

CHAPTER I

INTRODUCTION

1.1 Background of The Study

Writing is the art of organizing thoughts into a paragraph. Students are required to be able to articulate their thoughts, feelings, and opinions in writing on certain types of their ideas. Additionally, the ability to write well helps students communicate ideas coherently even when they are lack understanding of writing. The content of what they have already written should be familiar to the students when they write down their thoughts or opinions. They can therefore simply communicate the meaning. Writing is an essential ability for completing academic work, according to Bailey (2004). Writing, however, is the most difficult talent to learn since it takes a lot of work to create words, sentences, and paragraphs. Additionally, we must emphasize that writing is the most complex and difficult ability to learn because writing has several important aspects that must be considered such as, pre-writing, drafting, and final writing.

One of the most important skills used to express ideas, emotions, and thoughts in English is writing. Writing is an active process that conveys ideas through symbols and arranges them into legible form. Furthermore, writing is a complex process that requires brain activity to regulate the flow of ideas. Finally, writing allows you to communicate with people, develop your imagination, impart knowledge, and freely express yourself. Writing requires a lot of practice whether create the idea and compose it to a written form. According to Nunan (2003), writing is both a mental and physical act. Mentally, student must pay attention to the role of writing when they begin to express their feelings and ideas, think how

to arrange the idea and make statement and paragraph clearly. Physically, student must write paragraph sequence and organize paragraphs well into paper.

Writing is the hardest skill to learn and master because it requires active participation and productivity. Students who are beginning to write must learn where and how to find ideas, as well as how to convey them in writing. Renandya and Richard (2002) stated that writing is without a doubt the most challenging skill for the students. The challenge is not just coming up with and arranging ideas, but also in turning their thoughts into readable text. In accordance with the concepts. Brown (2004) states “We also fully understand the difficulty of learning to write “well” in any language, even in our own native language. Every two educated students in developed countries learn rudiments of writing in his or her native language, but every student learns to express themselves clearly with logical, well-developed organization that accomplishes an intended purpose”.

Writing demands a great deal of experience, whether a writer creating an idea or composing it into a written form. Nunan (2003) defines writing as a mental and physical endeavour. Especially when writing paragraphs. Mentally, students must consider the role of writing when they begin to communicate their feelings and ideas, as well as how to organize the concepts and create concise statements and paragraphs. Physically, students must compose paragraph sequences and structure paragraphs neatly on paper. Students must be proficient in writing in order to produce well-organized literature. When students write, they do more than merely arrange words to form sentences; they must follow the writing process. According to Oshima and Hogue (2007), the writing process consists of four steps:

developing ideas, organizing ideas, writing a rough draft, and polishing the rough draft through editing and revision.

According to Ur (1991), successful students are not necessarily those who are highly motivated, but they are people who display certain characteristics, most of which are clearly related to motivation. Based on the researcher's experience in high school, some students become stuck in two or three sentences because they were confused on elaborating their ideas which makes them could not continue their writing and they have no motivation to do it anymore. When they do not have any motivation to write, it would be difficult for them. Because in writing, students must have conscious effort of mind and hand. Therefore, teaching and learning writing are challenging activities. The English teacher has to do some effort in the teaching learning process so that the students writing ability will be better. The teacher can improve students' ability in writing by improving students learning motivation. It will influence the students writing ability thus, they can produce good writing There are many factors that cause the students to get problems in learning writing. Moreover, motivated students often get the better result because motivation will improve their performance. The teacher should be aware of an innovative method for increasing students' motivation. As a result, students will enjoy the teaching and learning process in class and will realize that writing a paragraph is not as difficult as they imagined.

Motivation is vital in the learning process because motivated students make learning more enjoyable and understand the content more quickly. It also increases student participation in the classroom. When students are motivated to learn, they tend to learn informally in order to satisfy their curiosity rather than to achieve the

aim of expanding their knowledge or skills. Motivation is defined as the process of producing intensity, direction, and individual tenacity in an effort to achieve a goal. (Robbins, 2003:208). Furthermore, motivation is a process that begins with a physiological or physiological definition that drives behaviour or encouragement aimed at goals or intensively (Luthans, 2006:207).

Students must be motivated in order to achieve high learning outcomes. The appropriate kind of motivation is necessary for successful learning. The qualities of motivation, which are a necessary condition for achieving the best learning outcomes, can be categorized more easily because of the following features. These include, but are not limited to, goal orientation, high inspiration, ego-involvement, positive task orientation, perseverance, and tolerance of ambiguity. 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. It also makes students more active in the class. When people or students are motivated to learn, their learning usually does it casually to fulfil curiosity rather than achieving the goal of developing their knowledge or their skills.

In the learning process, motivation becomes an important role because students who are motivated in learning make the learning more fun. Furthermore, Hidi and Boscolo (2007:4) state that motivation is an important aspect of academic writing. In other words, motivation can be in the form of strength that comes from inside and outside that aims to get positive goals. Motivation is closely related to writing activities. When someone starts doing the writing, automatically they must have motivation to write first. Then from the motivation that they have, they can easily find ideas and compose some word that they have before to make writing.

Claiming that a learner will be more effective in language acquisition if they have the right motivation, is a simple task. Every student's view writing in a unique way. Not every student has the same abilities in writing. Furthermore, while motivation boosts performance, motivated students frequently get superior outcomes. Low motivated students, on the other hand, are unlikely to be very interested in the subject and more likely to struggle with learning activities, according to Ormrod (2009). Finally, motivation achieving goals tends to occur if a person motivated with 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.

Considering the explanation above the researcher must conduct research with entitled "The correlation between writing ability and motivation" it can be seen on the research entitled the correlation between motivation and writing ability. Knowing the importance of motivation in the teaching and learning process especially for students, this research intends to investigate this. Based on the previous study above, the researcher is interested to conduct research with title "The Correlation between Motivation and Writing Ability of the Seventh-Grade Students of SMP Negeri 4 Mengwi in Academic year 2024/2025".

1.2 Research Problem

The most fundamental component of conducting research is defining the research problem. Concerning the description in the study's background above, the researcher conduct research on the relationship between motivation and writing ability among seventh-grade students at SMP Negeri 4 Mengwi. The researcher

should choose a specific and correct question to be answered. Furthermore, the researcher wishes to determine the significance of the relationship between motivation and writing competence among junior high school students. As a result, the current study's research problem may be expressed as the following question: Is there any significant correlation between motivation and writing ability between seventh-grade students at SMP Negeri 4 Mengwi in academic year 2024/2025.

1.3 Objective of the Study

The most crucial part of conducting research is having a research objective that clearly describes what the research is attempting to achieve. So that every research has an objective. Generally, the primary goal of the study is to identify the research solutions. To address the defined and established research concern, a scientific investigation is conducted. The current study will be carried out in order to address the research problem. Absolutely, the goal of this study is to determine a solution to the research problem in respect to the specified research challenge. The current study will be carried out in order to address the research problem, which is based on the correlation between motivation between motivation and writing ability of the seventh-grade students of SMP Negeri 4 Mengwi in academic year 2024/2025. This study's goal is definitely to answer the research problem, which is predicated on the research problem mentioned above. The purpose of this study was to determine whether is there any significant correlation between writing ability and motivation of seventh-grade students of SMP Negeri 4 Mengwi.

1.4 Limitation of the Study

The study's limitation ensuring that the research problem prompts a more specific discussion. Furthermore, the study's limitation defined in light of the above-mentioned problem specification. In order to do this research, the researcher must first understand the school's curriculum and syllabus. The purpose of the current study is to determine whether the seventh-grade SMP Negeri 4 Mengwi students' writing proficiency and motivation are correlated. In order to prevent duplication and misunderstanding, the study's limitations will be clarified. Developing the study's limitations is crucial because of the problem's complexity and scope, which were previously discussed. The current investigation will center on the research investigation of the correlation between motivation and writing ability of the seventh-grade students of SMP Negeri 4 Mengwi.

Motivation in this study is limited to seven aspects which are considered as the important aspects of motivation learners such as, positive task orientation, ego-involvement, need for achievement, high inspiration, goal orientation, perseverance and tolerance of ambiguity. The study focuses on Learning Objective 7.8 of the Merdeka Curriculum, which requires students to produce a variety of simple written and spoken texts presented in multimodal form within the family and classroom. Based on the teacher module, the research will primarily focus on exploring student's writing ability in making a descriptive paragraph about their favourite idol using the generic structure of descriptive paragraph such as, identification, description, and conclusion. Furthermore, the students should make a descriptive paragraph consist of 6-12. The student's must prepare their paragraph writing that meets the standards of a good writing based on the scoring rubric. They are included

format, punctuation and mechanics, content, organization, grammar and sentence structure.

1.5 Significance of the Study

It is anticipated that the research findings will be significant and meaningful in this study and well other theoretical as well as practical advantages that will aid in resolving the issues raised. It is strongly anticipated and advised that the current study's findings, which address motivation and how it relates to writing ability, will be substantial. Therefore, the following is a quick description of both theoretical and practical aspects. Theoretically, writing ability has a significant part in communication, and this research should help to support the conclusion of later studies. Furthermore, it is anticipated that subsequent research would make advantage of the new empirical data. It can be applied to provide additional empirical support for the current conclusions regarding the relationship between writing ability and motivation. It indicates that it cannot only be used as references or sources, but it can also be implemented in a real-world situation or context:

Theoretically, the findings of the study are expected to be references or a guidance study to the theory of correlational research, writing and motivation. Moreover, the findings of present study are expected to support the existing empirical evidence for the next researcher. Besides, the theories of the working principles and knowledge of English language teaching could be used as guidance in improving student's writing skill by using motivation. Moreover, the result of this study is expecting to support theories and empirical outcomes of the existing writing theory in improving writing skill. The research is expecting to make the students and teacher better in learning process. These findings can disclose further

areas of research in foreign language acquisition and they can be expecting to be used as bases of undertaking similar study in the future. Thus, theoretically the result of this study is expecting to be useful to another research.

Practically, the findings of this study can be used by English teachers, students, and other researchers. For English teachers, the results are expected to provide information on the relationship between motivation and writing ability. So that the teacher may always provide encouragement to boost students' willingness to learn writing, which will also improve their writing ability. So that, the teacher can always give them the motivation to improve student's desire on learning writing that will improve their writing ability as well. Besides, for students, the finding will be helping students to be more active and enthusiastic in learning and keeping on their motivation because they will be more attentive about their learning as they know how to 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.

1.6 Definition of Key Term

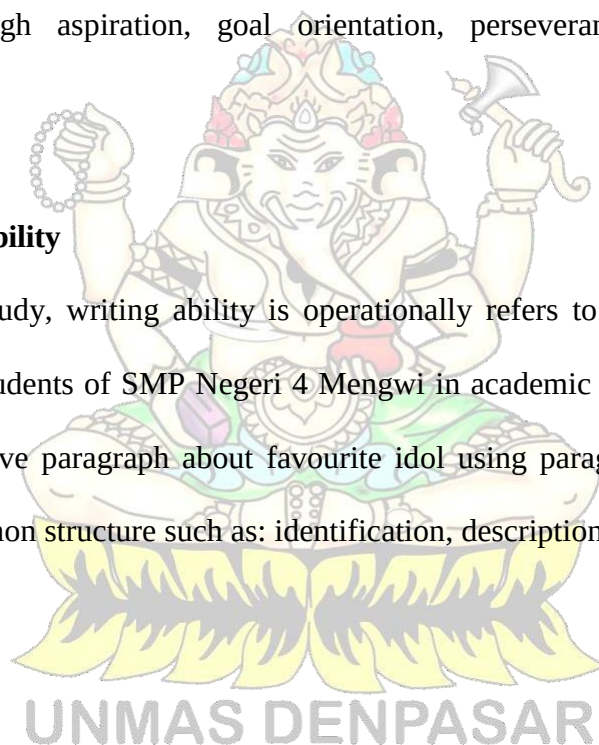
Key terms are important to be defined to give a clear understanding and interpretation of the topic that being investigating. To avoid misunderstanding and confusion among the writers in writing ability this research, the researcher provides two important key terms that will be operationally defined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

1.6.1 Motivation

In this study, motivation can be defined as factors that continually contribute and are committed to achieving the goals of grade of seventh students of SMPN 4 Abianbsemal for the 2024/2025 academic year. Aspects of these factors are positive task orientation, ego involvement, need for achievement, high aspirations, perseverance, and tolerance of ambiguity. The researcher will focus on seven aspects of motivation such as: positive task orientation, ego-involvement, need for achievement, high aspiration, goal orientation, perseverance, tolerance of ambiguity.

1.6.2 Writing Ability

In this study, writing ability is operationally refers to the ability of the seventh-grade students of SMP Negeri 4 Mengwi in academic year 2024/2025 in making descriptive paragraph about favourite idol using paragraph construction test. Using common structure such as: identification, description, conclusion.



CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

The purpose of the theoretical review is to examine certain theories that are relevant to the study and will be utilized to strengthen and establish the research in addition to making it more grounded. An analysis of a related tale is a crucial component of scientific research since it helps readers comprehend the study's premises. Thus, this chapter covers and discusses the following three areas: student's motivation, writing ability, descriptive paragraph.

2.1.1 Motivation

Motivation is a crucial component of education. Students that are motivated can accomplish anything. But without motivation, it will be challenging for the pupils to meet their learning objectives. The students' motivation to learn can contribute to an increased efficacy of the learning process. Motivation can be defined as the inner force of desire that propels pupils forward and compels them to take action in order to realize their objectives. Education is a field that requires motivation. The process of teaching and learning will be facilitated and captivated by motivation. It is advantageous for both professors and students to support one another when they are teaching and learning.

According to Schunk's (2012), motivation is something that can keep them from doing things based on the expert's opinion above, motivation is very crucial thing in the teaching and learning process. According to the aforementioned experts, motivation plays a critical role in teaching and learning process. Those with

high motivation will find it easier to succeed and accomplish their learning objectives than those with low drive. According to Maehr and Meyer (1997:372), states “Motivation is at the heart of teaching and learning”. Furthermore, Williams and Burden (1997:120) define “Motivation is a state of cognitive arousal which provokes a decision to act; as a result of which there is sustained intellectual and/or physical effort so that the person can achieve some previous set goal”.

On the other hand, a strong sense of self-efficacy boosts confidence and enhances effort to prevent failure, according to Dornyei (2001). This connects to the self-worth hypothesis because people who are highly motivated feel more valuable and worthy of themselves. Littlejohn (2001), identifies several sources of motivation, based on both intrinsic satisfaction and extrinsic rewards and success in performing tasks. He makes the point that students may develop a poor self-image of themselves as English language learners as they advance through the educational system if they perceive themselves as failing in the classroom. Additionally, he outlines a downward spiral in which low motivation, low effort, and low performance are caused by low motivation stemming from views of low ability. Students must be motivated in order to achieve high learning outcomes. The appropriate kind of motivation is necessary for successful learning.

Richards & Schmidt (2002:343) describe motivation as the driving force in any situation that leads to action. The expectation value theory is an important motivational theory. He also stated that this presupposes people are driven to accomplish something they believe is worthwhile and anticipate to succeed at. Dornyei (2001) discusses this idea and identifies two crucial factors: first individual expectations of success, and second, the value individuals place on achievement (or

negative fear failure). Individuals with strong favourable thoughts about both variables will be highly motivated. If any of these elements are missing, people will be less driven.

In terms of motivation, Brown (2001:72) separates it into two physiological school-based groupings. There are two interpretations: behaviourist and cognitive. The importance of rewards and penalties in shaping behaviour is emphasized in the behaviourist definition. If students are offered rewards and penalties during the process, they might study more enthusiastically. However, teachers should carefully analyse the rewards or penalties that might be applied to students in order to encourage them in enhancing their learning efficiency. Conversely, the cognitive definition focuses more on how an individual's conscious attitude, perception, and thoughts about events influence their behaviour, or how a mental process changes an action. One could claim that a person's actions are influenced by their ideas. If students think that the work they are doing now will be important in the future, this belief will encourage them to study throughout the teaching and learning process.

Furthermore, according to Stipek (2002) and Slavin (2009:317), desire to undertake anything might originate from a variety of sources. Personal attributes, interest in something, sports, or social activities can all serve as sources of motivation. It does not merely come about in one way. However, it might result from both intrinsic and extrinsic aspects of a task. The intrinsic attribute of a task is anything related to the essence of doing a work. On the other hand, an extrinsic aspect of a task is anything provided by an external to entire students to complete the activity, such as rewards and punishment based on their performance.

According to Boscolo and Hidi (2007:11) motivation is derived from the Latin verb “*movero*” which meaning to move. Motivation can be characterized as inspiring, leading, and encouraging students to use their abilities, particularly in writing. It is a component that contributes to students’ success in learning a second language. There are two basics definitions of motivation in writing connected to movement: the writer’s reason, objective, or motive to write, and the effect the writer’s writing has on a reader. According to Brophy (2004:4) motivation is linked to students’ willingness to participate in lesson and learning activities, as well as their rationale for doing so, which is based on their subjective experiences.

Slavin (2009:317) defines motivation as what gets you started, keeps you going, and determines where you want to go. That is why motivation is essential when someone wants to do something. Students will find it easier to write when they are motivated because motivation provides them with energy of a desire to write and forces them to focus on their goals. Furthermore, it offers students the strength and mindset to begin writing and the belief that they should produce good writing. by wanting to write first, students will know that they want to write and will be able to build on their ideas and opinions more easily than if they believe they can write.

Motivation is vital when learning English language. Students’ ability to write in the target language is the primary motivator. Because motivation can be characterized as intrinsic or extrinsic, teachers must pay attention to their student’s motivation, whether it comes from within or without. According to Schunk (2012:386), intrinsic motivation is the desire to engage in an activity for no visible reward rather than the work itself. Intrinsic motivation refers to the urge to achieve

something that arises from within us. Because the students want to do everything from inside themselves, they will study hard and love the teaching and learning process. They engage in activities that are not dependent on external rewards or other factors that compel them to do anything.

Based on the statement above, that is why motivation is essential when someone wants to do something. Students will find it easier to write when they are motivated because motivation provides them with energy of a desire to write and forces them to focus on their goals. Moreover, the writer gets the conclusion motivation as something happens within an individual which makes he or she do an action to achieve his or her goal. So, the writer infers motivation in learning as the drive to push the teacher and learner to do learning activities in order to achieve learning goals. 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. It means that someone can measure or understand that motivation from visible behaviour. In addition, student's motivation can be seen on several aspects mentioned above and the researcher can measure the level of motivation possessed by students.

2.1.2 Writing Ability

One of the useful language skills that students should be proficient in is writing. According to Brown (2001:366), writing is a cognitive process. Before being published, writing can be scheduled and subjected to an infinite number of changes. the procedure for compiling concepts so they can be written down. This is so that the written work may be readily observed since the act of writing reflects

thoughts that remain in the mind. In daily life, writing is a vital means of communication. One of the abilities that students must acquire when studying a language is writing. It is crucial for students to have a good writing ability. Because it not only improves their grades but also gets them ready for the professional future. The critical thinking and knowledge of students can be enhanced by this procedure. The command of language in areas like spelling, grammar, vocabulary, handwriting, and punctuation skills. As a result, teachers play a crucial role in instructing and mentoring students as they develop their writing skills. Moreover, the writing course ought to be enhanced in terms of creativity, communication, and enjoyment. Teachers must inspire their students if they are to have an impact on their passion in studying and developing as writers.

Writing encourages students to focus on accurate language use. Because they think while writing, it can provoke language development when they solve a problem when they write to remember them. Thus, it can be argued that writing is an activity of students thought process and an exercise of their skills. On the other hand, writing serves many purposes and is produced in many different forms. Writing is described as the process of communicating what the writer thinks or the idea of the writer produces something in a final written form. By writing, writers can open up their imaginations. Not only do they hold into their wonderful imaginations for whatever comes to mind, but they can also pour that wonderful imagination into a written form that could appeal to readers.

According to Oshima and Hogue (2007:15), writing is a continuous creative endeavour rather than a one-time event. When authors begin writing something, they have already considered what to say and how to say it. Then, once they have

finished it, they read it and, most likely, modify it until they are pleased that their writing reflects exactly what they want to say. The writing process consists of essentially four steps: first, the writers generate ideas, second, they organize their ideas, third, they compose a rough draft, and last, they polish a rough draft by editing and revising. Researchers refer to the initial stage as prewriting. It is a process for coming up with ideas that involves picking a subject and gathering concepts to explain it. The organizing phase is the second phase. The author needs to arrange their thoughts into a simple outline. The writing step is the third stage. Using the previously created outline, the writer drafts a rough version in this step. Keep in mind that the writer should write quickly, without worrying about punctuation, grammar, or spelling.

There is more to writing than just sitting down and putting words on paper. Writing involves preparation, thought, writing, and editing. Being a proficient writer involves four steps: gathering and organizing ideas through prewriting; creating the first draft; editing and modifying the work; and creating the final text (Hogue, 2008:28). Although it cannot be finished in a single step, the procedures must be followed in order to produce writing of a high calibre. Among the techniques for producing quality writing, according to Fulwiler (2002:20), are prewriting, going over the introductory passages again, and assessing whether or not the writer achieves their objectives. The more draughts they can finish, the better the outcome will be in the end, because it is crucial for writers to experience joy upon viewing their completed work.

Writing is a learned skill, hence writing rules are neither individualized nor dependent on the author's experience, according to Hyland (2003:9). Writing, on

the other hand, requires skill and combines information, concepts, and experience. Nunan (2003:88) concurs that there are processes and products involved in writing. Writing is a process of developing ideas, managing information, and transmitting meaning, and the product is the authors ability to make the reader comprehend what the intends through his phases. As a result, in writing, students must be able to communicate their ideas in sentences. According to Zemach and Rumisek (2005:54), teaching writing is vital for several reasons. The first is because writing reinforces the grammatical structure, idiom, and vocabulary that the instructor has worked on in class. The second reason is that when the learner writes, she or he has the opportunity to be creative with the words. Finally, the learner engages with the language, with himself, and with his or her readers.

Furthermore, writing is an action and interaction in which both writers and readers receive feedback. Straub in Hyland (2003:93) supports the idea that writing is a process of finding meaning. Engaging with student assertions is crucial, and the answer serves as a starting point for thoughts. This suggests that writing is an activity and process for expressing ideas and discovering the significance of those ideas (Zhang, 2017). Furthermore, writing is an action and interaction in which both writers and readers receive feedback. The answer is one of the most crucial factors in starting and guiding thoughts. The reader doesn't reply to the author's writing, and there is no communication between them. Writing is the process of putting thoughts on paper in order to give them words and refine your main ideas so that they have a coherent organizational structure, according to Brown (2004:220). When converting ideas from the mind to written form, teachers must ensure that all students pass the standards for successful writing. Criteria for good writing must be

included in student learning activities. As a result, students may quickly turn what is on their thoughts into the requirements for outstanding writing.

In addition, Brown (2004:18) defines writing as a convention for capturing speech and strengthening the language's lexical properties. People now appreciate the originality of writing skill with their own characteristics and traditions. People must understand grammar and text elements, which will help them write better. Writing is used as a practice tool or aide-memoire to help students work with the language they have acquired (Harmer, 2007:112). Oshima and Hogue (2007:15–18) assert that writing is a highly creative process rather than a single act. Prewriting, organizing, writing, and revising or editing are the four basic stages of writing. During the pre-writing stage, authors collect ideas from the selected titles and can record any thoughts that come to mind. The author next organizes the collected thoughts into a concise outline in the following stage. In the following step, the author begins writing a rough draft and outline. The final step is to revise and organize their writing, as well as correct the language, punctuation, and mechanics. These measures would greatly improve their writing.

A readable written text, letter, or book is a product of the author's writing. Writing is the author's method of creating something in written form. According to Harmer (2004:79), the writing process refers to the process that a writer goes through before producing something in final writing. Thus, once the writers have written down their thoughts on paper, they will create a product such as letters, essays, novels, texts, paragraphs, and reports. According to Harmer (2007:327), writing is a process that is frequently influenced by genre limits: hence, these factors must be included in learning exercises. Genre factors determine how thoughts are

expressed in literature. Furthermore, excellent writing is becoming more crucial in today's global community. As a result, writing instruction is becoming more common in both second and foreign language classrooms.

According to the definition above, writing is the hardest talent. Based on the hypothesis, the researcher finds that writing skill is the ability to generate or communicate ideas and translate speech into written form. Writers must pay attention to the process of creating a writing product. Furthermore, Graham (2008) states that writers must learn a variety of skills in order to execute with minimal effort or thought. This includes handwriting, typing, and capitalization. Writing, being a complicated talent, requires language learners to work hard to grasp every detail of the writing component. Thus, mastering the writing ability simply implies that students can express their feelings and thoughts in proper syntax. Furthermore, by learning to write students are anticipated to be able to carry out important writing processes such as planning, drafting, creating, evaluating, rewriting, and so on.

The writing requires skill such as organization, sentence structure, grammar and punctuation. Since writing is one of the productive skills, writing requires a product in the form of a written product. Moreover, according to the definition above, writing is extremely important since it allows people to express information and specific aims in written form. It can be effective communication tool if it kept concise and straightforward. Based on the theories discussed, the researcher employs theory of Oshima and Hogue, which claims that writing is a difficult process that must be completed in four steps in order to produce good writing. The four steps are prewriting, organizing, writing, and polishing. It indicates that to write an excellent descriptive paragraph. Students must follow these four processes.

Because in writing the students are sometimes confused to start writing, they might follow those four steps to make them might not be confused anymore in writing.

2.1.3 Descriptive Paragraph

Students are expected to be able to compose their thoughts, feelings, or opinions into a written product for this subject. In this instance, the output that the students should create is a paragraph. Students can describe the appearance or feeling of an object, person, animal, or place by writing a descriptive paragraph. Students must include a vivid description of a person, thing, location, or animal in their descriptive paragraph writing. Furthermore, providing the reader with a clear, vivid, and complete account of the object in a descriptive paragraph might help them visualize or envision the object as it is being described in the text. Savage and Mayer (2005:28) assert that descriptive writing use language to help readers visualize what is being said. Images can be conjured up by sights, sounds, tastes, smells, or even emotions. A well-written descriptive piece puts the reader right into the action. It is expected of the reader to taste, smell, see, and even feel the thing the author is describing. An item's appearance must be explained or described in detail by the writer while describing it in a descriptive letter. in order for the reader to comprehend the author's sentiments about the matter with ease.

In order to give the reader, the same impression as the writer, it is crucial to use all five senses when writing a descriptive paragraph. This implies that the object is also visible, tactile, audible, taste, and scented to the reader. The issue should be vividly described in a decent descriptive paragraph. The thing may be clearly envisioned or visualized, and the reader can grasp the message with ease. For the

descriptive language to be cohesive and flow from one paragraph to the next, the writer must also make it well-organized. In order to convey the object's description, the writer should also utilize as many descriptive terms as feasible. Furthermore, Folse et al. (2010:135) stated that a descriptive paragraph is a paragraph which describes how something or someone looks or feels and it gives an impression of something. Moreover, a good writer uses word that appeal to some or all of the five senses.

Descriptive writing engages the senses by describing how something appears, feels, smells, tastes, and/or sounds, according to Oshima and Hogue (2007:61). An effective descriptive paragraph can instantly conjure up images in the reader's mind of an object, location, animal, or person. Descriptive paragraph can be understood, according to the definition, as paragraph that explains particulars about an object. The thing needs to be described in as much detail as feasible. Students will find it easier to understand and visualize what the researcher's in-depth description of the object looks like the more precisely they explain it. Therefore, clear details allow the readers to create a picture in their mind of what is being described based on the topic that they want to write. Meanwhile, Evan's theory state about the generic structure of descriptive paragraph is introduction, main body, and conclusion. Those generic structure must be organize by the student to create an organize descriptive paragraph.

In addition, Wadiman (2008:16) states that a descriptive paragraph is a paragraph that describes a characteristic of someone, something or a certain place. The writer must clearly or vividly describe the characteristics of someone, something or a certain place. So that, the reader can clearly visualize the described

object. When writing a descriptive paragraph, the writer also uses the mind to get a clear picture of the object being described. These senses are looks, smells, feelings, actions, tastes, sounds, etc. Using these feelings, the writer can create a descriptive paragraph that is easy for the reader to understand and imagine, so that they see and feel the object described by the writer in vivid detail.

It is clear from the previous statement that a descriptive paragraph is one in which the writer describes a subject or object that they are familiar with. In addition to using language elements like action verbs, straightforward presentation, adjectives, and adverbs, the explanation should be thorough. Three general structures are found in descriptive paragraph: identification, description, and conclusion. Identification serves as the object's introduction, description provides a closer look at certain aspects of the object, and conclusion offers a final analysis, reflection, or statement regarding the object as presented.

According to the Merdeka Curriculum, students in junior high school must master certain types of paragraphs, one of which is a descriptive paragraph. The researcher believes that the descriptive paragraph is the most relevant to the students' lives. The students must reflect on their everyday activities and convey them in the form of a well written tale. According to Anderson and Anderson (1997), a descriptive paragraph is a piece of text that inform about universal truths in the order in which they arise or occur, but also adhering to a generic structure such as identification, descriptions, and conclusion. Furthermore, descriptive paragraph is a paragraph that informs about a general truth, occurrence, or activity in the daily, usually with the intention of either informing or entertain the audience.

Students are required to create written products since writing is crucial ability to acquire, particularly composing a paragraph. According to McKay (2006:246), a paragraph consists of 6-12 sentences discussing a single topic. It signifies that sentences support the major issue that will be discussed. A paragraph can provide information, express an opinion, explain a concept, or tell a short story. The sentences should clearly define the topic in specific detail, including explanations. As a result, readers would have an easier time determining the meaning of the paragraph. As a result, when writers can arrange paragraphs suitably and clearly, readers will readily understand what the writers will convey them through their writing.

Furthermore, Kane (2000:351) states description is about sensory experience, specifically how something appears, sounds, and tastes. The description focuses mostly on visual experience, although it also addresses other types of perception. Description can evoke ideas and feelings about something. As a result, using sensory cues it crucial when describing something. Furthermore, the descriptions provide readers with more detailed information. The reader will attempt to remember and visualize the description that will be read. As a result, people may readily visualize how the object, place, or person appears in their minds. On the other hand, writing the specific's might be difficult because authors must consider themselves as readers in order to determine whether the details are clear or ambiguous.

According to the ideas given, the researcher adopts Anderson and Anderson's (1997) theories, which defines a descriptive paragraph as a piece of text that informs about general truths, usually in the sequence in which they arise or

happen. However, in this study define the points of descriptive organization. The organization is quite helpful in assisting students to write well-organized paragraphs. Furthermore, when writing a good paragraph, the writer should follow three sections of descriptive paragraph: introduction, description, conclusions. In conclusion, all of the theories are relevant and support the current study because it is focused with increasing writing skills in generating descriptive paragraphs.

2.2 Empirical Review

In this study, the researcher aims to determine the relationship between motivation and writing ability. A number of studies have been conducted in the past to determine this relationship. The researcher used the previous research as the main aspects in conducting this research by examining the strengths and weaknesses of the previous research. The empirical reviews were presented as follows. An empirical review is a review of previous research that has been conducted that examines previous relevant research to this research. Empirical review evidence can help the researcher avoid accidental repetition of previous research and clarify and define the research concept.

The first research was conducted by Wiryawan (2024) with entitled “The Correlation Between Motivation and Writing Ability in English Learning Achievements”. The strength of this research is viewed from the role of motivation in learning to write, it can be said that students who value and are willing to use writing as a means to express thoughts and communicate are students with high motivation in writing. When a student has high motivation in writing they will easily create and convey the content and intent of their thoughts. Furthermore, the

weakness of this research is the researcher did not mention the scoring rubric used in assessing students' writing skill.

The second research was conducted by Mahbubah (2021) et al with entitled "The Relationship Between Senior High School Students' Motivation in Learning English and Their Writing Ability". The strength of this research is the researcher mention the questionnaire that used to gathering data from the students, and the researcher provide the clear instrument to assess students' writing ability. Furthermore, the weakness of this research is the researcher did not mention the names of writing test that used to assess students' writing ability.

2.3 Hypothesis

A hypothesis is a forecast for a study's conclusion. It focuses on the connection between the two variables under investigation in this particular study. In order to address the research problem, the researcher's directional hypothesis states that it is expected that there will be a significant correlation between the two variables. The hypothesis is as follows: in the academic year 2024–2025, there is a significant correlation between the writing ability and motivation of the seventh-grade students at SMP Negeri 4 Mengwi. The hypothesis stated as follows:

2.3.1 Alternative hypothesis (H_a)

There is a significant correlation between motivation and writing ability of the seventh-grade students of SMP Negeri 4 Mengwi in academic year 2024/2025.

2.3.2 Null hypothesis (H_0)

There is no significant correlation between motivation and writing ability of the seventh-grade students of SMP Negeri 4 Mengwi in academic year 2024/2025.

