

**CORRELATION BETWEEN STUDENTS' WRITING MOTIVATION AND
WRITING ABILITY OF SECOND GRADE AT SMPN 37 PEKANBARU**

A THESIS

*Intended to fulfill one of the Requirements for the Award of Sarjana Degree in
English Language Teaching and Education Universitas Islam Riau*



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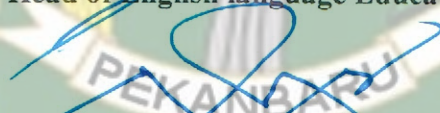
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I hereby declare this thesis is definitely in my own ideas, except for some quotation (directly or indirectly) that were adapted or taken from various sources and mentioned scientifically. The researcher is responsible or the data provided in this paper.

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ABSTRACT

Inayatur Rahmi, 2022. **Correlation between Students' Writing Motivation and Writing Ability of Second Grade at SMPN 37 Pekanbaru**

Keywords: *Writing Motivation, Writing Ability, Correlational study*

Writing is one of the English skills that need to be mastered by students. The purposes of this research was to determine whether there is a correlation between the students' writing motivation and writing ability at second grade of SMPN 37 Pekanbaru.

This research used a quantitative design and correlational study. In collecting the data, the researcher used questionnaire adapted from Payne (2012) to measure students' writing motivation and writing descriptive text test to measure the students' writing ability. The researcher analyzed the data by using Pearson Product Moment formula of SPSS version 22.

The findings of the study revealed that there is a positive correlation between the students' writing motivation and writing ability. It is obviously proven that the coefficient correlation was 0.505, which is categorized as medium correlation. After testing the hypothesis, the researcher can be inferred that there is a significant correlation between two variables, since the critical value of r_{value} was greater than the critical value r_{table} in significant level 5% ($r_{\text{value}}=0.505 > r_{\text{table}}=0.344$). It emphasizes that null hypothesis is rejected and alternative hypothesis is accepted.

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CHAPTER I INTRODUCTION

1.1 Background of the Research

English is one of the international languages used to communicate with people all around the world. Furthermore, English is taught as an international language in every country throughout the world, including Indonesia. Listening, speaking, reading and writing are the four skills that must be learned in the process of learning English. Writing ability is a critical part of the teaching and English learning process that must be taught to English foreign language learners.

Writing is the way a writer in understanding, conveys a concept or feeling, and their point of view about people or something based on facts according to Gallagher et al (2017). Moreover, creating a written product not only putting some words into a written text but also the written product should be easy to understand and based on the fact. It means, when a writer creates a written product, they must be writing based on what their feel, see, and deliver information like the way their speak or naturally.

Furthermore, the writing process is unique in that it involves a writer employing ideas as a medium to connect with readers in written form that is intended could be understood by the target. It indicates that the writer should express their views properly in writing so that the reader understands the writer's point of view. Furthermore, communication will be successful if the readers get what the writer

wrote. The viewers will not understand the goal that the writer wants going to explain if they are unable to get the point with the words used.

In addition, the students may rewrite what was in their mind like the way they speak but do not mean they wrote properly. The huge problem that faces before starting to write is a lack of vocabulary, correct grammar, and appropriate language features. Moreover, inputting ideas into written form is activity spend many times, boring and not interesting activity. Therefore, motivation in creating writing product is needed. Again, several previous research results provide strong evidence that writing motivation and writing ability are related.

Motivation is one of the most important parts of writing. It will be difficult for students to complete writing activity without positive attention. A challenging activity's successful implementation is mostly determined by motivation. We all realized that someone whose motivation is the key to their success in a task. Motivation contains both internal and external aspects that influence a person's willingness to become engaged and stick with an activity Wright, Hodges & McTigue (2019). Furthermore, the concern raised by the pupils was the learners' lack of motivation.

Based on the researcher observe during her field practice course (KPLP) at SMPN 37 Pekanbaru. There are several problems that faced by students of SMPN 37 Pekanbaru. First, the lack of vocabulary, some students' are difficult in making the written product. Second, some students have difficult in distinguishing the part of speech whether it is distinguishing nouns, verb, adjective, or adverb. And the last, some students' have trouble expressing their thoughts or opinions in written form.

Based on the problems above, the researcher assumes that English learning activities, especially in teaching writing, will not be effective if students do not have high motivation. Students require motivation to write because they will engage to complete writing exercise if they are motivated. Despite the fact, that they will have a great deal of difficulty coming up with ideas, grammatical, structure, spelling, and vocabulary. Students can construct good sentences in writing. This shows the importance of student motivation in writing. These interesting phenomena are the reason for the researcher to choose this title **“Correlation between Students’ Writing Motivation and Writing Ability of Second Grade at SMPN 37 Pekanbaru”**.

1.2 Setting of the Problem

Writing motivation is a fundamental component of writing performance. Students whom are not motivated to write will be less likely to engage in academic writing activities. Based on the observations of research in the field, the problems discussed are as follows: first, the students difficult to make sentences by themselves, but many of them make sentences the same from the example of their academic textbook only different in some words. Second, difficult in developing thoughts because of the lack of their vocabulary. The last, students do not pay attention to the learning process because they do not know what to do and their ideas difficult to express in written form.

1.3 Limitation of the Research

Based on the problems above, it is necessary for the researcher to limit the problem. The limitation of the problem as follows, Correlation between Students' writing motivation and writing ability of second grade at SMPN 37 Pekanbaru.

1.4 Formulation of the Research

The problem of the research formulated as follows:

1. How is the students' writing ability of second grade at SMPN 37 Pekanbaru?
2. How is the students' writing motivation of second grade at SMPN 37 Pekanbaru?
3. Is there any significant correlation between Students' Writing motivation and Writing Ability of second Grade at SMPN 37 Pekanbaru?

1.5 Objectives of the Research

This research is being conducted by the researcher in order to discover as follows:

1. To know the students' writing ability of second grade students at SMPN 37 Pekanbaru
2. To know the students' writing motivation of second grade at SMPN 37 Pekanbaru
3. To find out whether there is significant correlation between students' writing motivation and writing ability of second grade at SMPN 37 Pekanbaru.

1.6 Significant of the Research

The study will provide useful information about writing motivation and writing ability. This study would include correlation between students' writing motivation and writing ability among second grade of SMPN 37 Pekanbaru. Hopefully, the findings of this research will be informative for the following:

1. For the English teacher is expected to give useful information about the students' motivation in writing at SMPN 37 Pekanbaru, especially in students writing motivation in relation to their ability in writing.
2. From the information given, the English teacher SMPN 37 Pekanbaru can evaluate whether motivation has any correlation with students' writing ability.
3. For the other researcher, the result of this research can be used as reference to the further researcher she or he will be able to study and gather more information in order to pinpoint the problem with both students' motivation and ability. Besides, the reader may gain new experience and knowledge for her future career.

1.7 Definition of Key Terms

The definition of the key terms of this research as follows:

Writing motivation; if pupils are inspired to write, the writing they produce will be better and even full of brilliant ideas, as well as more fascinating in content (Virdaus, 2019).

Writing Ability; because they are pitting letters into words until they make a phrase or paragraph, the writer can write a variety of things, such as essays, diaries, messages, etc. (Lindsay & Knight, 2007).

Correlational study; to see if and how a group of variables are linked, or to test assumptions about expected relationships (Gay et al., 2012).



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CHAPTER II REVIEW AND RELATED LITERATURE

2.1 Writing

Writing has been one of the four abilities in language learning that should be taught and developed in order to communicate by translating ideas or messages into written form according to (Mantra et al.,2020). It is possible to define writing as the crucial ability and also as the act of transferring what is on authors' thoughts into a written text. Moreover, the ideas often develop from people's experiences, imaginations, or even from within each other.

In line with statement above, Praptono (2019) stated that writing is the most complex activity to master since it requires deep thought while at the same producing words, phrases, and paragraph. Besides using correct grammar, right words, and right linguistics features, the students need to be able to express what they want to describe in writing according to (De Smelt et al.,2016). Moreover, to produce meaningful written products, students need to enjoy the process of writing.

Furthermore, Putri & Fitrawati (2020) stated writing involves more than just putting words together. Students should be able to construct connected sequence of words and phrases that are grammatically and logically linked in order to form a piece of writing. Also, Jufri (2016) stated writing is more than just creating a text or an essay, it is also about how the text is created. Therefore, writing as complicated process because the writer does not only focus on the final form but also the ideas must be based on the correct language structure and related to the goal of writing.

In another word, it can be concluded writing is one of the essential abilities that should be taught to the students' language learning. Furthermore, writing is the process by which a writer expresses what is on her or his mind in text form, however effective sentences must have correct words, grammar and linguistics features in order to achieve the writer's goal.

2.1.1 Purposes of Writing

There are people who can speak and write in this world, and there are people who cannot speak but can write. Most importantly, someone may communicate his message, idea, and thoughts, as well as improve his or her writing skill. To write is by using textual language for communication. All information is conveyed through language in writing. Moreover, Producing or composing a piece of text is also referred to as writing. As maintained by Kate in (Novitri et al., 2021) there are three reasons to write: 1) To entertain: describe write is a fictional style of writing. The author was coming up with innovative concepts that could touch the reader. 2) To inform: knowledge about a place, object, or event is contained in writing to inform. Articles, newspaper, and magazines are common sources. 3) To persuade: when writing to persuade, the writer intends to deliver information in the form of facts or information that readers can use to access information.

2.1.2 Concept of Writing

We will go over four fundamental skills that students must possess in order to write well. These are five competencies of writing skills assessed namely: content, organizations, vocabulary, grammar, and mechanics. First, Contents; the term "content" refers to how well students present their statement and back it up with

supporting thoughts Kartawijaya (2018). Personal experience, illustration, facts, and opinion, as well as the use of description, cause/effect, and comparison/contrast, are all possibilities. Second, Organization; the concept “organization” in writing refers to how properly the writers use the opening, body, and conclusion to their best advantage. Third, Vocabulary; a person’s vocabulary is made up of all the words he or she knows and uses. In order to generate meaningful and successful writing, the writer must know how to choose the appropriate words to form phrases, clauses, and sentences.

Last, Grammar connects style and content through the use of grammatical rules or punctuation. As a result, grammar is the foundation of language; without grammar, speakers and writers would struggle to express thoughts clearly. Fifth, Mechanics; spelling, punctuation, esthetics, and appearance are all aspects of writing mechanics. Punctuation adds clarity to writing and makes it more comprehensible. While spelling refers to how a word appears, poor spelling can change the meaning of a term.

2.2 Teaching Writing at Junior High School Level

As stated in Permendikbud No.24 for the year 2016, which focus on core fundamental competencies in the 2013 curriculum. The curriculum’s objective is reported to have four components: spiritual competence, social competence, knowledge competence, and skills. Writing is covered in the 2013 Curriculum as a core ability that belongs to the skills component that students should apply. Writing is a skill component that describes the learning process in which students attempt to

practice and produce material based on the theory given. As a result, writing ability is critical in the curriculum-based learning process.

That is, as claimed by Suci & Shalihah (2019) that writing is a skill that all students should learn and perfect at some point during their English studies. The goal of teaching in junior high school is for pupils to understand how to write paragraphs and to write in a variety of genres and forms. Students' mindsets will be brought and trained in accordance with their development through text-based learning. Students are required to actively, observe, discuss, argue, try, and communicate about the content they are studying. Moreover, Educators will be able to construct high-quality learning materials that address the concerns using the text used.

2.3 Writing Descriptive Text

The Curriculum 2013, which places an emphasis on material based on text, includes it as a requirement. Texts are the way that information is transmitted on. There are different kinds of texts, such as narrative, expository, explanatory, persuasive, argumentative, and descriptive texts. Each of these writing has its own characteristic. One of the materials taught in junior high school in writing is descriptive text.

According to (Saifudin et al., 2020) and Purnamasari et al (2021) states that a descriptive text is the kind that gives a detailed and specific description of an object, such a person, an animal, a thing, or a place. Moreover, Irawati (2015) pointed out that descriptive is a way to define how something appearance, smells, preference, or performs. It means that descriptive is the way someone represents something as

detailed and specific description. As a result, the reader may picture the writer's intent as well as imagine, feel, and have a perspective of the subject.

Moreover, identifying the generic structure of descriptive writing is one formula to comprehend it. The generic structure of descriptive text as follows: (1) identification/introduction: this part, which is first paragraph, is meant to point out something that will be talked about. The purpose of identification is to tell the reader about the thing that will be describes in more depth in the next paragraph. (2) Description: is the part of paragraph in which the character is described. As well as about structure paragraph, the descriptive text also has the significant lexicogrammatical feature as follows:

a. Focus on specific participant

The story focuses about specific participant for example: I, My Mom, My Cat, animal, Zoo, Borobudur, etc.

b. Using Linking Verb

A linking verb is a verb that connects the subject and complement of a sentence for example: is, are, remain, built, grow, remain, smell, sound, taste, etc.

c. Using Adjective

Adjective to describing, numbering, and classifying for example:

- Grey, black, curly, straight, wavy
- Hair, face, mouth, lips, nose
- strong , tall, short, big, fat, slim
- oval, round, pointed, flat

d. Using Simple Present Tense

Simple present tense that is use to express activities, habits and also the fact of common something for example:

- Formula: Subject + Verb1 + O
- Example: I go to school, she has a pointed nose, hers' eyes colors is brown.

2.4 Concept of Motivation

In any situation, motivation is critical. It affects the process and outcome of someone's activity. The term "motivation" is derived from the word "motive" which is defined as the effort that derives someone to do action. According to Lismiyati et al (2021) stated motivation is something that energizes, instructs, and maintains behavior. It motivates pupils to move, focus on a certain goal, and stay on track to reach their objectives. One of the most crucial components of good learning is motivation.

As recorded by Cudney et al (2017) points out that motivated students are more likely to create meaningful work and a drive to study for rest of their lives, which is why motivation is so important in the educational process. As different aspects contribute to a student's desire to learn, it called motivational learning. As maintained by Wardhani & Kartowagiran (2019) internal variables that generate inside learners are the most important sources of learning motivation. This element can change the form of motivation to attain learning goals, such as becoming the best in class.

Moreover, students' learning motivation is determined by environmental variables that come from outside the student, such as receiving incentives from parents, instructors, and being encouraged with a reward for high grades. Learners' levels of learning motivation influence the learning process and outcomes; but, even without desire, students grow disinterested in studying.

2.4.1 Intrinsic and Extrinsic Motivation

Motivation is a necessary factor in education. It refers to a student's who is engaged in order to achieve the lesson activities. Motivation is one of the most important parts of writing. Without encouragement, students would struggle to complete writing tasks. Numerous things to a student's drive to study, they are intrinsic motivation and extrinsic motivation, as follows:

2.4.1.1 Extrinsic Motivation

The implementation of a behavior that is largely dependent on the achievement of result that are separate from the activity itself is referred to as extrinsic motivation according to (Legault, 2016). In other words, extrinsic motivation (EM) exist in environment. It is carried out in order to achieve a different result. For example, a teenager may wash dishes at home in consideration for a reward. Another example, a student want to get good point in writing, so she/he trying to create good paragraph or written product. It means, extrinsic motivation appear when the learner want to get a reward from their environment or social.

2.4.1.2 Intrinsic Motivation

Intrinsic in the opinion of (Thohir, 2017) and (Ng & Ng, 2015) intrinsic motivation derives from a person's enjoyment, willingness and pleasure in learning

activities. Whereas, Legault (2016) stated that intrinsic motivation is a natural human tendency in which people prefer to go through that they find fascinating or rewarding. It means that when a person's motivated, it comes from their own tendency, desire, and enjoyment to go through an activity.

2.5 Concept of writing motivation

Motivation becomes one of the most important parts of writing. Without incentive, learners would struggle to complete writing. Motivation in theory, increase a person's confidence to do anything. As a result, motivation to write is an inner force that determines the effectiveness of writing activities. So the pupils require written encouragement, they will be motivated to participate in writing tasks. Even though there will be issues with grammar, diction, pronunciation, vocabulary, and punctuation. Writing allows pupils to constructs an effective composition. It illustrates that learners require incentive during trying to write according to (Aryanika, 2016).

Furthermore, Students' writing skills should be strengthened not just on terms of their ability to generate ideas, master vocabulary, use correct grammar, and organize their writing clearly, but also in terms of their willingness to write according to (Barruansyah, 2019). In persuading and generating what to write, learners should be encouraged by their experiences. Background knowledge, reading, and audiovisual recording are examples of experiences that students' minds have acquired as needed for excellent writing.

Based on some of these statements, motivation in the creation of written product is required. Furthermore, even in writing, concerns such as generating ideas, grammar, vocabulary, and so on will be addressed if the learners are motivated to write.

2.6 Past Studies

The following is a summary of other relevant studies on this study, related to a correlation between students' writing motivation and their capacity to develop written forms.

Research by Septa Aryanika in 2016, which took place at SMA Utama Wacana Metro Lampung, entitled The Correlation between the students' writing motivation and the writing ability. The research was conducted at eleventh students of SMA Utama Wacana Metro Lampung with the population consist of 136 students and the sample 52 students. This study aims to know whether is there any positive and significant correlation between the students' writing motivation and writing ability. This research established through the simple random sampling and the instruments are test and questionnaire. The result of this study " $r_{observed}$ " = 0,506 higher than " r_{table} " = 0, 273. Therefore, the conclusion reached that H_a is accepted.

Arfiana, Sabarun, and Hesty Widiastuty (2022) conducted the research entitled "Correlation between Students' Writing Ability and Learning Motivation in Google Translate Writing Class". The research was conducted at translate writing class 2nd semester of English education study program at IAIN Palangka Raya. This sample of this research was obtained by using cluster random sampling technique and the

instrument of this research was learning motivation questionnaire and Descriptive Text Writing Test from 58 students of 2nd semester who took paragraph writing class. The result finding of this research showed that students' writing ability had high relationship or gave influence to learning motivation in google translate class.

2.7 Conceptual Framework

A conceptual framework is the outcome of creating a list of linked concepts to describe and explain a specific event, or to provide a larger knowledge of the phenomenon of interest- or simply, to solve a research question according to (Imenda, 2014). Moreover, the conceptual framework is an expression of the theory that explains the reasons or arguments for the formulation of the hypothesis, describes the sequence of the researcher's thought, and explains the hypothesis to reader.

Since we all know, there are four English basic abilities that students should understand: listening, reading, speaking, and writing. Writing is a language skill that is used to communicate indirectly when people are unable to communicate face to face. Most people find it difficult to express their thoughts in writing, therefore it is a crucial part of the learning process because writers are able to explore their own knowledge and communicate what they are thinking to others. Moreover, someone interest into an activities if they are have a motivation to do that things.

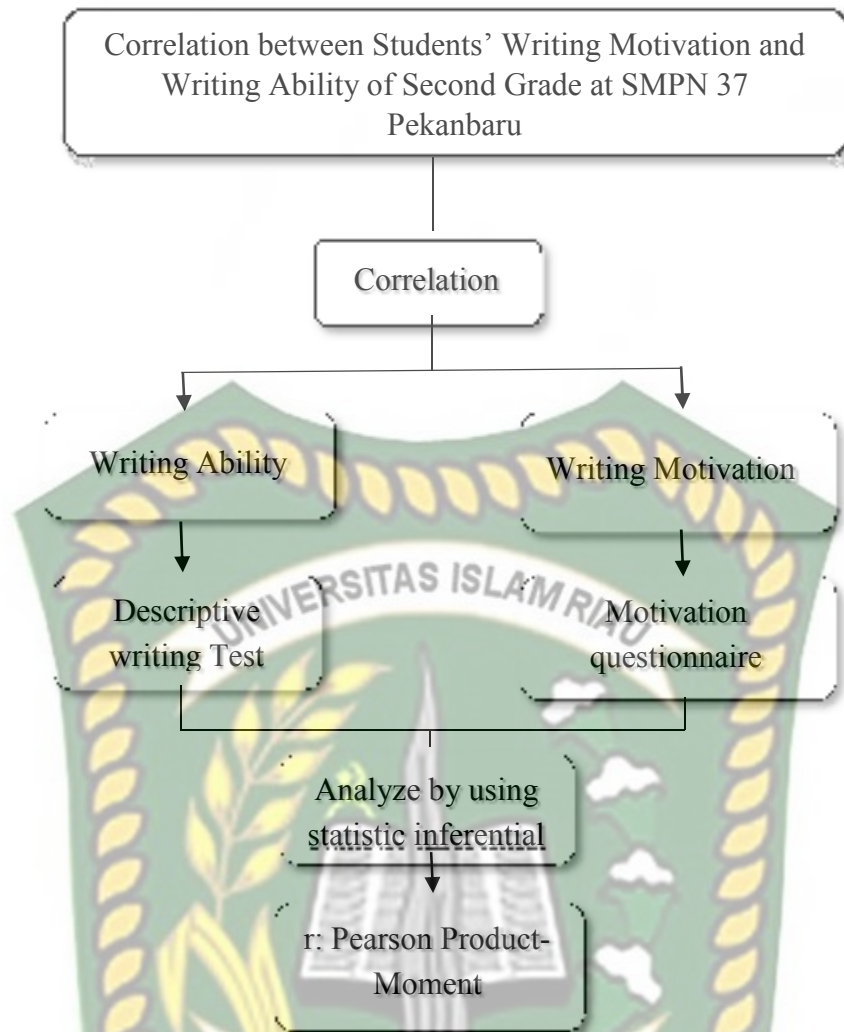


Figure 2.1 Conceptual Framework

2.8 Assumption

The assumption of the research is that every student has a different motivation for writing and a different skill to write and that motivation is an important aspect since a student who is well-motivated will be able to write more effectively.

2.9 Hypothesis

a. Null Hypothesis (Ho)

There is no significance correlation between students' writing motivation and their writing ability at second grade of SMPN 37 Pekanbaru

b. Alternative Hypothesis (Ha)

There is a significance correlation between students' writing motivation and their writing ability at second grade of SMPN 37 Pekanbaru



CHAPTER III RESEARCH METHODOLOGY

3.1 Research Design

Based on the title of the research study that has been chosen, the researcher used a quantitative research design and a correlational study type. Several definition from experts about quantitative method, from the early stages to the creation of the study design, quantitative research methods have systematical, well-planned, and well organized specifications stated by (Siyoto & Sodik, 2015). Whereas, (Suryani & Hendryadi, 2015) state that quantitative is study that employs numeric/numerical data analysis. Moreover, the goal of quantitative research is to create and test mathematical models, ideas, and hypotheses that are relevant to the phenomenon is question.

According to Ary et, al (2010) states that correlational research is used to evaluate connections and characteristics of correlation among variables in a single group of questionnaire. It means that correlational research is the collecting and analysis of the data to see how is the correlation between variables. There is one independent variable and one dependent variable, in this research (independent variable) as X refers to Students' writing motivation and (dependent variable) as Y refers to students' writing ability.

3.2 Setting of the Research

The research was conducted in the second grade of SMPN 37 Pekanbaru. The SMPN 37 Pekanbaru was located at Garuda Ujung Street, Tangkerang Tengah, Kec. Marpoyan Damai, Riau. Post code 28282. The time of the research was on June 2022.

3.3.1 Population of the Research

The population of the research was the second grade students of SMPN 37 Pekanbaru. The second grade divided into 7 classes, which one class was consisted about 33 students, and the total number of the students is 241 students.

3.3.2 Sample of the Research

The second grade of SMPN 37 Pekanbaru have 7 class one class consists of about 33 students. The researcher conducted the analysis by using a random sample of the second grade students of SMPN 37 Pekanbaru. Based on (Arikunto, 2010) state that everyone should be taken if the subject has less than 100 individuals; if the subject has more than 100 people, 10-15%, 20-25%, or more should be taken. Whereas, the sample consist of 33 students out of 241 total, which means 13% of the population. The sample was taken 13% of the population which means $13/100 \times 253 = 32.89$ students.

3.3 Technique of Collecting Data

The primary goal of a study was to determine how the researcher will obtain the data. In this study, the instrument used in this research was questionnaire and writing test.

1. Test

According to Cohen et al (2018) tests can measure a person's achievement like what they can do or what they know, their diagnosis of what their strengths and weaknesses are and where they are going wrong or having problems, their competence (what they good at), their proficiency, performance speed and so on.

The researcher used a writing test to find out how students could write. The students' writing skills were tested by having them write descriptive text on a certain theme. The instruction form of test contained five topics that can be chosen by the students' namely: myself, my family, my idol, my school, my bag. The researcher used a writing rubric scoring to collect the data on the students' writing abilities. Five aspects of writing that have been evaluated those are the rubric; content, organized, grammar, vocabulary, and mechanics.

2. Questionnaire

According to Cohen et al (2018) admitted that questionnaire is a widely used and useful instrument for collecting survey information because it provides structured, often numerical data, can be administered without the researcher's presence, and is often relatively simple to analyze. Whereas, in collecting the data motivation of the students' in writing, the researcher used about 30 items of questionnaire. The researcher adapted the questionnaire from Payne (2012). To collect the data, the researcher asked permission from the teacher to interrupt the learning process, and after the teacher allowed the researcher started to share the question form. The researcher shared the questionnaire directly to the students', as well as told them direction on how to answer the question. To fill out the questionnaire the students answered each statement by choosing on of from four categories namely: Strongly agree (1), agree (2), disagree (3), strongly disagree (4).

Table 3.1 The Blue Print of Writing Motivation Questionnaire

No	Indicators	Number of Items
----	------------	-----------------

1	Intrinsic Motivation	1-15
2	Extrinsic Motivation	16-30

Adapted from: Payne (2012)

3.4 Technique of Data Analysis

In this study, the technique to support the analysis of this research data was applied SPSS 22 version. The technique of this research as follow:

3.5.1 Writing Test

To find out the result data of students writing ability, the researcher was using the rubric for assessing the writing adopted from Jacobs et al (1981). The rubric contained five components: content (30 points), Organization (20 points), vocabulary (20 points), language use (25 points), mechanics (5 points). Excellent to very good, good to average, fair to poor, and very poor. It can figure out as follows:

Table 3.2 The Rubric of Assessing Writing

Category	Score	Criteria
CONTENT	30-27	EXCELLENT TO VERY GOOD: knowledgeable; substantive; through development of thesis; relevant to assigned topic
	26-22	GOOD TO AVERAGE: some knowledge of subject; adequate range; limited development of thesis; mostly relevant to
	21-17	FAIR TO POOR; limited knowledge of subject; little substance; inadequate development of topic
	16-13	VERY POOR; does not show knowledge of subject; no organization; not enough to evaluate

ORGANIZATION	20-18	EXCELLENT TO VERY GOOD: fluent experience; ideas clearly stated/supported; succinct; well-organized; logical sequencing; cohesive
	17-14	GOOD TO AVERAGE: somewhat choppy; loosely organized but main ideas stand out; limited support; logical but incomplete sequencing
	13-10	FAIR TO POOR; non fluent; ideas confused or disconnected; lacks logical sequencing and development
	9-7	VERY POOR: does no communicate; no organization or not enough to evaluate
LANGUAGE USE	25-22	EXCELLENT TO VERY GOOD: effective complex constructions; few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions
	21-18	GOOD TO AVERAGE: effective but simple constructions; minor problem in complex constructions; several errors for agreement, tense, number, word order/function, articles, pronouns, preposition but meaning seldom obscured
	17-11	FAIR TO POOR: major problems in simple/complex constructions; frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions, and / or fragments, run-ons, deletions, meaning confused or obscured
	10-5	VERY POOR: virtually no mastery of sentence construction rules; dominated by errors; does not enough to evaluate
VOCABULARY	18-20	EXCELLENT TO VERY GOOD: sophisticated range; effective word/idiom choice and usage; word form mastery; appropriate register
	14-17	GOOD TO AVERAGE: adequate range; occasional errors of word/idiom form, choice, usage but meaning not obscured
	13-10	FAIR TO POOR: limited range; frequent errors of word/idiom form, choice, usage; meaning confused or obscured
	9-7	VERY POOR: essentially translation; little knowledge of English vocabulary, idiom, word form, or not enough to evaluate

MECHANICS	5	EXCELLENT TO VERY GOOD: occasional errors of spelling, punctuation, capitalization, paragraphing
	4	GOOD TO AVERAGE: occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured
	3	FAIR TO POOR: frequent errors of spelling, punctuation, capitalization, paragraphing ; poor handwriting; meaning confused or obscured
	2	VERY POOR: no mastery of conventions; dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible; or not enough to evaluate.

Adopted from (Jacobs et al., 1981)

After students complete the test, the researcher calculates a total score based on the writing ability results. The score of the students is categorized as follows:

Table 3.3 The Classification of Students' Score

No	Score/Range	Criteria
1	80-100	Very Good
2	70-79	Good
3	60-69	Sufficient
4	50-59	Less
5	0-49	Fail

(Sudijono, 2007)

3.5.2 Writing Motivation

There were about 30 items of questionnaire that have been shared to know the students' motivation in writing. To calculate the data from students' motivation questionnaire, the researcher was using the formula of Likert Scale as follows:

T x Pn

Description:

T: The total number of respondents who voted

Pn: Likert scale numbers selection

In addition, the researcher uses formula to categorize each item in the questionnaire as follows:

Total score = the sum of the result of each Tx Pn

Maximum score = number of respondents x highest likert score

Minimum score = number of respondents x lowest likert score

Indeks (%) = (Total score/ Maximum score) x 100

The rating interval was classified as the following:

Strongly Disagree : 0% - 24.99%

Disagree : 25% - 49.9%

Agree : 50% - 74.9%

Strongly Disagree : 75% - 100%

Table 3.4 Range of Students Writing Motivation

No	Categories	Score
1	Very Strong	81% - 100%
2	Strong	61% - 80%
3	Enough	41% - 60%
4	Low	21% - 40%
5	Very low	0% - 20%

Adapted from (Barruansyah, 2019)

3.5.3 Correlation

The Pearson Product-moment coefficient (r) method used in the SPSS 22 program will be to determine if there is a statically significant relationship between students writing motivation and writing ability.

Table 3. 5 Level of Correlation

Coefficient Interval	Correlation Level
0.80-1.00	Very Strong
0.60-0.79	Strong
0.40-0.59	Medium
0.20-0.39	Low
0.00-0.19	Very Low

(Sugiyono, 2016)

CHAPTER IV RESEARCH FINDINGS

4.1 Data Presentation

This research has two variables: independent variable (X) and dependent Variable (Y). The independent variable is the students' writing motivation, which was analyzed using a questionnaire. The students were given a total of 30 statements, all of which were measured by using Likert Scale. However, the dependent variable refers to the students' ability to write descriptive text, which was tested by a written test. The writing was graded based on the following criteria: content, organization, vocabulary, language use, and mechanics.

4.1.1 The Results of the students' Writing Motivation questionnaire

After getting the scores from the writing motivation questionnaire, the researcher calculated and tabulated the data. The data was also processed by the researcher using SPSS 22 and some formulas, as shown in the table below.

Table 4.1 The Result of Descriptive Statistics

Statistics		
Writingmotivation		
N	Valid	33
	Missing	0
Mean		78.21
Std. Error of Mean		1.421
Median		80.00
Mode		80
Std. Deviation		8.161
Variance		66.610
Range		32
Minimum		60
Maximum		92
Sum		2581

Based on the table above, the result of the writing motivation questionnaire score was between 60 and 92, the mean was 78.21, median was 80.00, and variance was 66.610. The following table will present the frequency distribution of the results of the writing motivation questionnaire.

Table 4.2 Frequency Distribution of Writing Motivation

		Writingmotivation			Cumulative
		Frequency	Percent	Valid Percent	Percent
Valid	60	1	3.0	3.0	3.0
	65	1	3.0	3.0	6.1
	67	2	6.1	6.1	12.1
	70	4	12.1	12.1	24.2
	73	1	3.0	3.0	27.3
	74	2	6.1	6.1	33.3
	75	2	6.1	6.1	39.4
	76	1	3.0	3.0	42.4
	79	1	3.0	3.0	45.5
	80	8	24.2	24.2	69.7
	82	1	3.0	3.0	72.7
	83	1	3.0	3.0	75.8
	84	1	3.0	3.0	78.8
	88	3	9.1	9.1	87.9
	90	2	6.1	6.1	93.9
	91	1	3.0	3.0	97.0
	92	1	3.0	3.0	100.0
	Total	33	100.0	100.0	

According to the statistics shown in the frequency distribution table above, each respondent with a total score of 60, 65, 73, 76, 79, 82, 83, 84, 91, 92 have 1 frequency (3.0%), for the 67,74, 75, 90, score each have 2 frequencies (6.1%), for score, 88 have 3 frequencies (9.1%), for 70 have 4 frequencies (12.1%) and for the last is score 80 which have 8 frequencies (24.2%). Then, the highest frequency of

writing motivation scores is 80, which have 8 frequencies, and the scores 60, 65, 73, 76, 79, 82, 83, 84, 91, 92 have the lowest frequency, each with 1 frequency.

Likert-scale description	Likert-scale	Total Answered	Total
Strongly Agree	4	53	212
Agree	3	551	1.653
Disagree	2	330	660
Strongly Disagree	1	56	56
			2.581

The total score of the whole items should be $4 \times 30 \times 33 = 3.960$ (if all respondents answer strongly agree), However, the total score from the calculation was 2.581.

To determine the percentage of students' writing motivation, it can be calculated by using formula as follows:

$$\begin{aligned}
 P &= \frac{F}{N} \\
 &= \frac{2.581}{3.960} \times 100 \\
 &= 65.28 \%
 \end{aligned}$$

The table below is the result percentage students writing motivation, to know which categories of second grade students' motivation of SMPN 37 pekanbaru, the researcher used the table below:

Table 4.3 Guidelines for Interpreting the Score

No	Categories	Precentage
1	Very Strong	81% - 100%

2	Strong	61% - 80%
3	Enough	41% - 60%
4	Low	21% - 40%
5	Very low	0% - 20%

Overall, after calculated the scored of writing motivation questionnaire, It has been found that the percentage of students' writing motivation was 65.28%. The researcher inferred that based on the table 4.4 guideline of the score, so writing motivation among students' was in strong level.

4.1.2 The Results of the Students' Writing Ability Test

After collecting the answers to the writing ability test, the researchers calculated the total score of the students' answers and summed them up to determine the final writing ability test score. The researchers have also processed data using SPSS 22 which will be shown in the table below.

Table 4.4 The Result of Descriptive Statistics

Statistics		
Writing ability		
N	Valid	33
	Missing	0
Mean		75.61
Std. Error of Mean		1.422
Median		74.00
Mode		73
Std. Deviation		8.170
Variance		66.746
Range		28
Minimum		62
Maximum		90
Sum		2495

From the table above, it can be seen that the writing ability test results for the students range from 62 to 90, then mean was 75.61, median was 74, modus was 73, variance 66.746 and std. Deviation is 8.170. The table below will be presented the frequency distribution based on the writing ability test results.

Table 4.5 The Frequency Distribution of the Writing Ability Test
Writing ability

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 62	3	9.1	9.1	9.1
65	1	3.0	3.0	12.1
67	1	3.0	3.0	15.2
68	1	3.0	3.0	18.2
69	1	3.0	3.0	21.2
70	1	3.0	3.0	24.2
72	3	9.1	9.1	33.3
73	5	15.2	15.2	48.5
74	2	6.1	6.1	54.5
75	1	3.0	3.0	57.6
76	2	6.1	6.1	63.6
77	1	3.0	3.0	66.7
78	1	3.0	3.0	69.7
80	1	3.0	3.0	72.7
82	2	6.1	6.1	78.8
85	1	3.0	3.0	81.8
86	1	3.0	3.0	84.8
87	1	3.0	3.0	87.9
88	1	3.0	3.0	90.9
89	1	3.0	3.0	93.9
90	2	6.1	6.1	100.0
Total	33	100.0	100.0	

From the table above, each respondent with a score of 62 achieved a total score of 3 frequencies (9.1%), 65 have 1 frequency (3.0%), 67 have 1 frequency (3.0%), 68 have 1 frequency (3.0%), 69 have 1 frequency (3.0%), 70 have 1 frequency (3.0%), 72 have 3 frequencies (9.1%), 73 have 5 frequencies (15.2%), 74 have 2 frequencies (6.1%), 75 have 1 frequency (3.0%), 76 have 2 frequencies (6.1%), 77 have 1 frequency (3.0%), 78 have 1 frequency (3.0%), 80 have 1 frequency (3.0%), 2 frequencies (6.1%) for score 82, score 85 have 1 frequency (3.0%), 86 have 1 frequency (3.0%), for score 87 have 1 frequency (3.0%), 88 have 1 frequency (3.0%), 89 have 1 frequency (3.0%), and 2 frequencies (6.1%) for score 90.

To determine the level of writing ability of the second grade at SMPN 37 Pekanbaru, the researcher used the table below:

Table 4.6 The Guidelines for Interpreting the Score

No	Score/Range	Criteria
1	80-100	Very Good
2	70-79	Good
3	60-69	Sufficient
4	50-59	Less
5	0-49	Fail

The second grade of SMPN 37 Pekanbaru writing ability test score result had a total score 2495 and the total respondent was 33. Based on the table 4.5 on that table get the score of mean was 75.61. So, it can be inferred that the writing ability category of second grade of SMPN 37 pekanbaru was in good category.

4.1.3 The Results of Students' Writing Motivation and Writing Ability

Determine whether there is a correlation between the writing motivation variable and the writing ability variable across students, the table below shows how the researcher employed SPSS 22 product moment correlation:

Table 4.7 The Statistical Result of Writing Motivation and Writing Ability Correlation

		WM	WA
WM	Pearson Correlation	1	.505**
	Sig. (2-tailed)		.003
	N	33	33
WA	Pearson Correlation	.505**	1
	Sig. (2-tailed)	.003	
	N	33	33

** . Correlation is significant at the 0.01 level (2-tailed).

From the correlation table above, it showed that the statistical test results or the r_{value} obtained by the correlation was 0.505, which is $> r_{\text{table}}$ (0.344). So, it can be inferred that there is a relationship between writing motivation and writing ability at second grade of SMPN 37 Pekanbaru. The table below is a measurement to determine at what the correlational between students writing motivation and writing ability at second grade of SMPN 37 Pekanbaru is.

Table 4.8 Interpretation of Coefficient Correlation Table

Coefficient Interval	Correlation Level
0.80-1.00	Very Strong
0.60-0.79	Strong

0.40-0.59	Medium
0.20-0.39	Low
0.00-0.19	Very Low

The r_{value} (0.505) fell into the group of medium level correlation coefficients, as can be seen in the table above. As a result of this, it may be said that the writing motivation and writing ability of second grade at SMPN 37 pekanbaru are correlated.

4.1.4 The Normality of Test

The normality test is used to determine whether or not the data distribution is normal. If a variable is not normally distributed, the result of the statistical test will degrade. The One sample Kolmogorov Smirnov test can be used to evaluate whether the data have a normal distribution if the significance value is more than 5 percent, or 0.05. Also, if the Kolmogorov-Smirnov Test shows that the data does not have a normal distribution, one sample test result indicate a significant value less than 5 percent, or 0.05. The data displayed in the table below have been tested by researchers for normality.

Table 4.9 The Result of Normality Test

		Unstandardized Residual
N		33
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	7.05100268
Most Extreme Differences	Absolute	.117
	Positive	.117
	Negative	-.090

Test Statistic	.117
Asymp. Sig. (2-tailed)	.200 ^{c,d}

- a. Test distribution is Normal.
- b. Calculated from data.

From the normality test table above, it showed that the value that the value of probability = 0.200 which bigger than significance level = 0.05. When the significance value from the writing ability test and questionnaire on writing motivation is grader than 0.05, then the data are considered to be normally distributed.

4.1.4 The Linearity of Test

The linearity test was used to determine whether or not there is substantial link between two variables. If the value of significance > 0.05, then the relationship between variable (X) and (Y) is considered to be linear in the linearity test. Therefore, the relationship between the variables (X) and (Y) is not linear when the significance level is less than 0.05.

Table 4.10 Linearity Test Result

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Writingability *	Between	(Combined)	1682.962	16	105.185	3.716	.006
Writingmotivation	Groups	Linearity	544.946	1	544.946	19.251	.000
		Deviation from Linearity	1138.016	15	75.868	2.680	.030
Within Groups			452.917	16	28.307		
Total			2135.879	32			

As can be found from the results of the table above, on the line deviation from linearity has a significance value of 0.030. Because the significance value > 0.05 , thus, it is reasonable to say the variable of writing motivation and writing ability is a linear.

4.2 Data interpretation

The purposes of this research was to determine whether there is a correlation between the students' writing motivation and writing ability at second grade of SMPN 37 Pekanbaru. This research used a correlation design and a quantitative research method. A general method to study based on the interpretation of naturally occurring correlations between variables is known as a correlational design.

The number samples of this research were 33 students, the researcher take one class of second grade level at SMPN 37 Pekanbaru. The questionnaire and the test were employed in this research. Students' writing motivation was measured using a questionnaire, and the writing ability was measured using a test. From the sample, the data from the writing motivation questionnaire and writing ability test were put into a distribution table so that the SPSS program could be used to analyze them, then the bivariate product moment correlation coefficient by matching the number of respondents with the value distribution table or r_{table} significance value 5%, which is 0.344. The correlation value obtained was 0.505 which higher than 0.344. In the table interval of interpretation of correlation at 4.9, 0.40 – 0.49 and 0.344 which indicated the correlation between students writing motivation and writing ability of second grade at SMPN 37 Pekanbaru was on medium category.

4.3 Hypotheses Testing

To the test of the hypotheses, whether there is and there is no correlation of relationship between students' writing motivation and writing ability of second grade at SMPN 37 Pekanbaru, the researcher used SPSS 22 program to calculate it.

Table 4.11 The Pearson Product Moment Correlation's Findings

		WM	WA
WM	Pearson Correlation	1	.505**
	Sig. (2-tailed)		.003
	N	33	33
WA	Pearson Correlation	.505**	1
	Sig. (2-tailed)	.003	
	N	33	33

** . Correlation is significant at the 0.01 level (2-tailed).

From the table of the result correlation above, the data showed that the result hypothesis alternative was accepted and hypothesis null was rejected. It showed that $r_{value} > r_{table}$ or $0.505 > 0.344$, so at a significance level of 5% H_0 is rejected, while H_a is accepted.

CHAPTER V CONCLUSION AND SUGGESTION

5.1 Conclusion

The researchers make a conclusion from the research findings that have been shown on the data presentation and from the data interpretation:

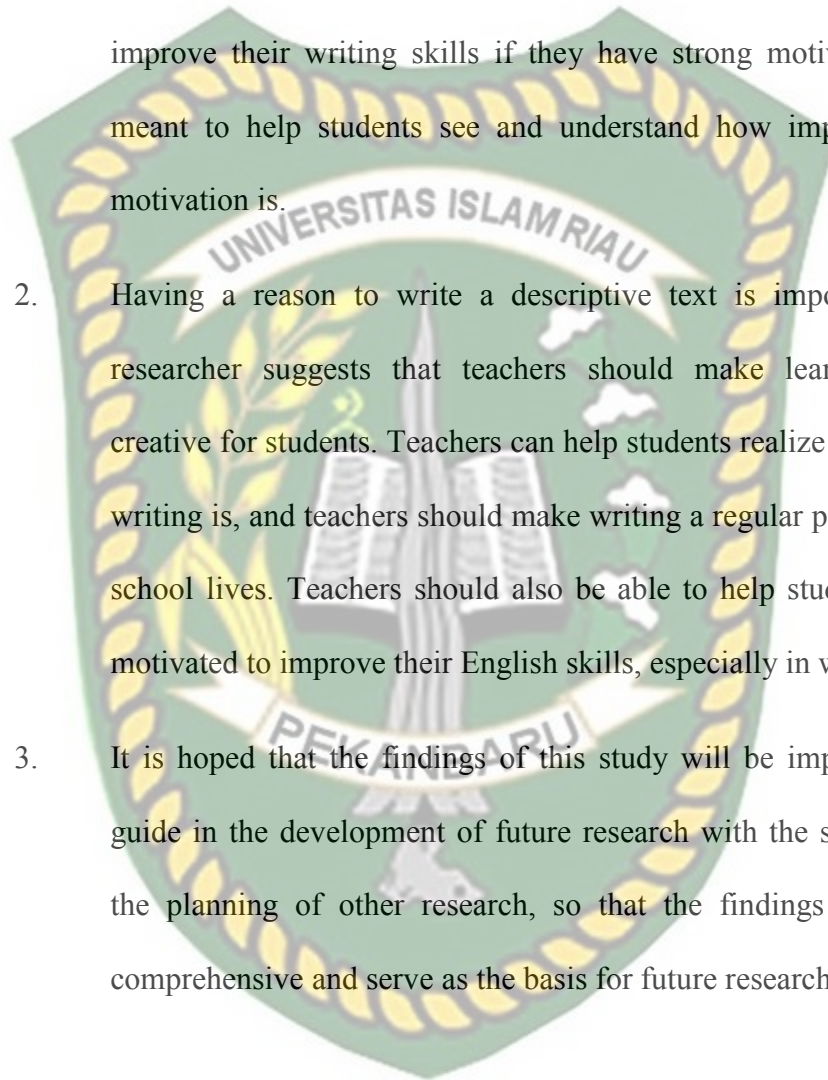
Based on the result of questionnaire, from 33 students and 30 questions of the questionnaire showed that the percentage of students' writing motivation of second grade at SMPN 37 Pekanbaru was 65.28%. It can be inferred that level writing motivation among students was in strong category. As well as, on the results of writing ability questionnaire had a total score 2495 and the total respondent was 33. Based on the table 4.5 on that table get the score of mean was 75.61. So, it can be inferred that the writing ability category of second grade of SMPN 37 pekanbaru was in good category.

At the correlation whether the writing motivation and writing ability are correlated, in the results correlation between students writing motivation and writing students of second grade at SMPN 37 Pekanbaru, there is a significance positive correlation. The second grade students' of SMPN 37 Pekanbaru has a known correlation between students writing motivation and writing ability of 0.505. This, if combined together, would place the value of 0.505 at the medium level along with a range of 0.40 to 0.59.

5.2 Suggestion

Based on what was found, the researcher would like to make the following suggestion:

1. As a result of research, it is expected that students will be able to improve their writing skills if they have strong motivation. This is meant to help students see and understand how important writing motivation is.
2. Having a reason to write a descriptive text is important. So, the researcher suggests that teachers should make learning fun and creative for students. Teachers can help students realize how important writing is, and teachers should make writing a regular part of students' school lives. Teachers should also be able to help students get more motivated to improve their English skills, especially in writing.
3. It is hoped that the findings of this study will be implemented as a guide in the development of future research with the same title or in the planning of other research, so that the findings will be more comprehensive and serve as the basis for future research.



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