

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Writing is a language skill that is categorized as a productive skill. It is one of the important skills that need to be learned besides speaking, listening, and reading. Writing skills play an important role in communication. In writing, students are expected to be able to express their feelings, ideas, and opinion in written form on some pieces of paper. In addition, writing is also important because a good writing ability enables students to communicate the message clearly although at a long distance. When the students write down their ideas or opinion, they should be familiar with the content of what they have already written. Therefore, they can convey the meaning easily.

The creativity of students in writing is an interesting activity for teachers because they must provide an easy way to the students so that they can write. Wolff (2007:1) states that writing is a complicated method involving brain activity to regulate the infinite stream of thoughts. Besides, Zemach and Islam (2005: iv) state that writing is the most difficult skill to be mastered in both the first and second languages. People cannot write a single letter of the alphabet without having a conscious effort of mind and hand and to get beyond the single letter writer must know how to form words, how to put words together become sentences, and how to punctuate those sentences. Therefore, writing becomes a challenge for students because it is not always an easy activity to be done.

In addition, writing is both a process and a product (Nunan, 2003:88). The process of writing is cyclical and the product of writing is what other people can

see and read such as essays, books, letters, stories, or research reports. The cyclical process of writing means that writing is not an instant process, however, it requires some practices that should be done to produce a well-written product. However, writing does not receive serious attention because many students think that it is one of the most difficult skills that they have to be learned and had. Some students become passive when they face a writing task because only by hearing that they asked to write or develop an idea in a long paragraph of text, it can make students unmotivated to start writing. Therefore, motivation becomes the main influence to make students have a good desire and optimism to start learning about writing.

In the learning process, motivation has an important role because students who have the motivation to learn will make the learning activity more fun and understand the material quickly. When people or students 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 (Brophy, 2004: 12). In addition, motivation is an inner power that forces and strengthens someone to do something. Therefore, writing motivation is a desire that comes from someone's self-wherein the learning process will determine the success in a writing activity.

Furthermore, Hidi and Bascolo (2004: 4) state that motivation is an important aspect of academic writing. In other words, motivation gives strength to the students that come from inside and outside of themselves that aims to give positive goals. When students start writing, they must have the motivation to write first. By having a motivation to write, students can find or compose their ideas, opinion, or feeling into their writing easily. Besides, writing ability is interrelated

to motivation. The level of their motivation will determine the success of students' writing which can also encourage their willingness to write something.

According to Kelner (2005), writing can be done well by having motivation. In addition, according to the previous research conducted by Jayanti (2020) to the tenth-grade students of SMKN 2 Denpasar showed that there was a positive and significant correlation between motivation and writing ability. So, it means that motivation has correlation with writing and they are interrelated. The result of the research showed that when the students have low motivation, they also have a low score in writing because it is difficult for them to convey their ideas into writing. In contrast, when the students have high motivation, they would be easier to express their ideas into writing and produce a well-written product. By having a strong motivation, it can help students to encourage them to do an activity especially successful in writing thus, they can produce good writing.

Based on the background of the study, the researcher is curious whether there is significant correlation between motivation and writing ability of the students especially in writing a descriptive text. Therefore, the researcher wants to prove the theories above by conducting a research at SMA PGRI Blahbatuh and try to figure out whether there is significant correlation between motivation and writing ability. Henceforth, the researcher conducted a research entitled "The Correlation between Motivation and Writing Ability of Tenth-grade Students of SMA PGRI Blahbatuh in Academic Year 2021/2022".

1.2 Research Problem

The most important aspect in conducting research is formulating the research problem. Concerning the description in the background of the study above,

the researcher conducted a research on the correlation between motivation and writing ability of the tenth-grade students of SMA PGRI Blahbatuh. The researcher has to decide a specific and correct question to be answered. Moreover, the researcher was intended to find out the significant correlation between motivation and writing ability of senior high school students. Therefore, the research problem of the present study can be formulated in the form of a question as follows: is there any significant correlation between motivation and writing ability of the tenth-grade students of SMA PGRI Blahbatuh in academic year 2021/2022?

1.3 Objective of the Study

The most important aspect in conducting research is the research objective to describe concisely what the research trying to achieve. So that, every research has its own objective. A scientific solution to the research problem is expected to provide in a particular investigation. Furthermore, the objective of the study should be in line with the background and the research problem that has been determined and formulated for the study. Thus, in line with the background and research problem above, the primary objective of the present study is to find out whether there is a significant correlation between motivation and writing ability of the tenth-grade students of SMA PGRI Blahbatuh in academic year 2021/2022.

1.4 Limitation of the Study

To avoid overlapping and confusion, the limitation of the study is made to be more specific. Considering the complexity and broadness of the problem that had been discussed above, formulating the limitation of the study is important. In the present study, the researcher limits the study on the correlation between

motivation and writing ability of the tenth-grade students of SMA PGRI Blahbatuh. Motivation in this study is focused to the seven aspects which are considered as the important aspects of motivated learners such as positive task orientation, ego-involvement, need for achievement, high aspiration, goal orientation, perseverance, and tolerance of ambiguity. Furthermore, writing ability in this study is limited to the ability of the students in constructing a Descriptive text about place with particular topics such as Tourist Destination, National Monument, or Historical Building that consisted of identification, description, and conclusion.

1.5 Significance of the Study

The researcher concerns about investigating the correlation between motivation and writing ability of the tenth-grade students of SMA PGRI Blahbatuh in the 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 findings of the study are extended to be both theoretical and practical significance to teaching and learning English. It means that it is will not only able to use as references or sources but it can also be implemented in the real situation or context:

Theoretically, the result of this study is expected to be able to improve students' motivation and writing ability. Besides, it is also expected to contribute further to be used as a reference to support other researchers for future research which related to the correlation between motivation and writing ability. Furthermore, to conduct a related study, the procedures of conducting this research can be a good guidance to be used. Moreover, the findings are expected to be used as evidence that there is a significant correlation between motivation and writing

ability. This study also can be used to believe the accomplishment of the students' achievement in writing ability based on their writing motivation.

Practically, the findings of this study can be used by English teachers, students, and other researchers. For English teachers, the findings of this research can give information about the correlation between motivation and writing ability. So that, the teacher can always give them the motivation to improve students' desire on learning writing that can improve their writing ability as well. Besides, for students, the finding will be help students to be more active and enthusiastic in learning and keeping on their motivation because they can be more attentive about their learning as they know how the influence of motivation on their learning. Moreover, this study can be used as a reference for future researchers who want to conduct research related to the correlation between motivation and writing ability. Furthermore, the findings can help other researcher to enrich their knowledge related to the correlation of motivation and writing ability.

1.6 Definition of the Key Terms

Key terms are important to be defined to give a clear understanding and interpretation of the topic that being investigating. To avoid misunderstanding and confusion among the readers in comprehending this research, the researcher provides three important key terms that should be operationally defined to make this research clearer. In order to make a better understanding concerning this present study briefly and clearly, the researcher describes the definition of motivation, writing ability, and descriptive text which related to this study. The researcher operationally defined the important key terms as follows:

1. Motivation

In this study, motivation is a desire that comes from inside or outside that directs the tenth-grade students of SMA PGRI Blahbatuh in academic year 2021/2022 to do something. That is consists of seven aspects namely positive task orientation, ego-involvement, need for achievement, high aspiration, goal orientation, perseverance, and tolerance of ambiguity.

2. Writing Ability

Writing ability is the ability that has by the tenth-grade students of SMA PGRI Blahbatuh in academic year 2021 /2022 in expressing their opinion, ideas, or feeling in describing a topic that has been choosing by using the written form. The students' writing ability can be defined by writing a Descriptive text about place with particular topics such as Tourist Destination, National Monument, or Historical Building. The Descriptive Text consisted of 6 – 12 sentences for each paragraph that is divided into three paragraphs such as identification, description, and conclusion. In addition, the three paragraphs should be unified and coherent, and the topic should be described in vivid detail in which the readers can imagine and feel the description easily.

CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

Theoretical review is a review of some theories related to the study that will be used to support and build this study besides, to make the study more firm and based on the fact. A review of a related study is an important part of scientific research because it allows the readers to understand the foundation of the research. It can help the researcher to determine the nature of the research and give a theoretical basis for the research. On the other hand, it needs the foundation to guide this study. So, three areas are described and discussed in this chapter as follows: motivation, writing ability, and descriptive text.

2.1.1 Motivation

Motivation is one of the important factors in learning. By having motivation, students can do anything well. However, the students can be difficult to achieve their goals in learning without having any motivation in learning. Since the students are motivated to learn, it can make the learning process more effective. Motivation can be assumed as inner power or desire that makes students move and force them to do something and achieve their goals. It can be come from inside or outside of themselves. Motivation is some kind of internal drive that pushes someone to do things to achieving something (Harmer, 2007:98).

Furthermore, Dornyei (2001; 7) states that motivation is responsible for why people decided to do something, how long they sustain the activity, and how hard they are going to pursue it. The motivation here is students' learning motivation in writing. As it has been known that two types of motivation affect students'

willingness in learning English especially in employing writing skills, namely intrinsic motivation and extrinsic motivation. Both types of motivation will give a big effect on students' learning, especially on their writing ability. As students will be easier to elaborate their ideas, or opinions when they have strong motivation either inside or outside of themselves.

Dealing with motivation, Brown (2001: 72) divides the definition of motivation into two, based on the schools of psychology. They are behaviorist definition and cognitive definition. The behaviorist definition focus on the role of reward and punishment in motivating behavior. By giving rewards and punishment to the students it can improve their motivation in the learning process. However, a teacher should carefully select the rewards or punishments that can be given to the students to make sure that they can help students to improve their learning efficiency. While, the cognitive definition focuses on how the individual conscious attitude, thought, interpretation, and beliefs of events influence the behavior, and that is how the action is transformed by a mental process. It can be said that someone's beliefs will affect their behavior. In the teaching and learning process, students can be motivated to learn when they have beliefs that what they do or learn in the school is important for their life.

In addition, motivation can be personal characteristics, interest in something, sports, or social activities. It is not only come from about in one way. However, it can come from intrinsic characteristics and extrinsic characteristics to a task. The intrinsic characteristic of a task is something that has to do with its nature on doing a task. On the other hand, extrinsic characteristic to a task is something that given by the outsider to engage the students to do the task such as reward and

punishment on their performance. Thus, Stipek (2002) in Slavin (2009:317) states that motivation to do something can be come about in many ways.

According to Boscolo and Hidi (2007:11), motivation is derived from the Latin verb "movere" which means to move. Motivation can be defined as stimulating, guiding, and encouraging students to exert their ability, especially in writing. It is a factor that helps students to achieve their goal of learning a second language. There are two main meanings of motivation in writing related to movement: the first is the writer's reason, goal, or motive to write and the effect of writer's writing produces by a reader. Along with that, Brophy (2004:4) states that motivation is connected to their willingness to engage in lesson and learning activities and their reason for doing so which is rooted in students' subjective experiences. Therefore, motivation can give support or desire to the students to engage in a lesson to try learning something.

Additionally, Slavin (2009:317) states that an activity can be started and it can keep going well because the path to reach the goal of the activity is determined by having motivation. That is why motivation is important when someone wants to do something. In writing, students can be easier to write when they have strong motivation because motivation give them energy or desire to write and make them focus on their goal. Besides, it gives them strength and mindset to start writing and thought that they should make good writing. By having a desire to write first, the students know what they want to write, and easier to elaborate their ideas and opinion than as they believe that they can write.

In learning a second language, motivation becomes an important part. Students' ability on writing based on the target language is the primary motivation.

As motivation can be classified to be intrinsic and extrinsic motivation, the teacher must pay attention to students' motivation whether they are motivated from inside or outside. Schunk (2012:386) asserts that intrinsic motivation refers to a desire to engage in an activity for no obvious reward except task engagement itself. Intrinsic motivation can be said as internal motivation involves motivation to do something based on its own desire and it appears from ourselves. As the students have a desire to do everything from inside themselves, the students will study hard and enjoy the teaching and learning process. The students do activities that do not depend on the external reward or other things that force them to do something.

On the other hand, Schunk (2012: 389) states that extrinsic motivation involves engaging in an activity for reasons external to the task. This activity is a means to an end: an object, feedback, or praise, being able to engage in another activity or achievement. Extrinsic motivation is a motivation that comes from outside of ourselves. This is means that students do the activity because of the external factors from the outside of themselves that force and give them strength to do the activity. Those factors can come from their parents, teacher, environment, and so forth. Or students may do the activities depend on the external reward.

In order to investigate students who are motivated to learn, it should be measured by scientific aspects. Thus, there are seven characteristics of motivated learners adopted from Naiman et al. (1978) as cited in Ur (1991: 275) as follows:

1. Positive task orientation: the learner is willing to tackle tasks 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 goal 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.

From the definition above, the researcher can conclude that motivation is really important for students in learning. It gives desire and forces students to do something in order to achieve their goal in learning. It also makes students study hard and uneasy to give up when they learn the second language, especially in writing. The students' motivation can come from the inside or outside of themselves which can be affected by the student's attitude toward the language, learning task and the language community. In this research, the researcher focused on the characteristics of motivated learners according to Naiman et al. (1978) as cited in Ur (1991: 275).

2.1.2 Writing Ability

Writing is a productive skill in English. It is a kind of communication in written form which could be used to deliver ideas, opinions, feelings, or any kind of information to others. According to Hyland (2003: 15), writing is among the

most important skill that second language students need to develop and master. Having good writing, allows students to communicate or deliver their message clearly and to a far large reader. In writing, the writers not only organizing or generating their ideas but also translating their ideas in order to make them readable by the readers. So, the writers need creativity in composing their idea, opinion or feeling into readable words in writing.

Moreover, Anderson and Bachman (2000:10) state that writing has become an essential tool for people in the world. Writing is always done in daily life and every person needs to communicate through writing besides speaking. It can be used in reporting analysis of current events for newspapers, web pages, written essays, letters, email messages, and other social media to deliver ideas or opinions. Furthermore, writing is an exploration method that provides benefits to 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 teacher. (Urquhart and McIver, 2005:31).

According to Wallace et al. (2004:15), 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 that is a product of several previous actions. The first act is note-taking. In this act the writer noting the topic that will be developed into writing. The second act is identifying a central idea. The writer will decide the main ideas of the topic. The third ones is outlining. After noting and finding the main ideas of the topic, the writer should be writing the outline or draft of the ideas that have been

thought of before. The last act is editing. In this step, the writer edits the writing that has been made in order to make it neatly arranged and unified.

Writing is the most difficult thing to do in learning a second language. Harmer (2004:258) states that in writing there are several processes that should be done and it takes time: time to brainstorm ideas or collect them in some other way, time to draft a piece of writing, and then, with the teacher's help perhaps, review and edit it in various ways before, perhaps, changes the focus, generating more ideas, redrafting, re-editing and so on. That is why writing cannot be done in fifteen minutes. Therefore, in writing activities, students should be given sufficient time to write a piece of writing. So that, they can express their ideas and produce good writing that is easy to understand by the readers.

Nevertheless, Oshima and Hogue (2007:15) state that writing is never one-step action; it is an ongoing creative act. When someone wants to write something, there are four steps that should be followed as the process of writing. The first step is called prewriting. It is a way to get ideas by choosing a topic and collect ideas to explain the topic. The second is organizing. The writer organizes the ideas into a simple outline. The third step is writing. The writer writes a rough draft by using the outline as a guide. Moreover, in this step, the writer should write as quickly as they can without stopping and think about grammar spelling, or punctuation. They only need to write their ideas on paper. The last step is polishing. In this step, the writer revising and editing what they have written.

According to Fulwiler (2002:7), writing does certain things better than speaking. It is because when we miswrite, we can always rewrite and catch our mistake before someone else notices it. Besides, if we want to develop a complex

argument, writing affords us the time and space to do so. Writing also makes a permanent record to be reread and studied in our absence when we want our words to have the force of law. By having a good ability in writing, we can deliver a message or ideas to other people without meeting directly with those people. That is because writing to maintain a certain tone and coolness of the manner can be accomplished more easily than in a face-to-face meeting.

In addition, Hogue (2008:2) asserts that writing is done in a classroom called academic writing because it is done in college. The purpose of academic writing is to explain something or giving information to others with the teacher and classmates as the audience systematically and subtracted. In Academic writing, students require certain skills to produce good writing that include sentence structure (how to arrange words in a sentence), organization (how to arrange the ideas into some paragraph to make a good text), and also grammar and punctuation to make the writing easier to understand by the readers.

From the definition above the researcher can conclude that writing is very useful because people can communicate information and specific purposes in written form. By making it brief and clear, it can be a good tool to be used in communication. Based on the theories that have been explained, the researcher uses the theory of Oshima and Hogue which states that writing is not an easy process but it needs four steps to be done to make good writing. The four steps namely, prewriting, organizing, writing, and polishing. It means that writing a good descriptive text must follow those four steps. Because in writing the students are sometimes confused to start writing, they might follow those steps to make them might not be confused anymore in writing.

2.1.3 Descriptive Text

In this study, the students are expected to be able to produce a product in written form by composing their opinion, feeling, or ideas. In this case, the students should produce a product in form of text. Text is a group of a paragraph written about a single topic. A text should consist of three main parts namely introduction, description, and conclusion. By writing a descriptive text, students can explain how a person, thing, animal or place looks or feels. In writing a descriptive text, students are needed to describe a person in vivid detail. In addition, giving a clear and vivid detailed description of the object in writing a descriptive text can make the reader easier to picture or imagine the object that being describe in the text.

According to Savage and Mayer (2005:28), descriptive writing uses the word to build an image for the readers. This image may come from sights, sounds, smells, tastes, or even feeling. Good descriptive writing makes the reader feel as if she or he is present in the scene. It can be assumed that the reader can feel, imagine the sounds, taste, or smell, and even feel the object that being describe by the writer. On describing an object in descriptive writing, the writer should explain or describe how the object looks clearly. So that, the reader can easily catch the meaning of the writer's feelings on the object that has been discussed.

In writing a descriptive text, the presence of the five senses is important in order to make the reader having the same picture as the writer. It means that the reader can also see, touch, hear, taste, or smell the object. A good descriptive text should describe the object with a vivid description. Thus, the reader can catch the meaning easily and the object can be clearly imagined or visualizing. In addition, the writer should create a descriptive text that is well-organized in order to make its

unity and coherence from one paragraph to another. The writer also needs to use as many as possible descriptive words to reveal the description of the object.

According to Oshima and Hogue (2007:61), descriptive writing appeals to the senses, so it tells how something looks, feels, smells, tastes, and/or sounds. A good descriptive text can make the reader imagine the object, place, animal, or person in their mind directly. From the definition, can be assumed that descriptive text is a text that is used to explain the detail characteristic of an object. The object should be explained as clearly as possible. More clearly the students describing the object, easier the reader can catch the meaning that wants is delivered and imagine how the object looks like that has been described by the writer in vivid detail.

Moreover, Wadiman (2008:16) states that descriptive text is a text that describes the feature of someone, something, or a certain place. The writer should describe the feature of someone, something, or a certain place in clear or vivid detail. So that, the reader can visualize the object that is being described clearly. In writing a descriptive text, the writer also uses their sense to get a clear picture of the object that is being described. Those senses are looks, smells, feels, acts, tastes, sound, etc. By using those senses, the writer can create a descriptive text that is easy to understand by the reader and they can imagine such as they can see and feel the object that is being described by the writer in vivid details.

According to Knapp and Watkins (2005: 97), describing is a process of building characterization, sense, and key themes. That is means that in writing a descriptive text, the writer describes the object specifically to make a clear characterization of the object. So that, the object that being describe can imagine how the thing, place, person, or animal looks based on the description. In addition,

descriptive text is used to telling the readers about the object by describing its characteristics rather than including the personal opinion of the writers. A good descriptive text should be able to present a picture to the reader.

In writing a good and interesting descriptive text, there are three generic structures which have to be considered namely identification, description and conclusion. In the identification, the writer giving brief general information about the object that is being described. In the description, the writer explains the specific character of the object. For instance, physical appearance, personality or behavior, manner, hobbies, interest, etc. The last, the writer adding their comment, opinion, or summary of the object in the conclusion. A good descriptive text should consist of that generic structure which written in unity and coherence. Furthermore, the text only describes one topic or object in vivid detail and it should be well organized, so that the reader can imagine or feel the object that being describe correctly.

Based on the explanation above, can be concluded that descriptive text is a text that is used to describe something or object which is known by the writer. The explanation should be vivid detail and using language features such as simple present tense, action verbs, adjectives, and adverbs. The descriptive text contains three generic structures which are identification, description, and conclusion. Identification as the introduction of the object, description is used to explain more specific characteristics or detail of the object, and conclusion is used to add a summary, comment, or opinion of the object that is being described.

2.2 Empirical Review

The empirical review is the review of the previous studies that have been conducted in which it reviews the previous relevant researches to the present study.

Empirical evidence can help the researcher avoid unintentionally repeating the previous study and clarify as well as define the research concept. In this present study, there were some researches that had been done previously in terms of finding out the correlation between motivation and writing ability. The researcher will use the previous studies as basic considerations for conducting the present study by looking at the strengths and weaknesses of the previous study. The empirical reviews were presented as follows:

The first 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”. The research was aimed to find out whether there is a significant correlation between students' motivation and their writing ability in writing descriptive text. In this research, the researcher used two instruments they were questionnaire for students' motivation and a test for writing descriptive text. The result of the research showed that the percentage of students' learning motivation was found in the medium category. However, the result of the writing ability was found in good category. Based on the findings, it can be concluded that there was significant correlation between students’ learning motivation and their writing ability in writing a descriptive text of the tenth-grade students of State Senior High School 7 Mandau.

Moreover, the strength of the previous study was in its research finding. The findings of the previous research showed that there was a significant correlation between the students’ learning motivation and their ability in writing descriptive text. However, the researcher on the previous research did not mention the kinds of tests that she used to measure the students’ writing ability so that, it was uncertain

that the test was indeed appropriate to measure students' writing ability. In addition, the scoring rubric did not provide clear criteria for the writing ability. In the present study, the researcher used a text construction test to measure the student's writing ability. Additionally, the researcher provided a clear scoring rubric with detailed aspects based on Oshima and Hogue (2007: 315). The aspects focused on format, punctuation, mechanics, content, organization, and grammar and sentence structure. So that, the students can be easier to identify each item that is valuable in their descriptive text which can help them to construct a good descriptive text.

The second research was conducted by Arcani (2021) entitled "The Correlation between the Students' Motivation and Their Ability in Writing Descriptive Paragraph at the Ninth Grade Students of SMP Pancasila Cangu in Academic Year 2020/2021". The goal of the research was to find out the correlation between students' motivation and their ability in writing descriptive paragraphs. In this research, the researcher used two instruments they were questionnaire for students' motivation and a paragraph construction test for writing descriptive paragraph ability. The data were analyzed by using Pearson Product Moment. The result of the research showed that there was a significant correlation between the students' motivation and their ability in writing a descriptive paragraph at the ninth-grade students of SMP Pancasila Cangu.

In addition, the strength of the previous study was in its research finding. The findings of the previous research showed that there was a positive significant correlation between the students' motivation and their ability in writing descriptive paragraphs. The researcher in the previous study used a questionnaire to measure the students' motivation. However, the main theory of motivation that was used to

underline the blueprint of the questionnaire did not define clearly. In the present study, the researcher provided clearer instructions either on the questionnaire or text construction test to make the students easy to understand what should be done by the students. Besides, the researcher provided clearer aspects of motivated learners to underline the blueprint of the questionnaire based on the statement stated by Naiman et al. (1978) as cited in Ur (1991: 275).

2.3 Hypothesis

The hypothesis is a prediction of the outcome of a study. It is focused on the relationship between two variables that are being studied in this present study. To answer the research problem, as the directional hypothesis of the researcher, it is assumed that there is a significant correlation between the two variables. It indicates that the result is not due to chance and can be significant in terms of supporting the theory under study. In this present study, the hypothesis stated as follows: there is a significant correlation between motivation and writing ability of the tenth-grade students of SMA PGRI Blahbatuh in academic year 2021/2022.

