

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Motivation plays a vital role in every sphere of life and various phases of activities. Our success and achievement in life depends on motivation. The word motivation derives from the Latin verb *movere* meaning ‘to move’ (Dörnyei & Ushioda, 2021). What moves a person to make certain choices, to engage in action, to expend effort and persist in action – such basic questions lie at the heart of motivation theory and research. According to Borah (2021), motivation is the reason why people behave the way they do. Motivated behavior is energized, directed and sustained. Many people incorrectly view motivation as a personal trait, that is, some have it and others do not. Motivation is the result of the interaction of the individual and the situation. It is a move towards set goals. It is a force that energizes behavior of individuals. In short, motivation can be defined as an inspiration that propels someone into an action.

Motivation is needed in the teaching-learning process because it can make the students understand the learning material quickly. According to Brophy (2004), when 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. Motivation is to make somebody feel enthusiastic, interest, and committed to something. Moreover, motivation is all internal force that strengthens any individual to do something. Therefore, motivation is important factor in languages learning because will be more effective and efficient if it pushes by motivation.

Motivation is important for learning a language. According to Hadfield and Dörnyei (2013), state that motivation is a crucial feature of successful learning. It affects both the process and outcomes of learning. By having motivation, students can do anything well. If students are motivated, they will be more encouraged and enthusiastic about learning. Motivation can be assumed as inner power or desire that makes students move and force them to do something and achieve their goals. In order to encourage children to learn, teachers play a crucial role. Therefore, motivation is crucial in inspiring students' interest in learning especially in writing skill.

Writing is one of the most important skills that human use to communicate with one another. It is one of the important skills that needs to be learned beside speaking. Writing has become an important part of a student's English learning process at school and college. Writing skill is crucial for students in learning English (Huy, 2015; Nur, 2023). That is because writing can help them think critically and deeply about how to build good writing. Additionally, writing ability is a skill that enables students to explore and express their thoughts in written form, such as paragraphs or text. Students who study writing will learn how to write well, articulate ideas, and communicate their ideas in writing with others. Even though writing is a difficult language skill, writing is a complex skill that must be mastered.

Writing is the most difficult skill of the other skills. Writing is an effortful activity that humans do (Mertens, 2010). It is because writing requires all aspects in English. The aspect such as; choosing the appropriate vocabulary, applying the suitable cohesive methods and a good structure to develop coherent text. This statement is in line with Richards and Renandya (2002:303), who state that writing

is the most difficult skill for second or foreign language learners to master. The difficulties are not only in generating and organizing ideas, but also in translating these ideas into a readable text. Therefore, writing is not always easy and crucial for students to study.

According to Harmer (2010), the type of writing that students will do depends on their age, level, and interest. In order to get good writing, students must master vocabulary, grammar, spelling, and punctuation. When they want to start writing, students must be familiar with the content of what they have written. When writing, many problems that students encounter, for instance, a lack of ideas, grammar, vocabulary, and writing motivation. Since writing assignments require students to develop a concept into a lengthy paragraph or text, some students find it difficult to get inspired to begin writing. As a result, they become passive. Therefore, motivation becomes the major factor to make students optimistic at writing.

Motivation is characterized by emotional and cognitive movement. The resulting writing process is also characterized by movement (Nelson, 2006). According to Graham et al. (2013) most students got bored of writing and were not willing to write and mentioned the difficulty of writing. They stated it was necessary to encourage students to make writing an enjoyable habit. If students are motivated, they will be more encouraged and enthusiastic about learning. In order to encourage children to learn, teachers play a crucial role. Therefore, the role of the teacher is crucial in inspiring students' interest in learning.

Furthermore, Toba et al. (2019) state that motivation is an important aspect of academic writing skill. 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. When someone is motivated, they can quickly come up with ideas and put those into words to create a piece of 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.

Then from previous research, the first similar research was conducted by Utami (2023) entitled “The Correlation Between Motivation and Writing Ability of the Seventh Grade Students of SMP Negeri 7 Denpasar in Academic Year 2021/2022” and the second research which was relevant to the present study was done by Febriyanti (2022) entitled “The Correlation between Motivation and Writing Ability of the Eighth Grade Students of SMP Negeri 5 Kediri in Academic Year 2021/2022” the study showed that there was a significant relationship between student motivation and writing skill in descriptive paragraph. 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 paragraph and how to write a paragraph that fitted the assignment. The sentences were not unified, and the paragraph was not neatly arranged and coherent. Thus, in the absence of this, it affected students’ grade.

From the background of the study, the researcher is curious whether students’ motivation influence their writing skill and wants to know about the significant correlation between student’s motivation and writing skill of the students especially in writing a descriptive paragraph. Therefore, the researcher wants to figure out

whether there is significant correlation between student's motivation and writing skill.

1.2 Research Problem

Before conducting the research, the research problem should be formulated and specified in order to make the research problem in the present study more specific. Analyzing and focusing the research on a specific problem is important; it helps the researcher to obtain and identify the answer of the research problem accurately. Based on the description above, the researcher question of the present study can be formulated as follows: is there any significant correlation between motivation and writing skill of the seventh-grade students of SMPN 1 Kuta Utara in the academic year 2023/2024?

1.3 Objective of the Study

Research objectives are set to find a solution and answer the research that has been explained above. A particular investigation is expected to provide a scientific solution to the research problem. The undertaking of any scientific investigation is always intended to solve the research problem that has been previously formulated. In line with the research problem that has been stated, the objective of the study was intended to figure out whether there is any significant correlation between motivation and writing skill of the seventh-grade students of SMPN 1 Kuta Utara in the academic year 2023/2024.

1.4 Limitation of the Study

The limitation of the study is very important to make discussion about the research problem more specific and avoid a broad discussion. In conducting the study, the researcher limits the study on the correlation between motivation and writing skills of the seventh-grade students of SMPN 1 Kuta Utara in academic year 2023/2024. The research is focused on investigating motivation 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. Then, the students writing skill is limited on writing descriptive paragraph with a particular topic namely person. The students' descriptive paragraph writing skill mainly focused on writing a complete descriptive paragraph which consisted of generic structure: identification, descriptions and conclusion.

1.5 Significance of the Study

The researcher concerned with investigating the correlation between students' motivation and writing skill of the seventh-grade students of SMPN 1 Kuta Utara in academic year 2023/2024. The results of this research are expected to enrich theories and become references for future studies that are related to the correlation between motivation and writing skill of the seventh-grade students of SMPN 1 Kuta Utara in academic year 2023/2024. This research is expected to be reference for the next researchers, especially the correlational study to investigate the correlation between students' motivation and writing skill.

Practically, the findings of the present are meant to provide educational benefits to teachers, students and other researchers. For the teacher, can be useful for them as it gives them information about the correlation between motivation and writing skill. In addition, this research can be used as feedback to enable the students to be active in writing class. For the students, the result of this study can make students more attentive in learning. Then, for the researchers, the results of this research are expected to give information for further decisions to do the research in the different schools.

1.6 Definition of Key Term

In order to avoid misunderstanding and confusion among the readers in comprehending this research study; the researcher provides a clear operational definition of the terms used in the present study. These operational definitions can be used as references in confining the complexity of the present study. The researcher defines the following terms of the present study as follows: motivation and writing skill.

1. Motivation

Motivation is defined as the factors that continually contributed and committed to attain the goal of the seventh-grade students of SMPN 1 Kuta Utara in academic year 2023/2024. This is consisting of seven aspects based on Naiman et al. in Ur (1991) namely; positive task orientation, ego-involvement, need for achievement, high aspirations, goal orientation, perseverance, and tolerance of ambiguity.

2. Writing Skill

Writing skill is operationally defined as the ability of the seventh-grade students of SMPN 1 Kuta Utara in academic year 2023/2024 in writing a descriptive paragraph that consisting of 6-12 sentences. Which describes about persons with the complete generic structure: identification, description, and conclusion.



CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

In this chapter, the researcher concerned with theoretical reviews of related theories that are focused on the topic. The related theoretical reviews are scientifically expected to contribute some relevant theoretical constructs and empirical evidence. A review of related theory is a crucial part of scientific research because it can help readers understand the foundation of the research. The research background is related to some theoretical review, motivation and writing skill, which are discussed as follows. Theoretical review is a review theory for the present study. A scientific research should be conducted based on some relevant theoretical constructs and hope to give practical significance and empirical evidence. There are two areas that are described and discussed in this chapter as follows: motivation and writing skill.

2.1.1 Motivation

Motivation is important for learning a language. According to Hadfield and Dörnyei (2013), state that motivation is a crucial feature of successful learning. It affects both the process and outcomes of learning. By having motivation, students can do anything well. If students are motivated, they will be more encouraged and enthusiastic about learning. Motivation can be assumed as inner power or desire that makes students move and force them to do something and achieve their goals.

In order to encourage children to learn, teachers play a crucial role. Therefore, the role of the teacher is crucial in inspiring students' interest in learning.

In order to get students' motivation, teacher have to pay attention whether they are motivated from inside or outside. There are two classifications of motivation, those are intrinsic and extrinsic motivation. According to Tokan & Imakulata (2019), intrinsic motivation refers to a desire to be an encouragement that comes from inside a person that related to satisfaction. The students who have intrinsic motivation will study hard and enjoy the teaching and learning process because they have desire to do everything from inside themselves. On the other hand, extrinsic motivation also affects students in learning process. Based on Harmer (2001), extrinsic motivation is the result of any number of outside factors. The outside factors include reward and punishment.

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) states 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 from outside that force them to do something.

On the other hand, Schunk (2012) 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 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. In addition, students may do the activities depend on the external reward.

Motivation can be considered as the overall driving force in students that leads to learning activities. Students' motivation in the learning process can be seen from their behavior in learning, students who have high motivation to learn diligently working on the task, show interest in a variety of problems, prefer to work independently, and not get bored in doing the task (Hariri et al., 2021). Motivation increases the speed of work and a person is doing everything to achieve a goal. Motivation also increases the performance of learning. Without motivation, students' learning activities will not be possible. So, in education the role of motivation is effective in the student learning process.

It is easier to comprehend the motivated learner than motivation itself (Ur, 1991). In order to investigate students who are motivated to learn, it should be measured by scientific aspects. Then, the characteristics that can be seen from students who have the motivation based on Naiman et al. in Ur (1991) are 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 needs to achieve, to overcome difficulties and succeed in what he or she 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 very aware of the goals of learning, or of specific learning activities, and directs his or her efforts towards achieving.
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.

Based on the theories that have been explained, the researcher used the theory from Naiman et al. in Ur (1991) which explains that it is easier to comprehend the motivated learner than unmotivated learner. 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. The researcher can measure the level of students' motivation from those several aspects. In the present study, all aspects of motivation were used in the questionnaire.

2.1.2 Writing Skill

Writing is one of the most important skills that humans use to communicate with one another. Writing has become an important part of a student's English learning process at school and college. According to Huy (2015), states that writing skill is crucial for students in learning English. That is because writing can help them think critically and deeply about how to build good writing. Additionally,

writing ability is a skill that enables students to explore and express their thoughts in written form, such as paragraphs or text. Students who study writing will learn how to write well, articulate ideas, and communicate their ideas in writing with others. However, it is a complex skill to be mastered.

The purpose of writing in principle is the expression of ideas, the conveying of message to the reader, so the ideas should arguably be seen as the most important aspects of the writing (Ur, 1991). The ideas come from people's own memories, imagination, insight, and aspects of the result uniquely one's own. On the other hand, in writing also needs to pay some attention to formal aspects, such as neat handwriting, correct spelling and punctuation, acceptable grammar and careful selection of vocabulary. Therefore, writing is an essential feature of learning a language because it provides very good means of vocabulary, spelling, and sentence pattern.

Writing is the most difficult thing to do in learning a second language. According to Harmer (2001), 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 teachers help perhaps, review and edit it in various ways before, change the focus, generating more ideas, redrafting 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.

Writing is not an instant process but it needs some steps. There are four steps in writing; prewriting, organizing, writing, and polishing (Oshima & Hogue, 2007).

The first step is prewriting. This is a step to get an idea by choosing a topic and think the idea in order to explain the topic. The second step is organizing. It is a step where the writer organizes the ideas into a simple draft. The third step is writing. In this step, a writer writes a rough draft using the outline as a guide. The last step is polishing. A writer writes and refines the writing that has been written. It will be successful if the writer makes revisions and edits in their writing.

According to Fulwiler (2002), writing does certain things better than speaking. It is because when we miswrite, we can always rewrite and catch our mistake before someone else notice 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 compared to face to face meeting.

To sum up, writing is one of the most important skills that humans use to communicate with one another. Writing has become an important part of a student's English learning process at school and college. Based on the theories that have been explained, the researcher uses the theory of Oshima and Hogue (2007) that explains writing is not an easy process but it needs several steps. There are four steps in writing, such as prewriting, organizing, writing, and polishing. By applying those steps, the writers might not be confused and easy to start writing.

In this study, the researcher used written text of descriptive paragraph writing skill of the seventh-grade students of SMPN 1 Kuta Utara in academic year

2023/2024. The researcher provides several pictures that are person for written text and write a descriptive paragraph which consists of 6-12 sentences. In addition, the researcher scores the descriptive paragraph by using scoring rubric from Oshima and Hogue (2007).

2.2 Empirical Review

Empirical review is the review of relevant researchers that have been conducted in which it reviews the previous research that are relevant to the present research. Empirical evidence can help the researcher avoid unintentional replication of the previous studies results, and to clarify as well as define the concepts of the study. In conducting this study, the researcher wanted to make a correlation between students' motivation and writing skill. Several researchers have been done related to this present study which discussed about correlation between motivation and writing skill.

First, the research entitled “ The Correlation between Students Motivation and Their Writing Ability at The Second Year of SMP IT Syahrudiniyah Sunga Pagar in academic year 2020/2021.” that has been conducted by Indriyani (2021). The objective of this study was to find out whether there was significant correlation between students' motivation and writing ability in the second year of SMP IT Syahrudiniyah Sunga Pagar in academic year 2020/2021. In collecting data, the researcher used a questionnaire and test as the research instrument, the results showed that there was no significant relationship between students' motivation and their writing ability.

Additionally, the strength of this research was in data analysis. It was because the previous researcher provided a clear explanation about how to find out the correlation between two variables. Besides, the word that used by the researcher was simple and easy to understand. 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 the present study, the researcher used a picture description test to measure the student's writing skill.

Second, the research entitled "The Correlation between Students Motivation and Their Writing Ability at State Senior High School 1 Kampar" that has been conducted by Desralita (2019). In addition, based on the research results using the instruments of questionnaire and writing test. The researcher used intrinsic and extrinsic motivation in making the questionnaire and writing test, the sample had to write a descriptive text. The result of this study that there was a significant relationship between students' motivation and their writing ability.

The strength of the study was the researcher provided the theories about motivation and writing from the experts to support the statement as the strength of this research. However, in this research, the researcher used the scoring rubric without any specific criteria. The researcher should give the structures of descriptive paragraphs, such as: identification, descriptions and conclusion in organization criteria. So, the students were confused about making paragraphs and text. Therefore, in present study, the researcher wants to provide a clear aspect and indicator in the scoring rubric. In addition, in present study was given the specific criteria in the paragraph organization such as: format, punctuation and mechanics,

content, organization, grammar and sentences structure. In order to make it easier for the students to make the paragraph in accordance with the required criteria of a well written descriptive paragraph.

2.3 Hypothesis

In the present study, the researcher uses a hypothesis to predict the relation between students' motivation and writing skill of the seventh-grade students of SMPN 1 Kuta Utara. The hypothesis conducted by the researcher is constructed in the following statement.

Ha : There is a significant correlation between students' motivation and writing skill of the seventh-grade students of SMPN 1 Kuta Utara in academic year 2023/2024.

H0 : There is no a significant correlation between students' motivation and writing skill of the seventh-grade students of SMPN 1 Kuta Utara in academic year 2023/2024.

