2001:335), written products are often the result of thinking, drafting, and revising procedures that require specialized skills, skills that not every speaker developed naturally. Moreover, writing is an activity which expresses our ideas by arranging the sentences into text or paragraphs that contain meaning which is called written product. Therefore, writing is one of the most challenging and difficult skills for many students. Writing has produced writing pedagogy that focused students on how to generate ideas, how to organize them coherently, how to use different markers and rhetorical conventions to put them cohesively into a written text how to revise text for clearer meaning, how to edit text for appropriate grammar, and how to produce a final product (Brown, 2001:335). In conclusion, giving and developing main and supporting ideas is the goal for the writer to create an effective text, whether a short one of paragraphs or an extensive one of several pages is important.

A descriptive paragraph is a text which is describing thing, place, or person clearly with following the generic structure such as clear identification, vivid detail descriptions, and a suitable conclusion. The writer cannot just imagine a subject based on what he reads or hears to make a good description. In addition, the use of words in writing descriptive text must be considered and it will help the reader to get information from the descriptive text made by the writer.

From the description above, to find out empirical evidence about this problem, the researcher is interested in knowing whether there is a correlation between motivation and writing ability of grade eight students of SMP Negeri 5 Kediri, especially in writing descriptive text. Thus, the researcher decided to conduct a research entitled “The Correlation between Motivation and Writing Ability of the Eighth Grade Students of SMP Negeri 5 Kediri in Academic Year 2021/2022”.

1.2 Research Problem

The important aspect of conducting research is formulating the research problem, as what has been mention in background, motivation and writing needs to be given attention in learning English. The researcher has to decide a specific and correct question to be answered. Based on the background of this study, some students still have difficulty identifying descriptive text information. So, the research problem for this research can be concisely formulated as follows: is there any significant correlation between motivation and writing ability of eight grade students of SMP Negeri 5 Kediri?

1.3 Objective of the study

Every research has its objective. Research objectives describe concisely what the research is trying to achieve. A particular investigation is expected to provide a scientific solution to the research problem. Moreover, the objective of the study should be in line with the background and the research problem that has already been formulated for the study. Furthermore, the aims of any activities which were

related to the scientific investigation were always intended to find out a scientific solution about the research problem that has been previously formulated and determined. In relation to what has been describe in the background above, the objective of the study is to figure out whether there is any significant of the correlation between motivation and writing ability of eight grade students of SMP Negeri 5 Kediri

1.4 Limitation of the Study

The limitation of the study is very important to make a discussion about the research problem more specific. The present study is limited to investigating the correlation between motivation and students' descriptive paragraph writing ability of eight grade students of SMP Negeri 5 Kediri. The researcher focused on investigating writing in descriptive paragraph. Moreover, the students' writing ability is limited on writing descriptive paragraph with a particular topic namely person, place, and thing. The students' descriptive paragraph writing ability was mainly focused on writing a complete descriptive paragraph that consisted of identification, descriptions and conclusion.

1.5 Research Significance

One of the practical reflections which is taken into account in undertaking the present study is the significance of the expected research findings. Moreover, it is because the significance of the study is important in conducting research. The researcher focused in investigating the correlation between motivation and writing ability of eight grade students of SMP Negeri 5 Kediri. Besides, the findings are

expected to provide both theoretical and practical significance in the present study which is further discussed as follows:

Theoretically, the result of this research are expected to enrich theories and become reference for future study related to the correlation between motivation and writing ability of the eight students of SMP Negeri 5 Kediri. Furthermore, the procedures for conducting this research can be a good guidance to be used to conduct a related study. Moreover, the findings are expected to be used as evidence that there is a significant correlation between motivation and writing ability of the eight grade students of SMP Negeri 5 Kediri. This study can be used to believe the accomplishment of the students' achievement in descriptive paragraph writing ability based on their writing motivation.

Practically, the findings in this study are useful for English teachers, students, and other researchers. For the English teachers, the result of this research can give information about the correlation between motivation and writing ability and hopefully the teacher can give motivation to motivate the students in writing and improving their writing ability especially in writing descriptive paragraph. Furthermore, it can be used as feedback to the teacher to enable the students to be active in writing class. For the students, the result of the study can make the students more attentive about their learning. They should be more active and enthusiastic in learning and keeping their motivation. In addition, for the other researcher, the result of this study can be used to enrich the knowledge of English by the researcher as feedback and hopefully it can used as a reference for concluding a study in the same field.

1.6. Definition of Key Term

There are two key terms that need to be operationally defined in order to avoid misunderstanding and misinterpretation on the parts of the reader. In addition, the key terms are several typical words used in this research and the readers should be given a clear operational definition to the topic that is further discussed. There are some terms, which are defined operationally to avoid misunderstanding of the study. It should be attached the definition of each terms used. There are number of important term used in the present study clarified, as follows:

1. Motivation

In this study motivation is operationally defined as the psychological drive motivation of the eight students of SMP Negeri 5 Kediri in writing especially in descriptive paragraph which was focused on the concept of motivation

2. Descriptive Paragraph Writing Ability

Descriptive paragraph writing ability is operationally defined as the ability of the eighth grade students of SMP Negeri 5 Kediri in writing a good descriptive paragraph which is usually used to describe and express a particular person, animals, things, and it consist of an identification, description, and conclusion.

CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1. Theoretical Review

The theoretical review is an outline that defines a term in an academic discipline. The purpose is to provide information or knowledge towards variables. The theoretical review consists of a theoretical framework that allows the research to present the research in light of a summary of the literature from an expert point of view. In this chapter, the researcher concerns theoretical reviews of related theories that are focused on the topic. A review of a related theory is an important part of scientific research because it allows the readers to understand the foundation of the research. The research background is related to some theoretical reviews, motivation and writing ability, which are discussed as follows:

2.1.1. Motivation

Many people know about the word motivation which is commonly used in their life, but the fact is to get motivation is not as simple as utterance. The term motivation has several meanings. Motivation is one of the key factors refer to language learning success. It is supported by Harmer (2001:9), this desire to achieve some goal is the bedrock of motivation and, if it is strong enough, it provokes a decision to act. From the definitions above the researcher concludes that motivation can be one of another

key or a drive within the individual person which pushes someone to do something better to achieve or to reach the goal.

In addition, Schunk (2012:58), motivation is defined as the process in whereby goal-directed activities are instigated and sustained. He adds motivated actions including choice of tasks, efforts, persistence, and achievement. In the field of education, motivation can be strong for students to do something better to achieve their goals learn. However, without motivation students will be lazy to learn because there is nothing to push inside or outside them. That Motivated students will be more successful in learning, because they try to achieve their goals in learning.

Motivation and learning can influence each other. Student motivation can affect what and how they learn. According to Schunk (2012:129) states motivation is a critical process of observational learning that teacher promote in various ways. So, motivation got important aspect on successful of the teaching and learning process. Students with higher motivation will get opportunities to achieve their goals in learning. It is clear that motivation is important in the learning process. Students need to have some factors which facilitate the process of learning.

The motivated learners, who are willing or even eager to invest effort in learning activities, make teaching and learning process more pleasant and easier. In order to investigate student who are motivated to learn it should be measured by scientific aspect. Thus, there are many characteristics that can be seen from students who have the motivation. Therefore, according to Naiman et al. in Ur (1996:127), there are seven characteristics of motivated students, and they can be described as the following elaboration:

1. Positive task orientation. The learner is willing to tackle task and challenges, and has confidence in his or her success.
2. Ego-involvement. The learner finds it important to succeed in learning in order to maintain and promote his or her own (positive) self-image.
3. Need for achievement. The learner has a need to achieve, to overcome difficulties and succeed in what he or she sets out to do.
4. High aspiration. The learner is ambitious, goes for demanding challenges, high proficiency, top grades.
5. Goal Orientation. The learner is very aware of the goals of learning, or of specific learning activities, and directs his or her efforts towards achieving them.
6. Perseverance. The learner consistently invests a high level of effort in learning, and is not discouraged by setbacks or apparent lack of progress.
7. Tolerance of ambiguity. The learner is not disturbed or frustrated by situations involving a temporary lack of understanding or confusion; he or she can live with these patiently, in the confidence that understanding will come later.

Based on the theories that have been explained above, Motivated learners are students who have a spirit of enthusiasm to invest effort in learning activities so it makes the learning process more enjoyable and easier. Motivation can be seen in several characteristics. The characteristics of motivated learners are positive task orientation, ego-involvement, need for achievement, high aspirations, goal orientation, perseverance and tolerance of ambiguity. It means that someone can

measure or understand that motivation from visible behavior. In addition, students' motivation can be seen from several aspects mentioned above and the researcher can measure the level of motivation possessed by students.

2.1.2. Writing Ability

Writing is one of the productive skills that should be mastered by students in every grade. Meanwhile, Hyland (2004:20) states that writing is a way of sharing personal meanings and writing courses emphasize the power of individuals to construct their own views on a topic. It is clear that the aim of writing is to communicate in written form. Writing is the process of producing a set of sentences to combine ideas into the text that contain meaning. As we know writing is an activity carried out by students, which cannot be produced if the writer does not have the ability to master and understand the components of writing.

The ability to write has become an indispensable skill in our global literate cultures. It means that students need to master writing. Even if many native speakers of English never truly master this skill and also writing as a communicative activity needs to be encouraged and nurtured during the language learner's course of study. Pollard (2008:50) states that there are two terms that must be applied to writing skills. The first is coherence which is the way writing is arranged. This includes logical development of ideas and careful organization within and between paragraphs. The second is cohesion which refers to how one idea is connected to another. This is generally achieved by using reference words and links. The language items mentioned are mostly, not only applied in writing but also as a guide for readers through writing.

Graham (2006:2) states that writing is a complex skill. It is fact because, it requires considerable effort and time to master. As a student move toward the middle school grades, the teaching of writing becomes more complex, because they do not learn from one teacher anymore in each grade level. Even though, writing is a basic skill for students, there are still some student got wrong in writing. Students need motivation and some effort to master in writing, it is support by Harmer (2001:113) states that we will need to encourage students to plan, draft and edit in this way, even though this may be time-consuming and may meet initially. Writing takes time to brainstorm ideas, draft a piece of writing and then with the teacher's help, review and edit it in various ways. Therefore, in writing activities, students are given sufficient time to write a piece of writing and provide an easy method so that they can express their ideas into writing. To sum up, writing is very useful because it is a way that can be used as a communication tool written by the writer to readers to communicate information and specific purposes.

Aryanika (2016) says that writing is the act of forming letter on stone paper word or other suitable media to record the ideas which is characterized and words express or to communicate the ideas by visible sign. In conclusion, writing is a means of communication where writers use language to express their feelings, thoughts and ideas in written form. It can be said that writing is the process of sending messages from the writer to the reader. According to Graham (2006:2), the road from novice to competent writer is paved by changes in students' writing knowledge, motivation for writing, strategic writing behavior, and basic writing skill. It show that although we may not know a lot about how to turn a good writer

into a great novelist, we do know how to help developing writers become competent writers.

According Kane (2000:152) states that kind of description is more “honest”. Its mean that through descriptive paragraph student can make subjective description in other hand it is true because it present a valuable responds and it is makes accurate report from students’ view. Support by Harmer (2004:112), firstly, writing gives them more ‘thinking time’ than they attempt spontaneous conversation. They can go through what they know in their minds, and even consult dictionaries, grammar books, or the reference that help them. So that, through descriptive paragraph student can improve their writing ability honestly. Moreover, the sentences should describe the topic logically in specific detail and explanations so that the readers can capture the meaning of the paragraph easily.

Oshima and Hogue (2007:3) state that a paragraph is a group of related statements that a writer develops about a subject. The first sentences state the specific point or idea of the topic. In addition, a good text has some sentences that refer to the topic. All of the sentences explain the writer's main idea related to the topic. Moreover, to make a new text, the writers should have a new idea. Furthermore, a text can give information, tell an opinion, explain something, or even tell a short story. Therefore, when the writers arrange sentences appropriately, the readers can easily understand what the paragraph explanations will tell about and the paragraph is easy to understand.

Descriptive paragraphs have a generic structure such as identification, description, and conclusion. Evans (2000:7) defines a descriptive paragraph is about describing someone which must consist of introduction, main content, and

conclusion. Introduction in which the author provides general information about a person, or it can be called identification. The main body is where the authors describe their physical appearance, personal qualities, and hobbies. It could be called a description. Conclusion is the point where the writer writes the opinion or feeling about the person being described. This section is a sentence at the end of the paragraph that serves to unite the information that has been presented to develop controlling ideas in the topic sentence. At the end, students must make a conclusion to complete the entire descriptive paragraph.

Based on the statement above, the researcher concludes that writing descriptive paragraphs is a type of writing that provides descriptions about a place, person, or thing. The primary objective of descriptive writing is to frame an image of the place, person or thing in the mind of the readers through sufficient details and allow them to feel that thing through their five senses. Based on the definition above, writing is a process of the creation of thoughts, ideas, and feelings expressed in writing language with a certain goal. The writer gives a final opinion about the description which is clearly presented.

2.2. Empirical Review

The empirical review is provided for showing the review of theories related to the present study. Moreover, it can be used as references in conducting the study since it gives a look at the result of the study that is fairly the same as what is going to be conducted. In addition, it is important to review studies that can be reflections for this research. The purpose of providing an empirical review is to show the relevant studies that have similarities with the present study. Therefore, it can be

used to support the present study by considering the results and as consideration whether or not the present study could be as successful as the relevant studies as this empirical review. In conducting this study, the researcher wanted to know about the correlation between motivation and writing ability especially in writing a descriptive paragraph. In this research, the researcher summarized the relevant previous researches as follows;

The first similar research was conducted by Nurhidayah (2019) entitled "Reexamining the Correlation between Motivation and Their Writing Achievement". The objective of the study was to determine a significant correlation between learning motivation and descriptive text writing ability. In addition, the research has been already arranged in accordance with the title and the research objectives. In collecting data, the researcher used a questionnaire and writing test as the research instruments, the results showed that there was a weak significant relationship between students' learning motivation and their writing ability in writing descriptive text.

The strength of the study was the researcher provided the theories about motivation and writing from the experts to support statements as the strength of this research. The researcher found the significance level is 0.848. It is more than 0.05, it can be stated that the correlation is not significant. Motivation does not significantly correlate with writing achievement. In fact, there are some students who obtain good motivation scores, but they cannot obtain good writing scores. On the contrary, some students obtain poor motivation scores, but they can get good writing scores. The weakness is that the researcher on the previous research did not mention the kinds of tests that she used to measure the students' writing ability and

also the researcher did not provide the scoring rubric. In this present study the researcher would like to use a paragraph construction test as the kind of test and also the researcher will provide a clear scoring rubric based Oshima and Hogue (2007:196). So that the researcher will easily score students' tests. The researcher assumes that in this present study the interpretation of correlations between students' motivation and their writing ability will show medium or high scale.

The second research which was relevant to the present study was done by Dara Helmasena (2015) entitled "The Correlation between Students' Motivation and their Writing Ability of the second grade of SMA Al Kautsar Bandar Lampung". The objective of the study was to find out whether there was a significant correlation between students' motivation and their writing ability. Moreover, based on the research results using the instruments of the questionnaire and writing test. The researcher used the questionnaire and in writing test for the instrument, the samples had to write a descriptive text. The results clearly pointed that there was a significant relationship between students' motivation and their writing ability.

The strength of the study was the researcher provided the theories about motivation and writing from the experts to support statements as the strength of this research. The previous research also showed that there is a significant correlation between students' motivation and their writing ability, the researcher on the previous research did not mention the kinds of tests that she used to measure the students' writing ability. In this present study, the researcher would like to use paragraph construction text provide with instruction to make sure the students understand what should be done by the students. The researcher assumes that in this

present study the interpretation of correlations between students' motivation and their writing ability will show strong correlation and have positive pattern.

2.3. Hypothesis

A hypothesis is a prediction of what was found as the outcome of a research project and it is typically focused on the relationship between two different variables studied in the research. It is usually based on both theoretical expectations about how things work and already existing scientific evidence. To answer the research problem in this study, the researcher assumed that there is correlation research namely the directional hypothesis. It defines as a hypothesis that there is a relationship between the two variables being studied. In the present study the hypothesis that was proposed by the researcher was constructed as follows:

a. Alternative Hypothesis (H_a):

There is a significant correlation between motivation and writing ability of the eighth students of SMP Negeri 5 Kediri in academic year 2021/2022.

b. Null Hypothesis (H_0):

There is no a significant correlation between motivation and writing ability of the eighth students of SMP Negeri 5 Kediri in academic year 2021/2022