

Hak Cipta Diindungi Undang-Undang

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CHAPTER I INTRODUCTION

A. Background of the Problem

Writing is a productive skill for non-oral communication. Writing is one of the activities done by students who study English. Students' writing assignments may include writing paper, journal, reports, essays, summary, and articles. Various types of information or knowledge can be shared by writing, for example through writing report text, students' experience, short story, writing conclusion of reading task, expressing argument, and analyzing about the problems. The factors influencing successful writing are content, organization, vocabulary, language use and mechanics. The aim of successful writing is to express the ideas by using written language. According to Miller (2005, p. 1), writing is an activity to make sense of the information that presents ideas and it enables student to communicate effectively.

Based on the idea above, it is clear that writing is a process to make word, phrase, sentence, or text that is functionally to make the reader understand. Writing is not an easy work, because writing should be able to produce something new and can give an idea or ideas to the reader. It means that writing should use good language written, so the ideas can be delivered to the reader.

Davis (2003, p. 407) said that motivation to achieve a goal occurs, when people are confident that they can perform the activity successfully with a reasonable amount of effort (high expectancy) or learn from their failure

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(mastery) that the activity or its outcome is worthwhile (high value). Motivation to achieve a goal will only occur if the goal has value in the form of direct or indirect benefits in performing a task. Activities are valued because they are associated with certain personal qualities, are seen as a means to achieve a desired goal, or bring pleasure and enjoyment.

According to Boscolo and Hidi (2007, p. 2-3), a major contribution towards understanding students' lack of motivation to write comes from studies, mainly from a cognitive approach, that have shown the complexity of writing processes and the difficulties of students, particularly novice ones, have to deal with. Among literate practices, writing is particularly demanding for children, and in general, novice writers.

Santrock (2007, p. 509) said that a student who doesn't have a motivation will not have hard effort to learn, whereas a student who has strong motivation will be happy to go to school and easy to absorb the learning process. It means that motivation is important for us to understand the correlation between students' learning motivation and their language skill especially in writing ability.

Furthermore, motivation can help them to be aware at their goal while learning. As stated by Lifieri (2005, p.4) that when asking about the factors which influence individual levels of success in any activity such as language learning, most people would certainly mention motivation among them. It can be said that motivation in learning, it will be hard to grab the goal of the instruction.

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According to Hidi (2007, p. 164), the more successful a student is in the learning process, the more engaged and the less avoidant the student becomes in future learning activities, thus increasing the likelihood that the success will persist and observers will infer that the student is “motivated to learn.” Motivation is closely related to the learning process. It can help us plan to achieve the objectives we desire. Students with high motivation will prefer to produce more writing, answer many questions from teachers, do the exercises, and expose themselves to English, trying to communicate and use their English skill with others, or happily engage in the process of teaching and learning English.

Based on the description above, the students should have the high motivation in their learning process especially in writing ability. But it does not happen in State Senior High School 7 Mandau. Senior High School 7 Mandau is one of the educational institutions that used School-Based Curriculum (SBC) in the process of teaching and learning English as the current curriculum. There are some indicators that should be mastered by students such as: writing a text, arranging a text and catching the meaning from the text. In the syllabus, many kinds of writing texts consist of several modes. One of them is a descriptive text. Descriptive text aims at describing someone, thing and animal.

In writing descriptive text, students can show or explain their ideas that they cannot show in spoken form. Based on the curriculum, the purpose of studying writing is that the students are able to write, arrange a text. Students can also catch the meaning from a text and create a written sentence/text.

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Writing has been taught since the junior high school of English teaching period. Writing is taught twice a week with time duration about 45 minutes.

The following table shows the scoring rubric for assessing students' writing ability:

Table I.1
Writing Rubric

No	Range	Description
1	80-100	The students' writing has clear and effective ideas; well organized; appropriate and effective vocabulary; few grammatical errors; few errors of spelling, punctuation and capitalization.
2	70-79	The students' writing has clear but ineffective content; loosely organized but main ideas stand out; occasional errors of word but meaning not obscured; several grammatical errors; occasional errors of spelling, punctuation, and capitalization but meaning not obscured.
3	50-69	The students' writing has less clear content; ideas confused or disconnected; frequent errors of word and meaning obscured; frequent grammatical errors and meaning obscured; frequent errors of spelling, punctuation, capitalization and meaning obscured.
4	0-49	The students' writing has unclear and understandable content; no organization; essentially translation; dominated by grammatical errors; dominated by errors of spelling, punctuation, and capitalization.

The criteria of students' minimum passing grade for writing skill is 72.

Based on the table I.1, the criteria of students' minimum passing grade is in the second range. It means that the students' writing has clear but ineffective content; loosely organized but main ideas stand out; occasional errors of word but meaning not obscured; several grammatical errors; occasional errors of spelling, punctuation, and capitalization but meaning not obscured.

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Some efforts have been done by the teachers at the Tenth Grade of State Senior High School 7 Mandau, such as writing by a picture around them. Furthermore, the English teachers also always make practicing to write before starting the course. It is hoped that the students will get the high score. Thus, based on the teachers' and students' writing efforts above, the students ought to get a good writing of English. But in fact, the students' writing is still low.

Based on writer preliminary observation, the teacher said that students were not really confident to write in writing subject, they worried about making mistake and getting troubles in writing subject. In other words, students were not able to write a piece of descriptive text accurately. In fact, the students were difficult to write the descriptive text. Based on preliminary observation, the writer found the following phenomena:

1. Some of the students were not able to write based on the topic given.
2. Some of the students were not able to use language features in their writing.
3. Some of the students could not write a good coherence, cohesion and punctuation in their English writing.
4. Some of the students were not active in learning English.
5. Some of the students had less motivation in learning writing English.
6. Some of the students were lazy to do the task assignment.

Based on the description and problems, the researcher was interested in carrying out a research entitled *The Correlation between Students' Learning Motivation and Their Ability in Writing Descriptive Texts at the Tenth Grade of State Senior High School 7 Mandau.*

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B. The Problem

1. Identification of the Problem

Based on the background of the problem, the researcher identifies the problems as follows:

- a. Why were some of the students not able to develop their idea?
- b. Why were some of the students not able to use language features in their writing?
- c. Why could some of the students not write a descriptive text based on the topic given?
- d. What factors influence students' motivation in learning English?
- e. Why did the students have less motivation in English?
- f. What factors make the students lazy to learning English?

2. Limitation of The Problem

Based on identification of the problems, it is clear that there are many problems related to students' ability in writing English texts. Considering the limitation of the researcher, these research problems are limited and are focused on the students' learning motivation and their ability in writing descriptive texts at the Tenth Grade of State Senior High School 7 Mandau. In this study, the writer focused on the cause-effect relationship of two variables.

3. Formulation of the Problem

The problems of this research are formulated into following research questions:

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- a. How is students' motivation in learning English at the Tenth Grade of State Senior High School 7 Mandau?
- b. How is students' ability in writing descriptive texts at the Tenth Grade of State Senior High School 7 Mandau?
- c. Is there any significant correlation between students' learning motivation and their ability in writing descriptive texts at the Tenth Grade of State Senior High School 7 Mandau?

C. Objectives and Significance of The Research

1. Objectives of the Research

- a. To determine the level of students' learning motivation at the Tenth Grade of State Senior High School 7 Mandau.
- b. To find out the level of students' ability in writing descriptive text at the Tenth Grade of State Senior High School 7 Mandau.
- c. To determine a significant correlation between students' learning motivation and their ability in writing descriptive texts at the Tenth Grade of State Senior High School 7 Mandau.

2. Significance of the Research

- a. The research finding are potential useful and valuable, especially for students and teachers of English at the Tenth Grade of State Senior High School 7 Mandau as consideration in their teaching and learning process in the future.
- b. Besides, to help students at the Tenth Grade of State Senior High School 7 Mandau to solve their problem in writing.

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- c. Finally, this research is to increase the experience and knowledge of the writer about the problem.

D. Reason for Choosing the Title

There are some reasons why the researcher is interested in carrying out this research:

- a. The title of this research is relevant to the status of the researcher as a student of English Education Department.
- b. The title of this research is not yet investigated by other previous researcher of State Islamic University of Sultan Syarif Kasim Riau.
- c. The location of the research facilitates the researcher in conducting the research.

E. Definition of Terms

There are some terms involving in this research, to avoid misunderstanding toward the terms used in this research. The following terms are defined as follows:

1. Correlation

Cresswell (2012, p. 338) stated that correlation is a statistical test to determine the tendency or pattern for two (or more) variables or two sets of data to vary consistently. So, it means that to correlate between two variables. Variables X refers to students' learning motivation. While variable Y refers to students' ability in writing English.

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2. Writing Ability

Writing ability is an ability to express ideas, thoughts, and feelings to other people in written symbols to make other people or readers understand the ideas conveyed. In this research, it refers to students' skill in writing descriptive text.

3. Learning Motivation

Seiffert and Sutton (2009, p. 110) said that learning motivation is defined as students' personal meanings and attitudes that arouse and direct their energies in different ways.

4. Descriptive Text

According to Widodo (2011, p. 16), descriptive text is a text, which says what a person or a thing is like. Its purpose is to describe a particular person, place, or thing. Descriptive text stretches out much information about certain people, things, and place clearly and detail.