

Hak Cipta Diindungi Undang-Undang

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CHAPTER I INTRODUCTION

A. Background of the Problem

English is an international language used by people almost all over the world for communicating in daily life activities. In other words, English is a key to know the world. Learning English has a long process, which needs a long time and hard work to study. There are four skills in English, those are listening, speaking, reading and writing. It means that every student who wants to master English, she or he must learn the language skills.

Writing is one of the four skills of English. Writing is the act of forming letter on paper or other suitable media to record the ideas which are characterized and words that are expressed to communicate the ideas by visible sign. Supporting the idea above, Aryanika (2016) says that writing is largely a matter of fixing things. It means that writing is a means of communication in which the writer uses the language to express their feeling, thought and ideas in written form. It can be said that writing is the process of sending message from the writer to the reader.

In connection with explanation above, Finochiaro (1997) said that writing has been characterized as written thinking. The students should be encouraged to express their ideas, experiences through, and feeling on paper clearly. Brown said that writing consists of a two-steps process, first figuring out meaning then putting it into language (Brown,1994). In conclusion, writing is the activities that express our ideas through the sentences

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arrangement become paragraph which has meaning. Therefore, writing is one of the most challenging skills and difficult for the most learners.

In line with the explanation above, one of important aspects in writing is motivation. It is a change that happens on someone pushed by necessity, desire and purpose. According to Long (2013), English learners learning motivation plays an important role. Motivation is needed in order to achieve the goals of learning. The term of motivation has several meanings. Motivation is one of the key factors refers to language learning success. It is supported by Harmer (2001), says that motivation is some kind of internal drive which pushes someone to do things in order to achieve something. From both definitions above the researcher concludes that motivation can be a key or a drive within the individual person which pushes someone to do something better to achieve or to reach the goal. Motivation makes people know what they should do to take their target.

Schunk, (2012) divided motivation into two types, intrinsic motivation and extrinsic motivation. Intrinsic motivation is a drive to do something based on their desire enjoyable. According to Harmer (2001), intrinsic motivation comes within the individual. Thus a person might be motivated by the enjoyment of learning process itself or by a desire to make themselves feel better.

By contrast with extrinsic motivation Harmer says that it is caused by any number of outside factors, for example the need to pass the exam, the hope of financial reward, or the possibility of future travel. Dealing with

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statements above, Ur (1996) says extrinsic motivation is that which drives from the influence of some kind of external incentive, as distinct from the wish to learn for its own sake or interest in tasks. From the definition above, the researcher concludes that extrinsic motivation is outside factors from someone which makes someone wants to do something or to get something. Both intrinsic and extrinsic motivation are important for language learning. It can be the direction for the students to take action and know what they should do in learning process.

State Senior High School 1 Kampar is one of the State Senior High Schools in Kampar Regency. English is one of the subjects which is taught there, and it is taught once a week for 90 minutes. As known English has four skills; listening, speaking, reading and writing. These Fourth skills are taught integrated. It means that every skill is not studied separately. Thus, teaching-learning process cannot focus in one skill only. Afterwards, learners need to comprehend all the skills in common. Since these four skills are taught mixed, it should correlate and support each other. This school is 2013 curriculum for the teaching-learning process. Regarding to 2013 curriculum, the goal of learning English is to develop the students' communicative competence in interpersonal, transactional, and functional text by using kind of English text in spoken and written. Interpersonal is text that is used to connect with other people with the aim that we can establish good communication with others, transactional is text used to connect with other people with the aim that we get what we want from the use of text, and

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functional text is text used to convey something that has a specific purpose and message according to the type of text used.

Concerning to the K13 curriculum, writing is aiming at expressing a simple personal or interpersonal feeling in recount, narrative, procedure, descriptive, and report on daily days by written form (Syllabus). So, based on the curriculum, it is clear that students have to be able to write a texts. From the explanation above, writing ability is one of the skills that should be mastered by the students. It means that if students are able to master the abilities that have been provided by the curriculum, the learning process will be effective and success.

Based on researcher's preliminary study by interviewing the English teachers at State Senior High School 1 Kampar on May 7th 2018, the researcher found that many of the tenth grade students still have problems in English especially in writing descriptivet text. Their writing ability still cannot fulfill the curriculum expectation (Minimum Criteria Achievement) with the score of 75. As for the weeknesses mentioned above caused by several factors, both derived from the students themselves and outside the students themselves. From interviewing the English teachers at State Senior High School 1 Kampar on May 7th 2018, the researcher found that one of the factors is students' motivation on writing. The students are motivate in writing English although they have been taught about it in learning process. Motivation is one of key factors that refers to language learning success in

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English writing. Thus, the researcher wants to correlate between students' motivation and their ability in writing descriptive text.

Based on the problems above and the researcher's preliminary study at the tenth grade of State Senior High School 1 Kampar, the researcher found some phenomena as follows:

1. Some of the students are not able to write identification and description of descriptive texts well.
2. Some of the students are not motivated in learning English.
3. Some of the students are not confident to train themselves to write descriptive texts.
4. Some of the students are not motivated in writing descriptive texts.

Based on the problems above, the writer is interested in investigating the problems above entitled **“The Correlation between Students' Motivation and their Writing Ability at Tenth Grade of State Senior High School 1 Kampar”**.

B. Problem

1. Identification of the Problem

Based on the preliminary study at state Senior High School 1 Kampar, it was found that some of the students still getting difficulties in learning English especially in term of writing. To make the problem of the research clearer, the problems of the research had been identified by the questions below :

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- a) What were some of the students not able to write identification and description of descriptive text well?
- b) What were some of the students not motivated in learning English?
- c) Why were few students not confident to train themselves to write descriptive texts?
- d) Why did not some of the students have good writing descriptive texts?

2. Limitation of the Problem

Based on identification of the problem above, it is clear that there are several problems in this research. Considering the limitation of the researcher in investigating the problems of this research, thus, these research problems are limited to focus on the correlation between students' motivation and their writing ability in descriptive texts at tenth grade of State Senior High School 1 Kampar.

3. Formulation of the Problem

- a. How is students' motivation in learning English at the tenth grade of State Senior High School 1 Kampar?
- b. How is students' writing ability at tenth grade of State Senior High School 1 Kampar?
- c. Is there a significant correlation between students' motivation and their writing ability at tenth grade of State Senior High School 1 Kampar?

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Objective and Significance of the Research

1. Objective of the Research

The objective of the research are as follow:

- a) To find out whether there is or not a significant correlation between students' motivation and their writing ability at tenth grade of state Senior High School 1 Kampar.
- b) To know the students' motivation at tenth grade of state Senior High School 1 Kampar.
- c) To know students' writing ability tenth grade of state Senior High School 1 Kampar.

2. Significance of the Research

- a) Hopefully, this research is able to benefits the writer as a novice, especially In learning how a conduct a research.
- b) This research finding are expected to be useful and valuable, especially for students and teacher of English at state senior high school 1 Kampar for their future learning process.
- c) The researcher findings are also expected to be positive and value able information especially for those who are concern in the world of the teaching an learning English as a foreign or second language.
- d) The researcher findings are also exfective to be the practical and theoretical information to development of theories on language teaching.

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D. Reason for Choosing the Title

There are some reasons why the writer is interesting in carrying out this research the reasons are as follows:

1. The title of the research is a relevant with their writer status as a student of English Education Department.
2. There is only few research investigate this title.
3. The location of the research facilities the writer to conduct the research.

E. Definition of the Term

There are many terms involved in this research. To avoid misunderstanding and missperception to the term used in this study, the following terms are necessary definite as follows:

1. Correlation

According to Creswell (2012), correlation is statistical test to determine the tendency or pattern for two or more variables or two sets of data to vary consistently. In order definition, correlation is any of a broad class of statistical relationships involving dependences, through in common usage it most often refers to extent to which two variables have a linear relationship with each other. In conclusion is the statistical relationship between two variables in research. It correlates between variable X that refers to motivation and variable Y that refers to writing ability.

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2. Motivation

Motivation is one of the key factors that refers to language learning success. It is supported by Harmer (2001), says “motivation is some kind of internal drive which pushes someone to do things in order to achieve something”. From both definitions above the researcher concludes that motivation can be a key or a drive within the individual person which pushes someone to do something better to achieve or to reach the goal. Motivation makes people know what they should do to take their target. In this research, the researcher want to know how the intrinsic and extrinsic motivation in writing texts.

3. Writing Ability

Writing ability is one of the micro skills in English learning process. It can be used to express our ideas, thoughts and feelings. According to Hornby (2005) writing ability is specific ability which help writer put their ideas into word in meaningful form an interact with the message. It means that, writing ability is the ability that we have to think of some ideas, thoughts and feelings and try to share it into a sentence. In this research, the researcher want to know how the students’ ability to write descriptive texts.