

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Writing is a language skill that is categorized as output skills. It is one of the important skills that needs to be learned beside speaking. Output skills play an important role in communication. Moreover, people are quicker to expose user's English proficiency from the output language skills, speaking and writing. In writing, people must have an idea of what they are going to write. Raimes (2001:3) states that writing helps students learn. It means that students understand better by writing. The students learn about writing in school and it should be criticized in any way adequately prepare more about writing for the development or teaching of writing, not just those who struggle with writing (Murray, 2005:3)

Moreover, teachers are able to provide an easy method for students by developing students' creativity in writing so they can improve their writing skill and writing becomes an interesting activity for students. Wolff (2007:1) asserts that writing is a complicated method involving brain activity in order to regulate the infinite stream of thoughts. However, Sabouri et al. (2014:1) state that writing is the most difficult skill for language learners, Writing is a language skill that depends on automatic development of basic skills such as handwriting spelling, grammar, and punctuation so that the writer can

keep track of such concerns as a topic, organization, word choice, and audience needs. Thus, the learners always require thinking ability and creativity in the writing process that they have done.

In addition, Nunan (2003:88) states that writing is both a process and a product; the process of writing is often cyclical, and the product is what the people can see, such as essay, letter, story, or research report. The cyclical process means writing is not an instant process, but it requires some practices that should be done. Many problems encountered by students when they are writing for instance, a problem in generating and organizing ideas, choosing appropriate diction, organizing sentences and paragraphs and putting such ideas into an intelligible text. In addition, the problems experienced by students in writing are in term of executing and regulating the processes which underlie proficient composing, planning and revisions of their work (Trioia in Defazio et al, 2010:36).

In the learning process, motivation plays an important role because students who are motivated in learning are able to grow interest, change their behavior to be creativity and develop goals so the learning process become more fun and students certainly become more active in learning. The motivation given by the teacher has a significant influence on the disposition of students' motivation that affects their learning achievement (Domyei, 2003:26). After having motivation, students quickly grasp the essence of learning and more easily and complete the assignments given by the teacher. According

to Brophy (2004:3), motivation is a conceptual structure used to explain the initiation, direction, intensity, persistence, and quality of behavior, particularly goal-driven behavior. Thus, motivation can stimulate one's mind to do something until it reaches a goal that is wanted.

Furthermore, Hidi and Boscolo (2007:4) state that motivation is an important aspect of academic writing. In other words, motivation can be in the form of strength that comes from inside and outside that aims to get positive goals. Motivation is closely related to writing activities. When someone starts doing the writing, automatically they must have the motivation to write first. Then from the motivation that they have, they can easily find ideas and compose some words that they have before to make writing. Moreover, writing ability is interrelated to the level of motivation so that the success of writing is determined by the level of their motivation that can encourage their willingness to write.

Students need to have motivation if they want to be success on doing something. Motivation is to make somebody feel enthusiastic, interest, and committed to something. Therefore, motivation is important factor in languages learning because will be more effective and efficient if it pushes by motivation. In addition, according to Brown (2001:75), motivation is a factor that influenced the high or low of the goal. It means that motivation deals with encouragement and willingness of the act that make someone act directly toward the

specific goals that they want to achieve. So, if the students have a high level motivation in writing, it means they have good writing skill.

Motivation is needed in the teaching-learning process as it can make the students understand the learning material quickly. Brophy (2004:12) states that when people are motivated to learn, their learning usually does it casually to fulfill curiosity rather than achieving the goal of developing their knowledge or their skills. Finally, motivation in achieving goals tends to occur if a person is motivated within himself. Moreover, motivation is all the internal force that strengthens any individual to do something. Thus, writing motivation is an inner power that determines successful writing activity in the learning process.

Then from previous research, among others, The first similar research was conducted by Munawaroh (2017) entitled "The Correlation Between Students' Learning Motivation and their Ability in Writing Descriptive Texts at the Tenth Grade of State Senior High School 7 Mandau" and the second research which was relevant to the present study was done by Desralita (2019) entitled "The Correlation between Students' Motivation and their Writing Ability at State Senior High School 1 Kampar" from the findings of two previous studies which stated that there was a significant relationship between student motivation and writing ability in descriptive text. The drawback of previous research is that the previous researcher provided the scoring rubric without any detail specification in content criteria. Thus, it

made the students confused on how to write a good descriptive text and how to write a text which fitted the assignment. The sentences were not unified, and the text was not neatly arranged and coherent. Thus, in the absence of this, it affected students' grades.

From the background of the study, the researcher is curious whether motivation influences their students writing ability and wants to know more about the significant correlation between motivation and writing ability of the students especially in writing a descriptive text. Therefore, the researcher wants to prove the theory above by conducting research at SMPN 7 Denpasar. The researcher intended to figure out whether there is a significant correlation between motivation and their writing ability, Henceforth, the researcher conducted research entitled "The Correlation between Motivation and Writing Ability of the Seventh Students of SMPN 7 Denpasar in Academic Year 2021/2022".

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1.2 Research Problem

The most important aspect of conducting research is formulating the research problem. As what has been mentioned in the 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. According to the background of the research previously, theoretically, motivation affects students writing ability. As a result, the researcher is intended to find out the significant

correlation between the students' writing motivation and their writing ability. Therefore, the research problem can be formulated as follows: is there any significant correlation between motivation and writing ability of the seventh grade students of SMPN 7 Denpasar?

1.3 Objective of the Study

Scientific investigation is conducted to answer and solve the research problem that has been previously formulated and determined. The objective of the study is the goal which the researcher arranges to do during the study, Without the objective of the study, this research cannot run properly. In addition, the motivation that the researcher intends to investigate is the writing motivation. As what has been described in the background of the study and the research problem, the objective of the present study is to figure out whether there is a significant correlation between motivation and writing ability of the seventh grade students of SMPN 7 Denpasar in academic year 2021/2022.

1.3 Limitation of the Study

The present study is limited to investigating the correlation between motivation and writing ability of the seventh grade students of SMPN 7 Denpasar in academic year 2021/2022, Therefore, the researcher limits the study on the correlation between motivation and writing ability of the seventh grade students of SMPN 7 Denpasar in academic year 2021/2022. Accordingly, the research is focused on investigating

motivation in which to know the students' writing motivation. Motivation is focused on positive task orientation, ego-involvement, need for achievement, high aspirations, goal orientation, perseverance and tolerance of ambiguity which are considered as important aspects of motivated learners. Moreover, the students' writing ability is limited on writing a descriptive paragraph with a particular topic my beloved person, my favorite animal, my favorite thing, my favorite place ,my favorite room, my favorite actor/actress. The students' descriptive paragraph writing ability was mainly focused on writing a complete descriptive paragraph that consisted of identification, descriptions and conclusion.

1.4 Significance of the Study

The researcher concerns in investigating the correlation between motivation and writing ability of the seventh grade students of SMPN 7 Denpasar in academic year 2021/2022. One of the principles and practical reflections which is taken into account in undertaking the present investigation is the significance of the expected research findings. The present study was expected to have significance, theoretical and practical significance. The findings of the present study are extended to both theoretical and practical significance to teaching and learning English. It means that it is not only to be able to use as references or sources but it can also be implemented in the real situations or contexts.

Theoretically, the results of this research are expected to enrich theories and become references for future study related to the correlation between motivation and writing ability of the seventh grade students of SMPN 7 Denpasar. 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 seventh grade students of SMPN 7 Denpasar academic year 2021/2022. This study can be used to believe the accomplishment of the students' achievement in 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 their writing ability and hopefully the teacher can give motivation to motivate the students in writing and to improve their writing ability. Furthermore, it can be used as feedback to the teacher to enable the students to be active in writing class. For the students, the results of the study can make the students more attentive about their learning. They should be more active and enthusiastic in learning and keeping on their motivation. In addition, for other researchers, the results of this study can be used to enrich the knowledge of English by the researcher as feedback and hopefully it can be used as a reference for conducting a study in the same field.

1.5 Definition of Key

Term In line with the title of the present study, there are two key terms that need to be operationally defined in order to avoid misunderstanding and misinterpretation on the parts of the readers. In addition, the key terms are several 7. typical words used in this research and the readers should be given a clear operational definition to the topic that is further discussed. In order to avoid misunderstanding concerning the key terms in the present study, the terms in scientific research that are too broad and sound complicated to the readers should be operationally defined to give clear explanation. The researcher describes the definition of motivation and writing ability in order to make a better understanding concerning this study briefly and clearly. Therefore, there are two key terms which are being defined namely, motivation and writing ability.

1. Motivation

In this study, motivation is operationally defined as the psychological drive motivation of the seventh grade students of SMPN 7 Denpasar in academic year 2021/2022 in writing especially in descriptive paragraph which was focused on the aspects of positive task orientation, ego-involvement, need for achievement, high aspirations, goal orientation, perseverance, tolerance of ambiguity.

2. Writing Ability

Writing ability is operationally defined as the ability of the seventh grade students of SMPN 7 Denpasar in academic year 2021/2022 in writing particularly a descriptive paragraph that consisted of 15-20 sentences which are divided into 3 paragraphs which describes about person, place or thing in such vivid details in which the readers can imagine and feel the descriptions that have generic structures such as identification, description, and conclusion.

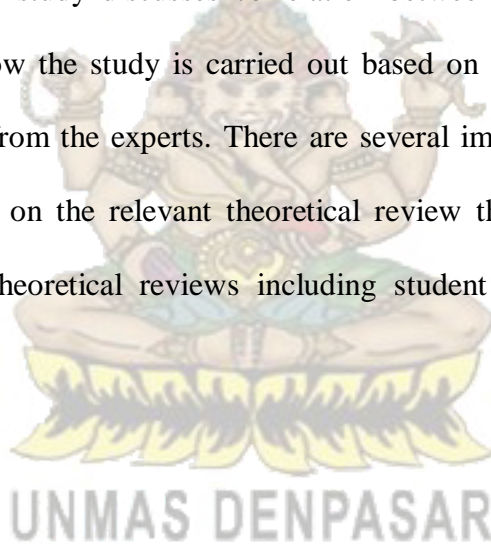


CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical review

In this chapter, the researcher concerned theoretical reviews of related theories that are focused on the topic. In the chapter, the researcher explained the important points which include theoretical review which is the literature related to this research. This study discusses correlation between student motivation and writing ability. Now the study is carried out based on the following theoretical framework taken from the experts. There are several important points to explain and discuss based on the relevant theoretical review that will be taken by the researcher. That theoretical reviews including student motivation and writing ability.



2.1.1 Motivation

Motivation is one of key factors that influence the success of learning, without motivation students cannot put their learning achievement well. Motivation is something which energizes, give instruction, and hold the behavior, motivation make students move, place them to certain aim, and keep them in order to achieve their goal. Motivation is one of the most important substance effective learning. According to Harmer (2007:98) states that motivation is some

kind of internal drive which pushes someone to do things in order to achieve something.

Slaving (2009:297) state that motivation is important not only in getting students to engage in academic activities but also in determining how much students will learn from activities they perform or from information to which they exposed. Students who are motivated to learn something use higher cognitive process in learning and the environment. He also states that motivation can be personality In line with Slaving (2009), Brown (2001:72) state that motivation is about how far people make choices about goals and the efforts people will pursue it. It means that motivation is an action or someone's desire to achieve the goals that have been made. Furthermore, the definition of motivation is divided into two opposing camps. They are traditional view of motivation that accounts for human behavior through a behaviorist paradigm those states the importance of rewards and reinforcement. A second camp is a number of cognitive psychological viewpoints that explain motivation through deeper, less observable phenomena. such broad categories of activities as academics, sports, or social activities.

In addition, learning in the classroom is more effective when all students have high motivation because they try to do their best for activity in accordance with what the teacher wants in the teaching process. As we know a motivated person is the one who is willing in learning activities to get self-improvement. Beside, student with high motivation create such an easier and more enjoyable and productive learning process (Naiman et al. in Ur (1991:274). Therefore, the teacher's task is not only to teach but also to ensure that students have high motivation when learning.

Moreover, student who are motivated in learning are more quickly do what is instructed by the teacher and they are more relaxed when working on it. Moreover, motivation is a part of human conditioning and it is possible to affect the motivational levels. It is a good news, because it can empower someone to achieve their dream. There are two major types of motivation, such as intrinsic and extrinsic motivation. Extrinsic and intrinsic motivation can be treated as action director, booster, and stimulation. Those are the keys of motivation in every activity. According to Brophy (2004:99) states that extrinsic motivation refers to garnering extrinsic rewards, such as earning good grades and related contingencies (maintaining eligibility for extracurricular activities, etc.) However, intrinsic motivation can be defined as individuals' motivational stimuli are coming from within (Halakeri 2019).

According to Elliot (2000:366) said that there are six factors affecting students' motivation there are; (a) anxiety, (b) curiosity and interest, (c) locus of control, (d) learned helplessness, (e) self-efficacy, and (f) students environment. These affecting factors will help students to improve their motivation. Harmer (2007, p. 98) states in discussions of motivation an accepted distinction is made between extrinsic and intrinsic motivation, that is motivation which come from 'outside' and from 'inside' Motivation can be based on human need. Asuble (1968, in Brown 2007) said that there are six needs which are contracted by motivation. They are; (1) exploration, (2) manipulation, (3) activity, (4) stimulation, (5) knowledge, and (6) ego enhancement. This is will be useful for knowing the students motivation. In motivation, we have to know the characteristic of students' motivation, and according to Naiman et.al (in Ur,

1991:275) says that the most successful learners are those who display certain typical characteristics, most of them clearly associate with motivation. There are seven characteristics of students' motivation:

- a. Positive task orientation. Here the learners is willing to tackle tasks and challenges, and has confidence in his or her success. For example, learners are able to finish their task by their own self, and due it honestly.
- b. Ego-involvement. The learners find it important to succeed in learning in order to maintain and promote his or her own (positive) self-image.
- c. Need for achievement. The learners have a need to achieve, to overcome difficulties and succeed in what he or she sets out to do.
- d. High aspirations. The learner is ambitious, goes for demanding challenges, high proficiency, top grades.
- e. 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.
- f. Perseverance. The learner consistently invests a high level of effort in learning, and is not discouraged by setbacks or apparent lack of progress.
- g. Tolerance of ambiguity. The learner is not disturbed or frustrated by situations From the definition above the researcher can conclude that motivation in 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, the researcher uses the theory from Naiman et al. in Ur (1991:275) which explains, that it is easy

to comprehend the motivated learner than motivation itself. 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 using a language. Brown (2001:336) states that writing is indeed a process of thinking. Writing can be planned and given with an unlimited number of revisions before it is released. The process of gathering ideas that someone can put into written work is complex. Furthermore, he states prior to its release, writing can be scheduled and provided with an infinite amount of revisions, Moreover, writing is a two-step process. The first process is to figure out the meaning and the second process is to put the meaning into language. Writing represents what they think into the written form. It is because the writing process reflects things which stay in the mind so that writing's product might be clearly observable.

Zemach and Islam (2005:5) state that writing is a significant type of day-to-day communication, but it is particularly essential in high school and college.

Writing is one of the language skills in constructing paragraphs because students do not only make good sentences or text but they also can show the characteristic of the writers. According to McDonald and McDonald (2002:7), writing is usefully described as a process, something which shows a continuous change in time like growth in organic nature. Furthermore, in the process of placing ideas into words on the paper, different things happen at distinct phases in the process of putting thoughts into words onto paper. In arranging, words to become one unit require need more concentration to make the writing can be connected.

Urquhart and Melver (2005:3) state that writing is an exploration method that provides benefits students and teachers in the content region As students write to make their ideas clear and comprehensible, they experience the fun of discovery, and so do their teachers. Furthermore, Hyland (2003:9) states that writing is a way of exchanging private meanings and writing courses that emphasize the individual's ability to build his or her own opinions on a subject. That is why, by writing, someone can understand better the material that is taught because when someone is writing, they automatically read what is written. The role of the teacher is simply to provide the students with a space to create their own meanings within a positive and cooperative learning environment.

In addition, writing skills are also influenced by one's writing ability and needed a little creativity in composing words and ideas. Wallace et al (2004:15) state that writing is the final product of several separate acts that are hugely challenging to learn simultaneously. Those acts are note-taking, identifying a central idea, outlining, drafting and editing. In addition, writing is an activity in learning which the final process of several previous actions is. The first act is

note-taking or noting topics and in this part, the topic will be developed into writing. The second act is identifying central ideas, think of ideas and notes to support it; the more detailed an outline, the easier the writing is. The third act is outlining; a person must make a draft of ideas that has been made. Finally, organizing and editing are the last stage of writing. In this stage, the writers organize and edit their writing so that it is neatly arranged and unified.

Someone has to arrange the sentences in particular order and link it in certain ways. In addition, Harmer (2004:258) states that the writing process cannot be done in 15 minutes only. 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. Furthermore, Kalandadze (2007:6) states that freewriting is writing without stopping. It means that write whatever comes to their mind without worrying whether their ideas are good or the grammar is correct but the ideas should be related to the topic. Its purpose is to free their mind in developing ideas to make associations and connections in writing activity in the class.

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 communicate information and specific purposes. Based on the theories that have been explained, the researcher uses the theory of Oshima and Hogue which explains that writing is not an instantaneous process but it requires several steps. There are four steps in writing, namely, prewriting, organizing, writing, and polishing. It means that writing a good descriptive text must follow those steps. By applying those steps, the writers

might not be confused in writing because sometimes they were confused to start writing. The writer will be easier to write when knowing those steps.

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. There are some studies that have been done about the correlation between motivation and writing ability. In this research, the researcher summarized the relevant previous researches as follows:

The first similar research was conducted by Mela Putri Widyanti (2021) entitled "The Correlation Between Students' Learning Motivation and their Ability in Writing Descriptive Paragraph at the Seventh Grade of State SMPN 4 Tangerang". The objective of the study was to determine a significant correlation between learning motivation and descriptive Paragraph writing ability of the seventh grade of State SMPN 4 Tangerang . 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 significant relationship between students learning motivation and their writing ability in writing descriptive text.

The strength of the study was the researcher has already provided the theories about motivation and writing from the experts to support statements given and give clear instructions or steps to get the data collection. However, the previous researcher provided the scoring rubric without any detail specification in content criteria. Thus, it made the students confused on how to write a good descriptive text and how to write a text which fitted the assignment. The sentences were not unified, and the text was not neatly arranged and coherent. Thus, in the absence of this, it affected students' grades. In the present study, the researcher used the scoring rubric adapted from Oshima and Hogue (2007:196). The criteria used were as follows: the text fitted the assignment; the text provided unified sentences; the text flowed smoothly and coherently. Therefore, the students knew the criteria that were used to score their writing and the students made the text in accordance with the criteria that have been previously determined.

The second research which was relevant to the present study was done by Amaliana Azisah (2018) entitled "The Correlation between Students' Motivation and their Writing Ability at State SMP Negeri 2 Semarang". The objective of the study was to find out whether there was a significant correlation between students' motivation and their writing ability of the grade of state SMP Negeri 2 Semarang. Moreover, based on the research results using the instruments of the questionnaire and writing test. Based on the research findings, it could be concluded that there was a significant correlation between students' motivation and their writing. In the previous study, the hypothesis that was proposed by the researcher was

constructed as follows: there is a significant Correlation between Students' Motivation and their Writing Ability at State SMP Negeri 2 Semarang. Considering the result data, the previous study was already great in presenting data. The sources of the material and the theories that researcher used was good. In the previous research, there was no clear instruction about time for doing questioner and writing test by students. In this present study, the researcher used a questionnaire and writing test of descriptive paragraph as the research instruments. Furthermore, the researcher will give the clear instructions of time for doing the questioner and writing Paragraph.

2.3 Hypothesis

A hypothesis is a prediction of what will be 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 was a correlation research namely the directional hypothesis. It defines as a hypothesis that there is a relationship between the two variables being studied. It stated that the results were not due to change and that they were significant in terms of supporting the theory being investigated. In this present study, the hypothesis is stated as follows: there is a significant correlation between motivation and writing ability of the Seventh grade students of SMPN 7 Denpasar in academic year 2021/2022