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## CHAPTER II

### REVIEW OF THE RELATED LITERATURE

#### A. Theoretical Framework

##### 1. Learning Motivation in Writing

###### a. The Nature of Motivation

In term of motivation, Hidi and Boscolo (2007, p. 11) stated that motivation is derived from Latin verb 'movere' which means to move. According to the authors, there are two main meanings of motivation in writing related to movement: the writer's reason, goal or motive to write, and the effect or movement of his or her writing produced by a reader.

According to Richards and Schmidt (2010, p. 377), motivation refers to a combination of learner's attitudes, desires, and willingness to expend effort in order to learn the second language. Regarding with the idea above, Gardner in Putriani (2015) also pointed out that motivation is desire to do or to achieve something. In addition, Muhibbin (2003, p. 136) also revealed that motivation is high desire or big wish toward something. Thus, motivation is desire that moves someone to do something.

Besides, Bernard Held in Patel (2016, p. 16) argued that motivation refers to all those phenomena which are involved in the stimulation of action towards particular objectives where previously

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there was little or no movement towards those goals. Dörnyei (1998, p. 118) also defined motivation as a process whereby a certain amount of instigation forces arises, initiates action, and persists as long as no other forces comes into play to weaken it and thereby terminate action or until the planned outcome has been reached.

Furthermore, Maehr and Meyer in Brophy (2010, p. 3) pointed out that motivation is a theoretical construct used to explain the initiation, direction, intensity, persistence, and quality of behavior, especially goal-directed behavior. In line with the idea above, Patel (2016) also stated that motivation will energize the behavior of students. Therefore, it is something that directs students' behavior in order to get a goal.

In addition, Pintrich in Ozturk (2013, p. 352) described motivation as a concept that explained continuity in behaviour, situations and efforts to achieve a goal. Besides, Guthrie, et al in Keskin (2015, p. 856) stated that motivation involves one's beliefs, values, and objectives, and it directs his/her behaviors. Hence, it directs one's behavior in order to achieve a goal.

Brown (2007) revealed that there are three different perspectives about theories of motivation. Those are behavioral, cognitive and constructivist perspectives. From the behavioral perspective, people will be motivated by anticipation of reward such as praise, appropriate score to indicate success or other public recognition. On the other

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hand, cognitive psychologists view that motivation places much more emphasis on the individual's decisions. They see underlying needs or drives as the compelling force behind our decisions. For constructivist, motivation is dependent on the satisfaction first of fundamental physical necessities (air, water, food), then of community, security, identity, and self-esteem, the fulfillment of which finally leads to self-actualization.

In short, motivation is an important factor that the students need in learning a foreign language. It is desire that moves someone to learn. It will energize the students' behavior in order to achieve their goal. It makes the students uneasy to give up in learning a foreign language, especially in writing term.

**b. Types of Motivation**

Motivation is classified widely into two, those are intrinsic and extrinsic motivation. As Deci in Schunk (2012, p. 386) stated that intrinsic motivation refers to a desire to engage in an activity for no obvious reward except task engagement itself. Regarding with the idea above, Putriani (2015, p. 51) pointed out that intrinsic motivation refers to motivation which comes from the inside of the people having the desire and its only to fulfill the satisfaction of their own sake. In addition, Al-Shourafa (2011, p. 239) stated that intrinsic motivation comes from within and is based on needs, wants, attitudes, values, or beliefs and no apparent reward. For instance, a student who is

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interested in English and then she learns that language without having any body or any factors asked her to do it so.

In contrast, Schunk (2012, p. 389) stated that extrinsic motivation involves engaging in an activity for reasons external to the task. This activity is a means to some end: an object, a grade, feedback or praise, or being able to work on another activity. Pertaining to the idea above, Putriani (2015, p. 51) revealed that extrinsic motivation refers to motivation or desire that comes from the outside of the people who have the desire. In addition, Al-Shourafa (2011, p. 239) stated that external motivation comes from things one gets after he/she achieves success and anticipates a reward from outside and beyond the self. For instance, someone is interested to learn in order to get reward.

In short, those are the types of motivation. The students may have intrinsic or extrinsic motivation. Intrinsic motivation is a motivation which comes from inside of the students. On the contrary, extrinsic motivation is a motivation which comes from outside of the students.

#### c. Learning Motivation in Writing

Motivation is an important factor which influences in learning a foreign language. In term of learning, Uno (2006) revealed that learning motivation is desire that comes from inside and outside of the learners which move them to learn. In line with the idea above, Brown

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(2000) also stated that learning motivation is the intensity of one's impetus to learn. In other words, it is something that urges someone to learn.

Besides, Schunk (2012, p. 346) revealed that motivation is the process of instigating and sustaining goal-directed behavior. It postulates the learners set goals and employ cognitive processes (planning and monitoring) and behaviors (persistence and effort) to attain their goals. It means that students who are motivated to learn will attend to instruction and engage in such activities as rehearsing information, relating it to previously acquired knowledge, and asking questions. Pertaining to the idea above, Gardner (2005, p. 4) stated that motivated individuals express effort in attaining the goal, show persistence, attend to the tasks, show desire to achieve the goal, enjoy the activities, and have expectancies about their successes and failures.

Roy (2010) in Ozturk (2013, p. 352) defined writing motivation as the whole of processes that will stimulate person to express his/her thoughts in writing. Besides, Hidi and Boscolo (2006) in Yaman, et al (2016, p. 285) revealed that the factors influence the motivation to write are such as having a desire to write, having sufficient knowledge of the topic, an uncomplicated topic for writing, giving instant feedback for the writing, and being able to make constant efforts during writing.

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According to Hidi and Boscolo (2007, p. 2), students' motivation in writing can be measured into three main areas, they are:

- 1) Motives, it has two meanings: it can refer to something that moves a person to act in a particular way, or it can refer to the goal of the person's action. It can be goal orientations, needs, values, interests which activate students' behavior.
- 2) Students' perception about their ability to write, this area includes the students' self-efficacy, self-concept, and self-perception.
- 3) Students' self-regulation to use productive strategies, the strategies can be planning time, adopting metacognitive tools, and resisting the temptation of giving up writing.

In addition, Payne (2012, p. 5) also stated that self-regulation refers to the process of taking control of and evaluating one's own learning and behavior. Students who have the confidence to use self-regulated learning strategies have higher intrinsic motivation and academic achievement. Thus, the students' self-regulation can be used to measure students' writing motivation.

Furthermore, Payne (2012, p. 22) pointed out that there are five primary factors of writing motivation. Those are enjoyment, self-efficacy, instrumentality, recognition, and effort. Enjoyment means students enjoy in writing activities. Self-efficacy means students' beliefs about their writing ability. Instrumentality means students'

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beliefs about writing as a means of achieving success. Recognition is the factor which is related to receiving rewards for writing or feedback on writing. Effort means students' effort in doing writing task.

Besides, Ozturk (2013, p. 357) stated that writing motivation scale consists of five factors of structure. Those are positive attitude towards writing, possessed objective, loading failure to writing, sharing of writing, and efforts to writing. Pertaining to the idea above, Keskin (2015) also used this writing motivation scale in his research in order to measure the students' writing motivation.

In addition, Gardner (2005, p. 10) mentioned that there are three scales in the AMTB (Attitude/Motivation Test Battery) that can be used to assess motivation. They are motivational intensity such as effort and persistence, desire to learn the language, and attitudes toward learning the language. So, those are the scales that Gardner used to assess motivation.

Motivation is an important factor in the teaching and learning writing. The teachers should be able to improve students' learning motivation in the writing classroom. As Lo and Hyland (2007) argued that a way to improve students' motivation in writing is by designing writing tasks which have meaning and interest to them and offer opportunities for social interaction and self expression. In addition, Lam and Law (2007) stated that the teachers can motivate students to write by providing challenging tasks, highlighted real life relevance,

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stimulated curiosity, allowed a high level of autonomy, recognized students' effort, and provide useful feedback for improvement.

To sum up, motivation plays an important role in teaching and learning writing. It directs the students to achieve the learning goal. As a facilitator, the teacher should be able to motivate students in the writing classroom. The teacher is able to do it by implementing some techniques that are appropriate in writing classroom. The more motivated students in writing are, the better students' writing outcomes will be.

## 2. Writing

### a. The Nature of Writing

Writing is so important to learn both in English as a Second language and Foreign Language. As Weigle (2002, p. 1) pointed out that writing has become more important as tenets of communicative language teaching - that is, teaching language as a system of communication rather than as an object of study – have taken hold in both second- and foreign-language settings. It means that writing is a tool for communication because through writing, students may express their ideas freely without having to face the reader directly. Thus, writing is important to learn in school.

Linse (2005, p. 98) stated that writing is a process. The process refers to the act of gathering ideas and working with them until they are presented in a manner that is polished and

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comprehensible to readers. Pertaining to this idea, Yaman, et al (2016, p. 284) pointed out that writing is a skill composed of the process of expressing the feelings, thoughts and knowledge acquired in various ways through written channels of communication. In addition, Pratama (2012, p. 1) stated that writing is an activity of exploring the writer's thought to arrange the ideas into words which are communicated in meaningful way. It means that the writer can share their ideas communicatively in the form of written text.

Besides, Oshima and Hogue (1998) stated that writing is a process. In addition, Brown (2002) and syafi'i, et al (2014) also stated the same ideas. It means that it is a process to produce written text. It takes time and practice task frequently. It is possible to review and revise, and review and revise again.

Brown (2003, pp. 220-221) pointed out that there are two kinds of skill of writing as follows:

- a. Micro skills
  - 1) Produce graphemes and orthographic patterns of English
  - 2) Produce writing at an efficient rate of speed to suit the purpose
  - 3) Produce an acceptable core of words and use appropriate word order patterns
  - 4) Use acceptable grammatical systems (e.g., tense, agreement, pluralization), patterns, and rules
  - 5) Express a particular meaning in different grammatical forms
  - 6) Use cohesive devices in written discourse
- b. Macro skills
  - 1) Use the rhetorical forms and conventions of writing discourse
  - 2) Appropriately accomplish the communicative functions of written texts according to form and purpose

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- 3) Convey links a connection between events, and communicate such relations as main idea, supporting idea, new information, given information, generalization and exemplifications
- 4) Distinguish between literal and implied meanings when writing
- 5) Correctly convey culturally specific references in the context of the written text
- 6) Develop and use a battery of writing strategies, such as accurately assessing the audience's interpretation, using prewriting devices, writing with fluency in the first drafts, using paraphrases and synonym, soliction peer and instructor feedback and using feedback for revising and editing.

The mastery of those skills will determine the type of writing that the students should be able to write. Generally, microskills apply more appropriately to imitative and intensive writing. Whereas the macroskills are essential for the succesful mastery of responsive and extensive writing.

In conclusion, writing is an important skill that must be mastered by students. It is a process of gathering ideas in the form of written text effectively. It has some subskills that should be mastered depending on the level of writing. Different level of writing has different subskills that should be mastered.

#### b. Components of Writing

Before doing writing, the writer has to know what components include in writing in order to create effective writing. According to Hughey, et al (1983) in Pratama (2012), there are five components of writing that must be noticed by writer in a writing composition:

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## 1) Content

The writer should think creatively and develop their ideas effectively in order to create a good content.

## 2) Organization

It pertains to the ideas as Syafi'i (2015) revealed that writing must be stated clearly, well organized, logically sequence and cohesive.

## 3) Vocabulary

The writer has to use precise vocabulary in writing so that the language can represent and strengthen what the writer wants to say.

## 4) Language Use/Grammatical Features

It is the creation or interpretation of intended meanings in discourse by an individual or as dynamic and interactive negotiation of intended meanings between two or more individuals in certain situation. Besides, the writer also has to use correct grammar.

## 5) Mechanics

It refers to punctuation, capitalization, and spelling. It is required by the writer to use punctuation, capitalization, and spelling correctly in order to produce correct mening.

In short, the writer has to know all of the components of writing in order to create a good writing. The writer has to understand the organization of text types first before starting the ideas so that

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his/her writing becomes intelligible. Moreover, the writer should understand the use of vocabulary even language use and mechanics in order to make his/her writing to be acceptable.

### c. Types of Writing

Those are some types of the text in writing:

#### 1) Descriptive Text

Sulistyawati and Roosalina (2013, p. 79) revealed that descriptive text is a text that describes a particular person, place, thing, etc. Besides, they explained that generic structures of descriptive text are identification and description. In the identification, it identifies the particular participant which is to be described. According to Knapp and Watkins (2005), in the description, it describes the specific aspects such as appearance, parts, functions, behaviours and habitat. Thus, the language features of descriptive text are focusing on specific participant, use of attributive and identifying processes, and use of simple present tense.

#### 2) Expository Text

Syafi'i, et al (2014, p. 59) stated that expository text is a text used to give information, explain why or how, clarify a process or define a concept. It has types of organization such as logical order, one topic, and unity. Procedural, analytical exposition, and hortatory exposition text are included to expository text.

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Different types of the text have different purposes. As Knapp and Watkins (2005, p. 157) stated that procedural text is concerned with telling someone how to do something. Besides, Hartono in Azhar (2015) stated that analytical exposition text is a text used to persuade the reader to take action on some matters. While hortatory exposition text is a text used to persuade the reader that something should or should not be the case.

## 3) Narrative Text

According to Sulistyawati and Roosalina (2013), narrative text is a text which tells a story in order to amuse or entertain the readers. Generic structures of narrative text are orientation, complication and resolution. Besides, Knapp and Watkins (2005, p. 221) stated that grammatical features of narrative text are using action verbs, temporal connectives, past tense, and play with sentence structure. The examples of narratives are fables, fairy stories, fantasy novels, legends, etc. Therefore, the social function of narrative text is to amuse or entertain the readers.

## 4) Recount Text

Knapp and Watkins (2005, p. 223) argued that recount text is sequential texts that do little more than sequence a series of events. Besides, Sulistyawati and Roosalina (2013, p. 5) revealed that recount text is a text that retells past events, usually in the order in which they happened. It has three generic structures:

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- a. Orientation: introducing who, what, where, and when the story happened;
- b. Events: describing series of event that happened in the past;
- c. Reorientation: it is optional – closure of events/ending.

In addition, Hyland (2009, p. 88) stated that common grammatical patterns of a recount are using nouns and pronouns; action verbs; past tense; conjunctions and time connectives; adverbs and adverbial phrases; and adjectives.

Some types of recount text are personal, factual, and imaginative recount. As Nursahid and Sudarso (2008) stated that personal recount is a text which is retelling about an activity that the writer/speaker has been personally involved in, such as biography and autobiography. Factual recount is a text which is recording the particular accident, such as report of a scientific experiment, police report, and news report. In addition, Hyland (2009, p. 87) also stated that the purpose of factual recount is to document a series of events and evaluate their significance in some way. Imaginative recount is a text which is talking on an imaginary role and giving detail of events.

Based on the explanation above, it can be concluded that the purpose of writing determines rhetorical forms and type of writing. Narrative text is different from recount text. In recount text, we do

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not find any conflicts. Therefore, the type of the text that the researcher used in this research is a recount text.

#### d. Assessment of Writing

Assessment is one of important things that the teacher should do in the teaching and learning writing. It is useful in order to know how far the learning objectives can be achieved by the students. The teacher can assess students' writing by giving them written test. As Hughes (1989) stated that the best way to assess students' writing ability is to get them to write.

There are four types of writing performance. These types refer to level of writing performance. Different level of writing performance has different way to assess it. According to Brown (2003), there are four types of writing performance as follows:

##### 1) Imitative

It is the basic task of writing. At this type, the students should be able to write letters, words, and punctuation correctly. Types of the tasks which can be used to assess imitative writing are copying, listening cloze selection tasks, picture-cued tasks, form completion tasks, converting numbers and abbreviations to words, spelling tests, multiple choice techniques, and matching phonetic symbols.

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## 2) Intensive (controlled)

At this type, the students should be able to produce appropriate vocabulary within a context, collocations and idioms, and correct grammatical features up to the length of a sentence. Types of the tasks which can be used to assess students' writing at this level are dictation and dicto-comp, grammatical transformation tasks, picture-cued tasks, vocabulary assessment tasks, ordering tasks, short-answer and sentence completion tasks. Scoring scale for intensive writing is as follows:

2 : grammatically and lexically correct.

1 : either grammar or vocabulary is incorrect, but not both.

0 : both grammar and vocabulary are incorrect.

## 3) Responsive

At this type, the students should be able to perform at a limited discourse level, connecting sentences into a paragraph, and creating a logically connected sequence of two or three paragraphs. Genres of writing are included to this type such as brief narratives and descriptions, short reports, lab reports, summaries, brief responses to reading, and interpretations of charts or graphs.

## 4) Extensive

It is implied successful management of all the processes and strategies of writing for all purposes, up to the length of an essay, a term paper, a major research project report, or even a thesis.

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Writers focus on achieving a purpose, organizing and developing ideas logically, using details to support or illustrate, demonstrating syntactic and lexical variety.

The tasks which can be used in responsive and extensive writing are paraphrasing, guided question and answer, paragraph construction tasks, and strategic options. The scoring methods which can be used to assess students' writing at responsive and extensive levels are holistic, primary trait, and analytic scoring.

In addition, O'Malley and Pierce (1996) also stated that there are three types of scoring in writing. They are holistic scoring, primary trait, and analytic scoring. In holistic scoring, the teacher assesses students' writing in general. Primary trait is specific of holistic scoring. As Hughes (1989, p. 100) revealed that analytic scoring is a method of scoring which requires a separate score for each of a number of aspects of a task. It is better to use analytic scoring than the holistic scoring in order to make the scoring more reliable.

Besides, Hughes (1989, p. 104) stated that assessing and scoring students' writing can be done by using ESL Composition Profile. ESL Composition Profile provides some criterias that should be measured by the teacher. It can be seen as follows:

**Table II.1**  
**ESL Composition Profile**

	Score	Criteria
CONTENT	30-27	Excellent to very good: knowledgeable; substantive; thorough 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 topic, but lacks detail
	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; non-substantive; not pertinent; or not enough to evaluate
ORGANIZATION	20-18	Excellent to very good: fluent expression; 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 not communicate, no organization or not enough to evaluate
VOCABULARY	20-18	Excellent to very good: sophisticated range; effective word/idiom choice and usage, word form mastery; appropriate register
	17-14	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
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 problems in complex constructions; several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions 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 communicate; or not enough to evaluate
MECHANICS	5	Excellent to very good: demonstrates mastery of conventions; few 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

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The researcher used writing rubric that the English teacher used in the school in order to assess students' written test. It can be seen as follows:

**Table II.2**  
**Writing Rubric**

Aspect	Criteria	Score
Content	Clear and effective	4
	Clear and ineffective	3
	Less clear	2
	Unclear and understandable	1
Organization	The connection between ideas is clear	4
	There is transition between ideas	3
	The connection between ideas is not clear enough	2
	The connection between ideas is unclear	1
Vocabulary	Appropriate and effective	4
	Appropriate, but less effective	3
	Less appropriate and ineffective	2
	Unappropriate and ineffective	1
Grammatical Features	Appropriate	4
	Less appropriate, but it does not influence the meaning	3
	Less appropriate and influence the meaning	2
	Unappropriate	1
Spelling and Punctuation	Appropriate	4
	Appropriate enough	3
	Less appropriate	2
	unappropriate	1

**e. Correlation between Students' Learning Motivation in Writing and Their Writing Ability**

Motivation plays an important role in second and foreign language learning, including in the term of writing. It is a factor which influences students' success in learning writing. As Hayes in Weigle (2002, p. 25) pointed out that motivation influences the way a writer goes about the task of writing and the effort that will be put into the

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writing task. It means that the writer's motivation will influence his/her effort to do the writing task in order to improve his/her writing ability.

Besides, Dornyei (1994) in Putriani (2015, p. 52) pointed out that motivation leads attempts and desire to language learners to produce good or positive attitudes toward second and foreign language learning. It means that motivation plays a role in determining language learners to start or develop learning in EFL/ESL. Babae (2012) in putriani (2015) also stated that without having motivation even the learners with notable abilities cannot have a long term-goals to develop their abilities.

In relation to the idea above, MacArthur and Graham (2016, p. 36) stated that developing positive motivation toward writing is an important outcome of instruction. Besides, Hidi and Boscolo (2007) also stated that students who are motivated in writing will do hard effort to write so that their ability will improve. Pertaining to the idea, Lam and Law (2007) revealed that the students who are motivated in writing task will have better writing performance. Of course, their writing ability will be better. In addition, Yuan-bing (2011, p. 240) stated that students will gradually grasp writing strategies by reinforcing practices both in and out of motivation awareness activities, their writing ability will deem to be improved. Graham, et al (2007) in Mascolo, et al (2014) also argued that there is a relationship between writing motivation and the development of writing competence. Thus, there is a

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correlation between students' learning motivation in writing and their ability in writing a text.

## B. Relevant Research

According to Syafi'i (2015, p.103), relevant research is required to observe many previous researches conducted by other researchers in which they are relevant to our research. It means that in order to conduct this research, the researcher needs to take and observe some relevant researches, in which these relevant researches will guide the researcher to select and determine the fix designs of the research (Syafi'i, 2015).

This research has relevancy with other researches. Mulyanti Yanti (2010) conducted a research entitled "The Correlation between Students' Motivation in Reading with Their Ability in Reading Comprehension at First Year of MTs Ar-Roja Cilawu Garut". From the research, she found that there was a significant correlation between students' motivation in reading and their ability in reading comprehension at first year of MTs Ar-Roja Cilawu Garut. The research that was conducted by Mulyanti is different from this research in which in this research, the researcher attempted to find out the correlation between students' learning motivation in writing and their ability in writing recount texts at the tenth grade of State Senior High School student.

Besides, Rismayanti (2015) also conducted a research entitled "The Correlation between Students' Motivation in Writing English and Their Vocabulary Mastery at Tri Bhakti Senior High Pekanbaru". She tried to find out whether or not there is a significant correlation between students' motivation in writing English and their vocabulary mastery at Tri Bhakti

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Senior High Pekanbaru. From the research, she found that there was a significant correlation between students' motivation in writing English and their vocabulary mastery at Tri Bhakti Senior High Pekanbaru. It can be seen from the result of  $r_{xy}$  showed  $0.9321 > 0.361$  at significant level of 5% and  $0.463$  at significant level of 1%.

### C. Operational Concept

#### 1. The Indicators of Variable X (Students' Learning Motivation in Writing)

- a. The students have good perception about their ability to write.
- b. The students enjoy in writing activities.
- c. The students have efforts to write.
- d. The students have goals in writing.
- e. The students have self-regulation to use productive strategies in writing.

#### 2. The Indicators of Variable Y (Students' Ability in Writing Recount Texts)

- a. The students are able to express their ideas into written form in a good content.
- b. The students are able to write organization of the text coherently.
- c. The students are able to use vocabulary appropriately.
- d. The students are able to write in a good grammatical features.
- e. The students are able to use spelling and punctuation correctly.

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**D. The Assumption and Hypothesis****1. The Assumption**

The better students' learning motivation in writing is, the better students' ability in writing recount texts will be.

**2. The Hypotheses**

$H_0$  : There is no significant correlation between students' learning motivation in writing and their ability in writing recount texts at the tenth grade of State Senior High School 1 Kuantan Hilir.

$H_a$  : There is a significant correlation between students' learning motivation in writing and their ability in writing recount texts at the tenth grade of State Senior High School 1 Kuantan Hilir.