

CHAPTER I

INTRODUCTION

1.1 Background of the Study

English is one of the languages which is included in the Indonesian high school curriculum other than Bahasa Indonesia. Furthermore, it was enacted in the 2013 curriculum and regulated by the Act of Republic Indonesia Number 32, which stated that English is tested in the national exam (UN). In addition, it serves other purposes besides educational ones, such as playing a vital role in politics, professionalism, business, etc. Thus, it makes English important in Indonesia. On the other hand, the current education, culture, research, and technology of the Republic of Indonesia, Nadiem Makariem, changed the national exam (UN) into a national assessment (AKM). It differs only in the grading tier to both methods are applied. The former was applied from junior high school until senior high school or equivalent. The latter is applied from elementary school until senior high school or equivalent.

In the process of learning a foreign language, motivation plays an important role because students who are motivated in learning make the learning process more enjoyable. Students certainly become more active in learning. The role of a teacher in providing student motivation is pursued by using their support to foster student autonomy, relevance, competence, teacher interest, and teacher self-efficacy in teaching their subjects (Davion, 2017). After having motivation, students catch on faster in understanding the essence of learning and find it easier to complete the tasks given by the teacher. This phenomenon is able

to affect students' writing performance. Here the teacher needs to move his writing skills. According to Fandino, Munoz, & Velandia, (2019), motivation is a very complex psychological process, which extends to neural activity, cognition, emotional domains, and balanced personality traits and requires people to interact with the environment around them.

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 Brown (2001), writing is a way of life, it means that students without ability to express their self in writing, they 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), said 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 is writing is important for students in every age levels, the close relationship between writing and thinking makes writing a valuable part of any language course.

According to Harmer (2001), motivation is a kind of internal drive that drives someone to do something to achieve something. In the class the teacher tries to guide the students toward their goals however, to improve students' writing ability the students should have motivation to achieve their goals. In other hand, motivation is the process of instigating and sustaining goal directed behavior (Schunk et al., 2008). 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 skills sound unimportant but, in fact, they are needed. Moreover, writing is a basic skill. Writing is the activity of forming letters on paper or other suitable media to capture the ideas that are marked and the words that are poured out to channel ideas with visible signs. Writing is interpreted as a very difficult skill for students whose skills are focused on the structure of the text and also its content. Not only that, but students also have to pay attention to their terms, phrases, grammar, and sentence patterns. Writing is an activity that expresses ideas and opinions through the arrangement of sentences into a meaningful text or paragraph. Students can find problems in every perspective of learning English in developing their abilities, especially in the field of writing.

Writing is a way of life which means that students who lack the ability to express themselves in writing will fail the course because writing is a way of life. Students write at all levels, from elementary school to university graduate programs, as researchers have observed, to master the subject matter. Students can use writing not only for learning, but also for experimenting with language and taking risks. This is supported by Hanson (2008), he says that writing is part of the learning process, and students apply and understand new knowledge and ideas. It can be concluded that writing is one of the most important aspects of any language education because the conclusion is that writing is very important for students between writing and motivation.

According to Jacobs (2002), writing is the act of creating a chronology of our

thoughts, which we may then identify, objectify, edit, or construct; it also requires us to invest in our ideas and learning. As a result, writing is one of the most difficult skills for many students to master. Writing pedagogy has focused students on how to generate ideas, organize them coherently, use different markers and rhetorical conventions to put them cohesively into a written text, revise text for clearer meaning, edit text for appropriate grammar, and produce a final product (Brown, 2001:335). Finally, giving and developing main and supporting ideas is the goal for the writer to create an effective text, whether it is a short one of a few paragraphs or a lengthy one of several pages.

One of the genres of a text that is taught from Junior High School is descriptive paragraph. It is a text that clearly describes a thing, place, or person by using generic structure elements such as clear identification, vivid detail descriptions, and a suitable conclusion. To write a good description, the writer cannot simply imagine a subject based on what he reads or hears. Furthermore, the use of words in writing Descriptive Paragraph must be considered, as this will assist the reader in gaining information from the writer's descriptive paragraph. There are several researchers who have conducted research to determine The Correlation between Students' Motivation and Writing Ability and their English achievement. The first similar research was conducted by Nurhidayah (2019) entitled The Correlation between Motivation and Their Writing Achievement. The purpose of this study was to find a relationship between learning motivation and the ability to write a descriptive paragraph. The researcher used questionnaires and writing tests as research instruments to collect data, and the results showed a weak significant relationship between students' learning motivation and their

writing ability in writing descriptive paragraphs. The second research relevant to this research was conducted by Dara Helmasena (2015) with the title "The Relationship of Student Motivation with Writing Ability of Class II Students of SMA Al Kautsar Bandar Lampung". The purpose of this study was to determine whether there was a significant relationship between students' motivation and their writing ability.

Based on the explanation above the researcher would like to know whether or not there is a correlation between students' motivation and writing ability of the eight-grade of SMPN 2 Denpasar. Therefore, the researcher is interested in concluding a research entitled "The Correlation between Motivation and Writing Ability of the Eighth-Grade Students of SMPN 2 Denpasar in Academic Year 2022/2023".

1.2 Research Problem

The important aspect of conducting research is formulating the research problem, as what has been mentioned in the background, motivation, and writing need to be given attention in learning English. The researcher has to decide on a specific and correct question to be answered. Based on the background of this study, some students still have difficulty identifying descriptive paragraph 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 the eighth-grade students of SMPN 2 Denpasar in academic year 2022/2023?

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 to the research problem that has been previously formulated and determined. In relation to what has been described in the background above, the objective of the study is to figure out whether there is any sign of the correlation between motivation and writing ability of the eighth-grade students of SMPN 2 Denpasar in the academic year 2022/2023.

1.4 Limitations 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 students' motivation and writing ability. This research was conducted involving the eighth-grade students of SMPN 2 Denpasar in the academic year 2022/2023. The researcher focused on investigating writing in a descriptive paragraph. In addition, the student's writing ability is limited to writing descriptive paragraphs with a particular topic namely person, place, and thing. Furthermore, the aspect motivational is focused on positive task orientation, ego-involvement, need or achievement, high inspiration, goal

orientation, perseverance, and tolerance of ambiguity.

1.5 Significance of the Study

The significance of the expected research findings is one of the practical reflections considered in carrying out the current study. Furthermore, the significance of the study is important in conducting research. The researcher concentrated on the relationship between motivation and writing ability in eighth-grade students at SMPN 2 Denpasar. Furthermore, the findings are expected to provide both theoretical and practical significance in the current study, which is discussed further below:

Theoretically, the findings of this study are expected to enrich theories and serve as a reference for future research on the correlation between motivation and writing ability of the eight students of SMPN 2 Denpasar. The results of this research also are expected to give a new list of some study about correlational study which has been conducted before by others gets new information about it. Therefore, this research is expected to be a reference for the next researchers, especially the correlational study to investigate the correlational study to investigate the correlation between students' motivation and writing ability.

Practically, the findings of this study are beneficial for English teachers, students, and other researchers. For English teachers, the findings can provide information about the relationship between motivation and writing ability, and it is hoped teachers will be motivated to motivate students to write and improve their writing skills, particularly in writing descriptive paragraphs. It can also be used as feedback to teachers to encourage students to participate in writing classes. The study findings may encourage students to pay more attention to their

studies. They need to be more active and enthusiastic about learning and stay motivated. In addition, for other researchers, the results of this study can be used to enrich the researcher's English knowledge as feedback, and hopefully can be used as a reference to conclude studies in the same field.

1.6 Definition of the Key Terms

To avoid misunderstandings and misinterpretations on the part of the reader, two key terms must be operationally defined. Furthermore, key terms are some of the commonly used words in this study, and readers should be given a clear operational definition of the topic to be discussed further. To avoid misunderstandings in research, some terms are defined operationally. Each term must have an attached definition. A number of key terms used in this study have been defined, as follows:

1. Motivation

Motivation is operationally defined in this study as a psychological boost of motivation of the eighth-grade students of SMPN 2 Denpasar in writing, specifically in descriptive paragraphs focused on the concept of motivation namely; positive task orientation, ego-involvement, need for achievement, high aspiration, goal orientation, perseverance, tolerance of ambiguity.

2. Descriptive Paragraph Writing Ability

The ability to write descriptive paragraphs is operationally defined as the ability of students of class VIII SMPN 2 Denpasar to write good descriptive paragraphs, which are usually used to describe and express certain people, animals, or objects and consist of identification, description, and conclusions.

CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

Theoretical review is the framework that defines the term in academic disciplines. The goal is to provide data or knowledge about variables. The theoretical review consists of a theoretical framework that allows the researcher to present the research in the light of an expert summary of the literature. The researcher discussed theoretical reviews of related theories focused on topics in this chapter. A review of related theories is an important part of scientific research because it helps the reader understand the basis of the research. The following is a discussion of the research background, which is related to several theoretical reviews; motivations, and writing ability as follows:

2.1.1. Motivation

Many people know about motivational words used in their lives. But, in reality, achieving or getting motivation is not as easy as turning a palm. Every action that people do is based on motivation. People eat because they are hungry, they walk because they have a place to go, people talk because they have an idea to express themselves, and people study because they want to master something, etc. Motivation has been central in both educational and psychological research and plays a significant role in several theories of human development and learning. Motivation is one of the supporting factors for success in learning a language. This is supported by Ebata (2008), the desire to achieve a goal is the basis of motivation and if it is strong enough it will lead to a decision to act. From the definition above, the researcher concludes that motivation can be one

of the keys or a very motivating factor in an individual's self to do something better to achieve the desired goals.

In addition, Reeve (2018) states that motivation is a condition in which we expect change. He also adds that motivation is something that is very valuable, useful, and very useful to do. In the field of education, motivation can be strong for students to do something better in achieving their learning purposes. However, if students are not motivated to learn, there will be nothing to push inside or outside of them. Motivated students will be more successful in learning because they strive to achieve their learning objectives. The higher the motivation that students have, it will encourage students to study even more actively and the frequency of learning will increase, so that their learning outcomes will also increase.

According to Coffey in Chaer (2002: 251) states that stimulating someone's curiosity can help them become motivated. Someone will act as a result of these stimuli. Stimulating students means encouraging them to take action to achieve goals. Motivation is a support, desire, reason, or purpose that makes someone do something. This attitude is an invisible that gives strength to encourage individuals to achieve goals. Students can provide their own support or those around them that encourage them to take action. From the above statement that stimulating is a way for students to become motivated in learning English.

Motivation and learning can influence each other. What and how students learn can be influenced by the value of the quality of their motivation. According to, Schunk (2012:129). Motivation is a critical process of

observational learning that teachers promote in a variety of ways, including making learning interesting, relating material to student interests, having students set goals and monitor goal progress, providing feedback indicating increasing competence, and emphasizing the value of learning. Naiman et al. (in Ur 1991:275) state that is not always individuals for whom the language comes naturally; rather, they are those who exhibit a number of typical traits, the majority of which are unmistakably motivated behaviors. Some of these are:

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 need to achieve, to overcome difficulties and succeed in what she or he sets out to do
4. High aspirations, the learner is ambitious, goes for demanding challenges, high proficiency, top grades.
5. Goal orientation, the learner is aware of the goals of learning, or of specific learning activities and directs his or her efforts toward 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 situation involving a temporary lack of understanding or confusion; he or she can live with the patiently, in the confidence that understanding will come later.

Based on the theories that have been explained above, motivated learners are students who have the passion to invest effort in learning activities, making the learning process more enjoyable and easier. Some characteristics indicate motivation. Positive task orientation, ego involvement, need for achievement, high aspirations, goal orientation, perseverance, and tolerance of ambiguity are characteristics of motivated learners. This means that a person can measure or understand motivation based on visible behavior. Furthermore, student motivation can be seen from the factors mentioned above, and researchers can assess the level of motivation that students have.

2.1.2. Writing Ability

Writing is one of the skills that must be mastered. This skill is also one of the most productive skills in addition to successful skills. Writing is one of the four language skills which is classified as a difficult skill because there are several aspects that must be met by a writer such as content, organization, purpose, vocabulary, punctuation, and spelling in a balanced way. Writing can be used as a communication tool in everyday life. Meanwhile, Hyland (2004:20) states that writing is a way of sharing personal meaning and writing courses emphasize the individual's power to build his own views on a topic. It is clear that the purpose of writing is to communicate in written form.

Writing is the process of producing a series of sentences to combine ideas into a text that contains 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. Ability is the quality of being able to do something, mentally, physically, and the power to do something. The

ability writing has become an essential skill in our globally literate cultures. It means that students must be proficient in writing. Even if many native English speakers never truly master this skill, writing as a communicative activity should be encouraged and nurtured throughout the language learner's course of study.

According to Nunan (2003, p. 88), writing is a mental activity of creating ideas, considering how to convey them, and arranging them into sentences and paragraphs that readers can understand. Urquhart and McIver provide another definition of writing ability. Writing, according to Urquhart and McIver (2005, p. 5-6), is a recursive process, meaning that students revise as they go along, often going back and forth between phases. Based on all the statements above it can be concluded that writing is a complex process. Which is where writing something using several ideas requires experience to get good writing results.

According to Pollard (2008:50), states that there are two terms that must be used to describe writing abilities. The first is coherence, which is how writing is organized. This includes the logical development of ideas as well as careful organization within and between paragraphs. The second concept is cohesion, which refers to how one idea is linked to another. This is usually accomplished through the use of reference words and links. The language items mentioned are mostly used not only in writing but also as a guide for readers through writing.

Graham (2006:2) states that writing is a complex skill. It is true because mastering it takes a significant amount of effort and time. As a student progresses through the middle school grades, the teaching of writing becomes more complex because they no longer learn from the same teacher in each grade level. Even though writing is a fundamental skill for students, some students get

it wrong. 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 manner, even if it is time-consuming and may meet initially. Writing requires time to brainstorm ideas, draft a piece of writing, and then review and edit it in various ways with the help of the teacher. As a result, in writing activities, students are given enough time to complete a piece of writing and an easy method to express their ideas in writing. To summarize, writing is very useful because it can be used as a communication tool written by the writer to readers to communicate information and specific purposes.

According to Aryanika (2016), writing is the act of forming letters on stone, paper, or other suitable media to record the ideas that are characterized and words express or communicate the ideas through visible signs. In conclusion, writing is a form of communication in which writers express their feelings, thoughts, and ideas in written form. Writing can be defined as the process of transmitting messages from the writer to the reader. Harmer (2004:112), firstly, writing allows them more "thinking time" than attempting spontaneous conversation. They can go over what they know in their heads and even consult dictionaries, grammar books, or other reference materials if necessary. As a result, students can improve their writing skills by using descriptive paragraphs. Furthermore, the sentences should describe the topic logically in specific detail and explanations so that readers can easily grasp the meaning of the paragraph.

Based on the statement above, the researcher concludes that descriptive paragraphs are a type of writing that provides descriptions about a place, person, or thing. The primary goal of descriptive writing is to create an image of a place,

person, or thing in the minds of the readers by providing enough details for them to feel that thing using their five senses. Writing, according to the definition above, is a process of expressing thoughts, ideas, and feelings in writing language with a specific goal. The author expresses a final opinion about the clearly presented description.

2.2 Empirical Review

Empirical review serves as way to obtain information needed in the current research through the previous one. The similar topic and background may help to enrich the current study by doing the empirical review through observation. This current study should be observed from the related previous research to obtain the information needed in the current study. Therefore, it can be used to support the current study by considering the results and whether or not the current study could be as successful as the relevant studies in this empirical review. The researcher wanted to learn about the relationship between motivation and writing ability, particularly when writing a descriptive paragraph.

The first similar research was conducted by Nurhidayah (2019) entitled, "Reexamining the Correlation between Motivation and Their Writing Achievement." The study's goal was to find a link between learning motivation and descriptive paragraph writing ability. Furthermore, the research has already been organized in accordance with the title and the research objectives. The researcher used a questionnaire and a writing test as research instruments to collect data, and the results revealed a weak significant relationship between students' learning motivation and their writing ability in writing descriptive paragraph.

The study's strength was that the researcher provided theories about motivation and writing from experts to support statements as the study's strength. The significance level discovered by the researcher is 0.848. It is greater than 0.05, implying that the correlation is not significant. Motivation does not have a significant relationship with writing achievement. In fact, some students receive high motivation scores but do not receive high writing scores. On the contrary, some students receive low motivation scores but high writing scores. The weakness is that the researcher in the previous study did not mention the types of tests she used to assess the students' writing ability, and she also did not provide the scoring rubric. The researcher would like to use a paragraph construction test as the type of test in this current study, and the researcher will also provide a clear scoring rubric based on Oshima and Hogue (2007:196). So that the researcher can easily score the tests of the students. The researcher anticipates that the interpretation of correlations between students' motivation and writing ability will be on a medium or high scale in this current study.

The second research which was relevant to the present study was done by Helmasena (2015) entitled "The Correlation between Students' Motivation and their Writing Ability of the second grade of SMA Al Kautsar Bandar Lampung." The study's goal was to determine whether there was a significant relationship between students' motivation and their writing ability. Furthermore, based on the research findings, the questionnaire and writing test instruments were used. The questionnaire was used by the researcher, and the samples were required to write a descriptive paragraph. in the instrument's writing test. The findings clearly demonstrated a significant relationship between students' motivation and their

writing ability.

The strength of the study was the researcher provided theories about motivation and writing from experts to back up statements. The previous research also found a significant correlation between students' motivation and their writing ability; however, the researcher in the previous study did not specify the types of tests she used to assess the students' writing ability. In this study, the researcher would like to use paragraph construction text along with instruction to ensure that the students understand what they should do. The researcher anticipates that the interpretation of correlations between students' motivation and writing ability will show a strong correlation and a positive pattern in this current study.

2.3 Hypothesis

According to Singh (2006:54), the hypothesis is defined as a temporary solution to a problem. Therefore, based on the theory and empirical above, the writer formulates the hypothesis of this study:

a. Alternative Hypothesis (H_a):

There is a significant correlation between motivation and writing ability of the eighth-grade students of SMPN 2 Denpasar in the academic year 2022/2023.

b. Null Hypothesis (H_0):

There is no significant correlation between motivation and writing ability of the eighth-grade students of SMPN 2 Denpasar in the academic year 2022/2023.