

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Writing is one of the skills needed to communicate. By mastering writing, people can deliver their purpose and information to others. Writing ability has become an important part of a student's English learning process. Furthermore, Nunan (2003:88) states that writing is a unit of cyclical process and product that cannot be separated. Therefore, writing is not always easy and maybe it becomes a challenge even for the best student. In writing, students are expected to be able to collaborate their ideas, opinions and also their feelings in written form. This means that writing is very crucial to study by the student.

Writing has become one of the activities done by students who study English. To get good writing, students have to master spelling, punctuation, grammar and vocabulary. When the student writes down their own writing, they should be familiar with the content of what they have already written. Therefore, they can convey the meaning easily. In writing, the students arrange the sentences with good languages to the readers in understanding the writing contexts. In writing process, the students have to involve their thinking and also creative skills.

Writing does not receive serious attention because many students think that writing is a difficult activity. Some students still face many problems in writing. There are some problems that can influence students writing such as; lack ideas, grammar, vocabulary, and writing motivation. Some students become passive when they face writing task because in writing, students are asked to develop an idea into a long paragraph and it can make students unmotivated to start writing. Therefore,

motivation becomes the main influence for the students to make them good optimist to start learning about writing. Therefore, motivation becomes the main influence for the students to make them good optimist to start learning about writing.

In learning about writing, motivation becomes an important aspect which has to exist in students' self. Without a strong motivation, students will find it difficult to do writing activity. Dornyei and Ushida (2011:4) state that motivation is responsible for why people decide to do something. It is an element that control the level of people's desire to do an activity. Even though these students have many ideas in their mind, without motivation they will be difficult to make a good paragraph. The result showed that it is important for having some motivation for each student to help them in mastering writing ability.

In the teaching and learning process of writing, the English teacher must explain the purpose, generic structure and also the language features in descriptive paragraph that is expected to help the student understand. But the students were passive in learning. It showed that when start to make a descriptive paragraph in writing, they become stuck in two or three sentences because they confused to collaborate the ideas and makes them not motivated to continue their work. Wentzel and Brophy (2017) state motivation is a means for someone in achieving goals by their quality behaviour. However, the students with low motivation are usually produce a writing product that is less good. It means that is important for us understanding the correlation between student's motivation and their writing skill especially in writing ability.

In accordance with the explanation above, Arcani (2020) conducted research entitled "The Correlation Between Students' Motivation and Their Ability in

Writing Descriptive Paragraph at the ninth-grade students of SMP Pancasila Cangu in academic year 2020/2021". It is aimed at finding out whether there is significant correlation or not between students' motivation and their ability in writing descriptive. Besides, another relevant research was conducted by Huseyin (2019) which was about the relationship between students' writing motivation and writing ability or not. The result of the research showed that the writing frequency of the student increase with the increase in motivation score.

Then, research entitled "The correlation between Extrinsic Motivation and The Students' Descriptive Writing Ability at the Seventh Grade of MTS MA' Arif NU 5 Sekampung" that has been conducted by Septiana (2018) in which it showed that the students' level of extrinsic motivation and writing ability are included in the fair category. The researcher found out the level of the correlation between students' extrinsic motivation and the descriptive writing ability at the seventh grade of Mts Ma'arif NU 5 Sekampung is 26.83%.

Regarding to those motion it is important to consider to know if there is any correlation between students' motivation and writing ability. The researcher is interested to conduct a study entitled "The Correlation between Students' Motivation and writing ability in Descriptive Paragraph at the Ninth Grade Student of SMP (SLUB) Saraswati 1 Denpasar in Academic Year 2022/2023.

1.2 Research Problem

Based on what has been describe in the background of the study above, the research problem can be formulated in the form of question as follows: is there any significant correlation between students' motivation and writing ability in

descriptive paragraph at the ninth-grade students of SMP (SLUB) Saraswati 1 Denpasar?

1.3 Objective of the Study

The objective of study is to solve and answer the research problem that is formulated for the study. Based on the research that has been explained above, the objective of the study is to find out how significant is the correlation between students' motivation and writing ability in writing descriptive paragraph at the ninth-grade student of SMP (SLUB) Saraswati 1 Denpasar in the academic year 2022/2023.

1.4 Limitation of the Study

In this research, the writer focuses on the correlation of student's motivation and writing ability in writing descriptive paragraph at the ninth grade student of SMP (SLUB) Saraswati 1 Denpasar in academic year 2022/2023. The researcher focused on investigating descriptive paragraph writing. Moreover, the students' writing ability is limited on writing a descriptive paragraph with a particular topic namely person, animal, and thing. The students descriptive paragraph writing ability was mainly focused on writing a complete descriptive paragraph that consisted of identification, description, and conclusion.

1.5 Significance of the Study

Theoretically, the result expected to contribute further to support the finding of subsequent research, that the writing ability is an important role in communicating. Practically, the result of this present study is expected as a reflection to English language teachers in teaching writing of the ninth Grade

Students of SMP (SLUB) Saraswati 1 Denpasar to take the effect of categorizing students' motivation in writing.

Furthermore, the result of this study is expected to be useful for students, teachers and the next researchers. For students, it would be useful for them as a motivation to write more they did before and encourage them to learn English as a second language by writing. Meanwhile, this research is expected to be useful for teacher as an information about the correlation of students' motivation and students' writing ability, the result of the study is expected to be useful as the source of their reference and also become an information for further research that decide to do the research in the different school.

1.6 Definition of Key Term

In order to avoid misunderstanding and confusion among the readers in comprehending this research study, the researcher provides three key terms that were defined to make this research clear. They were writing ability, students' motivation, and writing descriptive paragraph. The researcher operationally defined the important key of terms used in this study as follows: of the readers about this research study, there was a several terms of this study was provided to make sure that the readers have clear insight about what this study about, therefore the researches need to give operational definition of the vocabulary mastery and descriptive paragraph writing ability as the terms in this study. They key term are vocabulary mastery and descriptive paragraph writing ability. Those key terms should be explained clearly and briefly to provide clear insight into what is study is concerned with. The definition of the key terms can be defined as the following statement:

1. Writing Ability

Writing ability in this research means the ability of the ninth grade students of SMP (SLUB) Saraswati 1 Denpasar to expressing their idea, though and feelings in describing one topic out of three that has already been choose by using written language related to grammar, vocabulary, organization, spelling, and punctuation to make the students or readers understand the ideas convey and interested to read further.

2. Students' Motivation

Students' motivation in this research is operationally defined as a factor that can control the students to make their desire grow in themselves to develop their potential in learning English as a second language through writing.

3. Writing Descriptive Paragraph

Writing descriptive paragraph is operationally defined as the ability of the ninth grade students of SMP (SLUB) Saraswati 1 Denpasar in writing a good descriptive paragraph which is usually used to describe and express a particular person, animal, and thing that consists of an identification, description, and conclusion.

CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

The theoretical review is a review of some theories for the present study. Therefore, it is used to support this research and as references and to solve the problem in the present study. There are which Describe and discussion and it also writing ability, students' motivation and writing descriptive paragraph.

2.1.1. Writing

Writing is a productive skill in English Writing is one of form of communicate which could be used to express ideas, opinion, emotions and various kinds of information in written form. Hyland (2003: xv) states that writing is among the most important skill that second language students need to develop. Good writing can allow the students to communicate their message clearly and to a far larger audience.

According to Alderson and Bachman (2002), writing has become an essential tool for people of all walks of life in today's global community. Research shows that writing is always done in daily life. Every person needs to communicate with others through writing. Writing can be used reporting analyses of current events for newspapers or web pages, written essays, letters, or e-mail. Therefore, the ability to write effectively allows people from different cultures or background to communicate.

Based on Fulwiler (2002:7), writing does certain things better than speaking. When we do miswrite, we can always catch our mistakes and rewrite it before. Someone gives notice. In this case, if we need to develop our argument into a more

complex one, writing can give us time and space to do it. Through writing, we also can make permanent records that can be studied. Conveying information through writing is easy than in face-to-face action.

In addition, Hogue (2008:2) states that writing which is done in the classroom is called academic writing because it is to explain something or give information with the teacher and classmate as the audience. Academic writing requires certain skills. These skills include sentence structure.

With these theories, the research concludes that writing is a productive skill that is important for student in daily life. Through writing, students can share ideas and do communication to other. When students learn about writing, they have to pay attention to the skills included in writing which are sentence structure, organization, grammar and also punctuation.

2.1.2. Student Motivation

Bascolo and Hidi (2007:11) stated that motivation is derived from Latin verb *movere* which means to move which means to move. According to the authors, there are two main meanings of motivation in writing related to movement the writers' reason, goal or motive to write, and the effect or movement of his or her writing produced by a reader. According to Kelner (2005: xvi), motivation is the emotional drive to continue. It shows that when people have enough interest in something.

Brophy (2004:4) states that student motivation is routed in students subjective experience, especially those connected to their willingness to engage in lessons and learning activities and their reason for doing so. Therefore, motivation become a

support for student in learning. They have a desire to try in learning something. Another concept by Dornyei (2001:7) states that motivation explains why people decide to do something, how hard they are going to pursue it and how long they are willing to sustain the activity. In learning a second language, motivation becomes an important part. The primary motivation to learn in writing is the students are able to write in the target language. To get the students' motivation we have to pay attention whether they are motivated from inside or outside. As it has been known that there are two classification or motivation, those are intrinsic and extrinsic motivation.

As Deci in Shchunk (2012:386) states that intrinsic motivation refers to a desire to engage in an activity for no obvious reward except task engagement itself. Internal motivation involves motivation to do something for its own desire. This motivation appears from ourselves. The students who have intrinsic motivation will study hard and enjoy the teaching and learning process because they have a desire to do everything from inside themselves and do not depend on the external reward.

2.1.3. Descriptive Paragraph

Descriptive paragraph gives an impression of something. Oshima and Hogue (2007:61) also state that descriptive writing appeals to the sense, so it tells how something looks, feels, smells, tastes, and sound. A good description is a word picture; the reader can imagine the object, place, or person in their mind. In making a descriptive paragraph, students have to arrange sentences in order to provide details which can reflect the object well. In describing something, details are usually about what the writer sees, hears, smells, touches, and tastes. From those definition,

it can be concluded that a descriptive paragraph is a paragraph that explains the detail characteristic of the object.

2.2 Empirical Review

Empirical review is the review of relevant researcher that have been conducted in which it reviews the previous researches that are relevant to the present research. Empirical evidence can help the researcher avoid unintentional replication of the previous student's result and to clarify as well as define the concepts of the study. In conducting this study, the researcher wanted to make a correlation between motivation and writing ability in writing descriptive paragraph.

A study was conducted by Huseyin (2019) entitled "Relationship between Writing Motivation and Writing Ability among Secondary School Student". The objective of this study was to find out whether there is a relationship between students' writing motivation and writing ability or not. The result of the research showed that the writing frequency of the student increase with the increase in motivation score.

The second study is research entitled "The Correlation between Extrinsic Motivation and The Students' Descriptive Writing Ability at the Seventh Grade of MTS MA' Arif NU 5 Sekampung" that has been conducted by Septiana (2018). The result showed that the students' level of extrinsic motivation and writing ability are included in the fair category. The researcher found out the level of the correlation between students' extrinsic motivation and the descriptive writing ability at the seventh grade of MTs Ma'arif NU 5 Sekampung is 26.83%.

The data that were presented in those two previous researchers and have been mentioned above were good. The researchers had successfully found out a

correlation between motivation and writing ability. Those previous researchers have defined that students who have motivation will have a good writing ability especially in writing descriptive paragraph. However, the research from Huseyin (2019) did not give clear instructions on what kind of writing that the students have to write in the test. Besides, the research from Septiana (2018) only focuses on finding the correlation in extrinsic motivation and writing ability. In the present study, the researcher focused to test the students' ability in writing descriptive paragraph and also focus on students' motivation, not only extrinsic motivation but also intrinsic motivation.

2.3 Hypothesis

Based on the theoretical and empirical above, the researcher formulated the hypothesis of this research, as follow:

1. Alternative hypothesis (H_a): there is significant correlation between student motivation and writing ability in writing descriptive paragraph.
2. Null Hypothesis (H_0): there is no significant correlation between student motivation and writing ability in writing descriptive paragraph.

