

Hak Cipta Diindungi Undang-Undang

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## CHAPTER I INTRODUCTION

### A. Background of the Problem

Writing is one of the English language skills that students or learners should master and develop. It is one of the ways to give information to the others. According to Raimes (1983), writing is a skill in which we express ideas, feelings, and thought which is arranged in words, sentences, and paragraphs. It means that writing is an activity to communicate, to convey messages, ideas, and feelings in a written form. It is supported by Hughey et.al (1983) who said writing is an essential form of communication which can express our ideas, our plans, our recommendations, our values and our commitments. Writing also reinforces the use of sentence structure and tenses, idioms and vocabularies correctly in order to make the reader get the idea clearly. Being successful in learning English is the dominant factor that the English teacher should pay attention too, especially in teaching writing. The aim of teaching writing is to make the students able to write the English text efficiently and effectively.

Writing is the most difficult skill out of the other language skills for all language users regardless the language in question is a first, second or foreign language (Nunan, 2001). There are many factors that might influence the students' quality of writing such as; students' lack of grammar, vocabularies, ideas, and motivation to write. It has been known that it is hard enough to develop an idea into a long paragraph. These factors can cause the students unmotivated to start writing. In other words, a factor that might influence students to write is their

motivation. Motivation plays a vital role in the students' achievement because motivation is able to stimulate and to achieve the goal in the target. Dornyei (1994) states motivation is one of the main determinants of second/foreign language (L2) learning achievement. According to Mayer (2003) cited in Putriani (2002), "when students are motivated to learn, they try harder to understand the material thereby learn more deeply, resulting in better ability to transfer what they have learned to the new situation". In the writing activities, the students also need motivation as an inner power to force them in learning writing. According to Öztürk (2013), writing motivation is students' willing to writing as a way of communication and expression or useful activities. Roy (2010) also stated that writing motivation is a process through which an individual energizes to express ideas in writing.

Furthermore, Motivation is an important aspect and challenging activities in teaching and learning writing. The English teacher should do some efforts in increasing students' writing ability by encouraging their students' motivation to write. With motivation, they will be active to do writing activities. According to Hayes (1996), Zimmerman & Risemberg (1997) cited in Troia, Harbaugh, Shankland, Wolbers, & Lawrence (2013), motivation plays a prominent role in writing development and performance is acknowledge in most contemporary models of writing. Writing motivation is needed by many people who want to concern on writing because writing needs a hard effort and it is complicated (Putriani, 2002). In addition, Hamidun, Hizwari, & Othman (2012) mentioned that motivation plays such an important role on the development of the students'

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writing as it is a driving force for them to write in a meaningful way. Therefore, the success of the students in their writing depends on their strive to learn and practice more. It is supported by Hidi & Bascolo (2007), students who are motivated in writing will do hard effort to write so that their ability in writing will improve. In relation to the idea above, Lam & Law (2007) also revealed that when students were more motivated in writing, they in turn, had better performance in writing. It is different from the students with low writing motivation, they do not have any interest and good attitude toward writing instruction. As a result, it will be hard for them to write and give influence to their writing ability.

Based on the description above, every student should have a high writing motivation if they want to have a good ability in writing. But the fact, it does not really happen to every student especially students at State Islamic Junior High School 3 Pekanbaru which implements curriculum 2013 as the guidance in teaching and learning. Since there is a relationship between writing motivation and writing ability, the teacher in this high school has used many strategies to encourage students' writing motivation to make their writing ability better for example by giving a task. Students are most motivated when they expect that they can successfully complete a writing task that they value ( Pak and Ma, 2002 in Lam and Law 2007) and then the teacher also gave an interesting topic in writing as stated by Hidi & Bascolo's (2007) argument in which topic attractiveness has been viewed as the basic motivational source of motivation. However, the students' writing motivation was good but their writing ability was still low.

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Inversely, the students' writing motivation was low and their writing ability was good. It could be seen from the following phenomena:

1. Some of students have tried to read many books before writing activities but they still made many mistakes in using appropriate grammar.
2. Some of students enjoyed writing but they could not write a good connection among ideas (coherent).
3. Some of students had a good effort in writing activities but they still made many mistakes in using appropriate vocabularies in their writing.
4. Some of students were not interested in practicing in writing but their grammar in writing was good.
5. Some of students did not have a good effort to do writing activities but it was not difficult for them to organize ideas in their writing.
6. Some of the students were lazy to practice writing but it was so easy for them to explore their ideas in writing paragraphs.

Based on the phenomena above, it indicates that there is no relationship between writing motivation and writing ability and it contrasts with the theory that has been explained before. Therefore, the researcher is interested in testing whether there is a correlation between students' writing motivation and their writing ability at the eighth grade of Islamic Junior High School 3 Pekanbaru.

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## B. Problem

### 1. Identification of the problem

Based on the background and the phenomenon of the difficulties encountered by the students, the problems of this research are identified as in the following:

1. Why have some of the students tried to read many books before writing activities but they still made many mistakes in using appropriate grammar?
2. Why did some of students enjoy to write but they could not write a good connection among ideas (coherent)?
3. Why did some of students have a good effort in writing activities but they still made many mistakes in using appropriate vocabulary in their writing?
4. Why were some of students not interested in practicing in writing but their grammar in writing was good?
5. Why did some of students not have a good effort to do writing activities but it was easy for them to organize ideas in their writing?
6. Why were some of students lazy to practice writing but it was so easy for them to explore their ideas in writing paragraph?

### 2. Limitation of the problem

Based on the identification of the problems above, thus the researcher needed to limit and more focus on students' writing motivation

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and students' writing ability on recount text at the eighth grade an of Islamic Junior High School 3 Pekanbaru

**3. Formulation of the Problem**

1. How is students' writing motivation at the eighth grade of Islamic Junior High School 3 Pekanbaru?
2. How is students' writing ability at the eighth grade of Islamic Junior High School 3 Pekanbaru?
3. Is there any significant correlation between students' writing motivation and their writing ability at the eighth grade of Islamic Junior High School 3 Pekanbaru?

**C. The Objectives and The Significance of The Research****1. The Objectives of The Research**

- a. To find out the students' writing motivation at the eighth grade of Islamic Junior High School 3 Pekanbaru.
- b. To find out students' writing ability at the eighth grade of Islamic Junior High School 3 Pekanbaru.
- c. To find out the correlation between students' writing motivation and their writing ability at the eighth grade of Islamic Junior High School 3 Pekanbaru.

**2. The Significance of The Research**

By doing this research, the result would be righteously useful in some sides. The significance of the research is:

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- a. To fulfill one of the requirements to complete the undergraduate degree at Department of English Education and Teacher Training Faculty of State Islamic University Sultan Syarif Kasim Riau.
- b. To give support to the existence of the theories regarding writing motivation and writing ability.
- c. To be useful and valuable, especially for teachers due to the importance of writing motivation activity in the classroom.
- d. To give crucial information to the students about the students' writing motivation and expected to be useful for them to increase their ability in writing.

**D. The Reasons for Choosing the Title**

The topic is very interesting to be observed because:

- a. The problems of the research are very interesting and challenging to be investigated in term of teaching and learning.
- b. The researcher wants to know how the students can apply their writing subject in daily life.
- c. The research is relevant to the research' status as a student of English Education Department of Education and Teacher Training Faculty, State Islamic University of Sultan Syarif Kasim Riau.

**E. The Definition of Terms**

The topic of this research is the correlation between students' writing motivation and their writing ability at the eighth grade of Islamic Junior High

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School 3 Pekanbaru. To avoid misunderstanding and misinterpretation, it is necessary to define some terms used in this research as follows:

### 1. Correlation

Creswell (2012) states that correlation is a statistical test to determine the tendency or pattern for two sets of data to vary consistently. In this research, Correlation means the correlation between students' writing motivation and their writing ability at the eighth grade of Islamic Junior High School 3 Pekanbaru.

### 2. Writing motivation

According to Roy (2010), writing motivation is as the whole of process that will stimulate person to express his/her thoughts in writing. To specify for this research, the researcher elaborates the definition from Roy.

### 3. Writing ability

Writing is ability of people to deliver ideas, thoughts and feeling to readers in a meaningful written language form. It refers to the use of appropriate vocabulary, language use, and mechanics in developing the content and organization of writing. SIL International (1999) stated that writing ability is a specific ability which helps the writer to put their ideas into words in meaningful form and interact with the message. Therefore, in writing we are trying to deliver our message, to share ideas and express thoughts and feeling to the readers in a meaningful written language by mastering all components of writing itself. In this research, writing ability refers to students' ability in writing paragraphs.