

## The Correlation Between the Students' Writing Motivation and the Writing Ability

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**Abstract.** *The objectives of this research are to know the level of the students' writing motivation, to know the level of the students' writing ability, and to know whether there is any positive and significant correlation between the students' writing motivation and the writing ability among the eleventh grade students of Senior High School Utama Wacana Metro in the academic year of 2009/2010. This research was conducted at the eleventh students of Senior High School Utama Wacana Metro. The population of this research consist of 136 students. And the sample consists of 52 students. It is established through the simple random sampling technique. The instruments used in this research are questionnaire and test. The writer used questionnaire to know the levels the students' writing motivation. Furthermore, to know the level of the writing ability, the writer used writing test. To analyze the data, the writer used product moment correlation. The result of data analysis is " $r_{observed}$ " = 0, 506 higher than " $r_{table}$ " = 0, 273. Based on the result of analysis data above, it can be inferred that  $H_a$  is accepted.*

**Keywords:** *motivation, writing ability, correlation*

### A. INTRODUCTION

Indonesia is one of the countries using English as a foreign language. Nowadays, the Department of Education takes it in national curriculum and also takes this language as one of the compulsory subjects of the formal education that must be learned by all students in Indonesia, from the elementary school up to the university. For senior high school, the KTSP curriculum of 2006 (Depdikbud 2006) states that, "The main goal of teaching English is to develop the four basic skills; listening, speaking, reading, and writing. The language components such as structure,

vocabulary, pronunciation, and spelling could be taught to support the development of the four skills”.

As a foreign language, learning English is not as easy as learning Indonesian, because it has different structure, pronunciation, and others. However, all languages have the same four skills to master. These four skills become the basic components in mastering language communication. Therefore, the primary aim of teaching and learning English is the students can communicate with other whether in spoken or written form using the language they have been learned.

On the contrary, it is a fact in teaching learning process that most of students find difficulties in expressing their ideas, interest, experiences, and feeling into written forms or writing. Ideally, in writing the students are expected to be able to practice how to express their ideas and arranging them in systematic way into written forms.

Learning to write will take a longer time than learning to speak, because writing requires greater accuracy and variation. Many students feel hard to learn writing, because writing not only need good vocabulary building and grammatical function, but also need good arranging the words and sentences to make a good paragraph to another for arranging a good written language.

Some students feel hard to write, because they do not have the low vocabulary mastery but also have the low motivation in writing and seldom build their confidence in writing it. In addition, they are lazy to write because they think that it is very difficult to keep the objectivity, because they can't write well and have negative attitudes toward writing instruction.

Furthermore, Gebhard (2000: 232) explains other problems writing are: (1) some students use ineffective strategies, (2) some students have negative attitudes about writing, (3) Students do not always understand or pay attention to the content of the

teacher's response to their written work. In fact, there are many kinds of writing strategies. However, they do not choose and use one of the effective and efficient and efficient strategies in writing.

Even though, the students have the same treatment in teaching learning activity, but they have different results and performance in writing. According to Hasan in Farida (2006: 19), states that "there are some variables influencing the students' ability in learning language: (1) learners stage of development that refers to the effectiveness of teaching process in the classroom, (2) learners' age, (3) motivation, (4) personality, (5) facilities of the environment that give the students a change learn. "

In relation with the explanation above, motivation is one of important aspects in writing. Without a strong motivation, students will be difficult to do writing activity. Theoretically, motivation is all of inner power reinforcing any person to do something. So, writing motivation is an inner power that determines successful writing activity. The students need motivation in writing, because with motivation they will active to do writing activity. Even though they will find many problems such as structure grammar, diction, spelling, vocabulary and punctuation. In writing, the students are able to make a good composition. It proves that motivation needed by students in writing.

Based on the fact and problems, the writer assumes that English writing activity will not be effective if the students are not strongly motivated. Therefore, the writer wants to prove the theory above by conducting a research at Senior High School Utama Wacana Metro. The research is intended to find out whether there is any significant correlation between the students' writing motivation and the writing ability among the eleventh grade students of Senior High School Utama Wacana Metro in the academic year of 2009/2010.

It is also supported by the real that fact the eleventh grade students of Senior High School Utama Wacana Metro in the academic year of 2009/2010, based on the pre-survey, on November 21<sup>st</sup> 2009 toward 20 students, the writer got the data the students' writing motivation and the writing ability among the eleventh grade students of Senior High School Utama Wacana Metro in the academic year of 2009/2010, as follows;

Table 1. The Criteria of Learning Result

Grade	Category
90 – 100	Excellent
75 – 89	Good
60 – 74	Fair
0 – 59	Poor

Source: Ledger of the English Teacher at Senior High School Utama Wacana Metro

Based on the pre – survey above, the students writing motivation and the writing ability that can be categorized into the fair category. Concerning the students' writing motivation, from 20 students, there are 5 students who are included in the high category for the score of 76– 90 (25%). Then, for the fair category, there are 12 students who got the score of 61 – 75 (60%). Moreover, for the low category, there are 3 students for the score of 44 – 60 (15%).

Concerning the English writing ability, there are 4 students who are included in the high category for the score of 64 – 88 (20%). Then, for the fair category, there are 10 students who got the score of 39 – 63 (50%). Moreover, for the low category, there are 6 students for the score of 14 – 38 (30%).

Based on their condition, the writer was interested in investigating the problem about “The correlation between the students' writing motivation and the writing

ability among the eleventh grade students' of Senior High School Utama Wacana Metro in academic year of 2009/2010.”

## **B. CONCEPT OF MOTIVATION**

### **1. Theoretical Definitions**

Dornyei (2001: 7) states that motivation explains why people decide to do something, how hard they are going to pursue it and how long they are willing to sustain the activity. Because human behaviour has two basic dimensions, direction and magnitude (intensity), motivation is closely related with the choice of a particular action, the effort expended on it, and the persistence with it.

Dealing with motivation, Brown (2001: 72) divides the definition of motivation into two, based on the schools of psychology. They are behaviourist definition and cognitive definition. Behaviourists stress on the role of rewards and perhaps punishments in motivating behaviour. Cognitive definition places the focus on how individual's conscious attitude, thoughts, beliefs, and interpretation of events influence behaviour; that is, how mental processes are transformed into actions.

Brophy (2004: 3) says that motivation is a theoretical construct used to explain the initiation, direction, intensity, and persistence of behaviour, especially goal-directed behaviour. Another similar concept by Elliot, Kratochwill, Cook, and Travers (2000: 332) define motivation as an internal state that arouses one to action, pushes one in particular directions., and keeps one engaged in certain activities.

According to Coffey in Chaer (2002: 251) motivation is needed by giving stimulate to somebody's interest. The stimulation given will cause someone to do something. To stimulate the students means to motivate them to do something in getting the objective. Motivation is a support, desire, want, reason, or objective to make someone to do something. A support can be appearing from the students themselves or other persons surrounding them that have them to do something.

Elliot, et al. (2000: 332) in *Educational Psychology: Effective Teaching, Effective Learning*, define motivation as internal state that arouses us to action, pushes us in particular directions and keeps us engaged in certain activities. They also state that motivation is an important psychological construct that affects learning and performance in at least four ways. They are:

- a. Motivation increases an individual's energy and activity level (Pintrich, Marx, & Boyle, 1993). It influences the extent to which an individual is likely to engage in a certain activity intensively or half-heartedly.
- b. Motivation directs an individual toward certain goals (Eccles & Wigfield, 1985). Motivation affects choices people make and the results they find rewarding.
- c. Motivation promotes initiation of certain activities and persistence in those activities (Stipek, 1998). It increases the likelihood that people will begin something on their own, persist in the face of difficulty, and resume a task after a temporary interruption.
- d. Motivation affects the learning strategies and cognitive process an individual employ (Dweck & Elliot, 1983). It increases the likelihood that people will pay attention to something, study, and practices it, and tries to learn it in a meaningful fashion. It also increases the likelihood that they will seek help when they encounter difficulty.

Based on explanation, motivation, like intelligence, cannot be directly observed. Motivation can only be inferred by noting a person's behaviour, a type of movement as a part of process of taught, desire, emotion, need, interest, curiosity, and psychology aspects. In this reaserh, motivation is as inner power that come from inside and outside of a person to get his goal and it has role as the positive power or attitude toward learning writing, especially in writing motivation. It is very important to support the writing ability.

## **2. Intrinsic and Extrinsic Motivation**

There are two aspects of motivation stated by Paya in his article what is Motivation (2003: 2) as follows:

- a. The intrinsic motivation is the motivation to act for the sake of the activity alone. For example: people have intrinsic motivation to write poetry, if they do it simply because they enjoy it.
- b. The extrinsic motivation, on the other hand, is the motivation to act for external rewards. For example: people have extrinsic motivation to write if they do so in the hope of getting published, being famous, or making money.

Elliot, et al. (2000: 333) in Educational Psychology: Effective Teaching Effective Learning explains intrinsic or internally motivation means the desire to learn coming from students themselves without the need for external inducement. Obviously, intrinsic or internally motivation is an ideal state because it can result in considerable learning and a minimum of discipline problems, whereas, extrinsic motivation means the desire to learn coming from rewards and external inducement.

## **3. Instrumental and Integrative Motivation**

Gardner (2001: 170) refers to this as the learner's orientation and identified two distinct orientations for learning a language: integrative and instrumental. Integrative orientation refers to a learner's desire to learn more about the cultural community of the target language or to assimilate to some degree in the target community. Integrative orientation refers to a desire to increase the affiliation with the target community. Instrumental orientation, in contrast, is a more utilitarian orientation; it refers to learners' desire to learn the language in order to accomplish some non-interpersonal purpose such as to pass an exam or to advance a career. It is important to distinguish the intrinsic-extrinsic construct from Gardner's integrative-instrumental motivation: "While many instances of intrinsic motivation may indeed turn out to be integrative, some may not. For example, one could, for highly developed intrinsic purposes, wish to learn a second language in order to

advance in a career or to succeed in an academic program. Likewise, one could develop a positive affect toward the speakers of a second language for extrinsic reason: parental reinforcement, teacher’s encouragement, etc.

Table 2. Motivational Dichotomies

	<b>Intrinsic</b>	<b>Extrinsic</b>
Integrative	L2 learner wishes to integrate with the L2 culture (e.g., for immigration or marriage)	Someone else wishes the L2 learner to know the L2 for integrative reasons (e.g., Japanese parents send kids to Japanese-language school)
Instrumental	L2 learner wishes to achieve goals utilizing L2 (e.g., for a career)	External power wants L2 learner to learn L2 (e.g., corporation sends Japanese businessman to U.S for language training)

### C. CONCEPT OF WRITING

Writing is the act of forming letter on stone paper word or other suitable media to record the ideas which is characterized and words express or to communicate the ideas by visible sign. Supported by Katz, Writing largely a matter of fixing things (Katz, 1998: 11). 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. Moreover, writing is the natural outlet for the students’ reflection on their speaking, listening, and reading experience unlike which other three-language skill writing let the students have a control over linguistic components to country meaning from the theories above. It can be said that writing is process of sending message from the writer to the reader.



In connection with explanation above, Finochiaro (1997: 32) 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 is a two-steps process, first you figure out your meaning then you put in into language (Brown, 1994: 321). It means that the students are able to understand the meaning and grammatical structure then writes until they understood. The students should be felling through writing form. In addition, writing is activities which express our ideas through arrangement on the sentences become paragraph which has meaning.

The usual things associated with writing are the word choice, use of appropriate grammar (such as subject-verb agreement, tense, and article use, syntax (word order), mecahnics (such as punctuation, spelling and handwriting, and organization of ideas into a coherent and cohesive form,(Gebhard, 2009: 211). It means that writing is not only focused on recursive process of discovering meaning but also must be concerned by mastering component skill such as vocabulary, grammar, syntax, mechanics, coherent and cohesive form.

The ability to express one's ideas in writing in a second language and to do so with reasonable coherence and accuracy is a major achievement. Many native speakers of English never truly master this skill and also writing as a communicative activity needs to be encouraged and nurtured during the language learner's course of study. (Murcia, 2001: 207). It means that when we are going to write something, it should better concerning with coherence and accuracy.

It is supported by Harmer (2004: 39) states that “ the most effective learning of writing ability is likely to take place when students are writing real messages for real audiences, or at least when they are performing tasks which they are likely to have to do in their out-of-class life”. So writing will be easier if we can express our

ideas, thought and experiences in speaking and writing form by concerning with language component skill, In order to express our desire in our heart freely.

#### **D. Correlation between Students' Writing Motivation and the Writing Ability**

There are two variables in this research. They are independent variable (X) and dependent variable (Y). The independent (X) is the students' writing motivation and the dependent (Y) is the writing ability.

Motivation is an inner power reinforcing any person to do something. Furthermore, the students' writing motivation in this research is the positive power or attitude that come from inside and outside of the students and it can change those students to be better than before in writing activity. Moreover, writing is activity to transfer messages by arranging the words in written form. It means the students' writing motivation is an inner power inside and outside of the students to do writing activity.

The students will find many problems in writing, because it has get structure, organization, pronunciation, diction, spelling, and vocabulary. Especially in writing, the students are expected to be able to express their ideas systematically into written forms.

Furthermore, motivation will enable the students to solve the problems. The students who have high motivation will be more active in writing. They will adjust themselves to the learning condition with the teacher's guidance. And at least, the students will be interested in writing. It can assume that the student's writing motivation has correlation with the students' writing ability. So, the higher the students' writing motivation, the better the students' writing ability. On the contrary, the lower the students' writing motivation, the worse the students' writing ability.

### E. Hypothesis Formulation

Hypothesis is predictions the writer holds about the correlation among variables. The writer can understand that hypothesis is a predictions, answering or anticipation about the correlation among variables that made by the writer toward the research problem of the truth that still has to be tested empirically. Furthermore, the writer formulated the hypothesis in this research:

Ha	:	There is a positive and significant correlation between the students' writing motivation and the writing ability among the eleventh grade students of Senior High School Utama Wacana Metro in the academic year of 2009/2010
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Ho	:	There is no a positive and significant correlation between the students' writing motivation and the writing ability among the eleventh grade students of Senior High School Utama Wacana Metro in the academic year of 2009/2010
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### F. RESEARCH METHODOLOGY

The writer conducted the quantitative research. Quantitative method explains above the reduction to a parsimonious set of variables, tightly controlled through design or statistical analysis, and provides measures or observations for testing a theory. Objective data result from empirical observations and measures.

According to Creswell (2002:153), a quantitative approach is one in which the investigator primarily uses positive claims for developing knowledge (i.e. cause and effect thinking, reduction, to specific variables and hypotheses and questions, use of measurement and observation, and the test of theories), employs strategies of

inquiry such as experiment and surveys and collects data on predetermined instruments that field statistical data. It means that the writer can give explanation that quantitative research is a research can be measured by statistic method. The writer used the quantitative research, because data which is collected by writer in the form of numerical data.

The population of this research is all of the eleventh grade students among Senior High School Utama Wacana Metro in the academic year of 2009/2010. The total of population in this research is 136 students who divided into four classes. This research was conducted on January 5<sup>th</sup>, 2010. It has included preparation of instrument compilation, getting the research letter, collecting the data, analysing the data, and writing the research result.

### **1. Data Collection Method**

There were two insruments in this research:

#### **a. Questionnaire**

Questionnaire is a list of written questions which is used to get information from respondent about his/her personal. The writer used questionnaire to measure the students' writing motivation. In this research, the writer used closed form.

#### **b. Test**

To collect and measure the data of the students' grade the writer used test. Moreover, the writer used test as data collection method to measure the dependent variables, writing ability. The writer measured the students' writing ability by testing them to write the narrative paragraph on the certain theme.

### **G. Research Instrument**

Research instrument in this research involves:

### **a. Instrument Blueprint**

Instrument blueprint in this research consists of two kinds, are questionnaire and test. The writer used questionnaire to measure of the students' writing motivation. The writer used close form, which consists of 30 items. Each item has mainly five alternative answers that are SL, SR, JR, KD, and TP. The option chosen is SL: stands for selalu (always). Its score = 4; SR: stands for sering (often). Its score = 3; JR: stands for jarang (seldom). Its score = 2; KD: stands for kadang – kadang (seldom). Its score = 1; TD: stands for tidak pernah (never). Its score = 0.

By this, the students had to give their answer as factual and real information about themselves or information that was close to the fact as provided in the five alternative answers. Thus, the writer used test to measure the students' writing ability. The writer asked the students to write in the narrative paragraph based on the certain theme.

Furthermore, the writer compiled the instrument in the form of blueprint, in order that to show the correlation between the students' writing motivation and the writing ability among the eleventh grade students of Senior High School Utama Wacana Metro in the academic year of 2009/2010.

### **b. Instrument Calibration**

Instrument calibration is the scale of measurement that used to decide the measurement standard that was used. Furthermore, Kusnadi (2008:106), instrument calibration is screening or examination of items of instrument that made by the researcher. Based on the quotation above, the instruments that used in this research to get data, the writer tried first, by using respondents outside of population to know validity and reliability.

## **1. Validity**

The writer showed calculation validity in question item analysis by using product moment correlation.

From the table above, the writer can know the score every scale, as follow:  $\sum X=44$ ,  $\sum Y=1269$ ,  $\sum X^2=132$ ,  $\sum Y^2=96001$ ,  $\sum XY=3405$ . Then, every score is processed in Product Moment Correlation, below:

$$r_{xy} = \frac{n \cdot \sum XY - (\sum X)(\sum Y)}{\sqrt{\{n \cdot \sum X^2 - (\sum X)^2\} \cdot \{n \cdot \sum Y^2 - (\sum Y)^2\}}}$$

Because, there are 30 items, so there are 30 product moment in this calculation. In a statistic manner, the correlation scores above, the writer got from number 1 to number 30 have good validity or the questionnaires are valid.

## 2. Reliability

Reliability is the index that shows how far the instrument can be trusted or can be pledged, Edi (2008: 128). In other word, whether it consistent, predictability, and accuracy.

According to the statement above, the writer can conclude that reliability is the accuracy of the measurement result. To examine measurement instrument, the writer examined the questions for even and odd method.

From the result above, the coefficient correlation reflects the reliability of test. It was to be continued to use Spearman Brown as follows:

$$r_{11} = \frac{2(r_{xy})}{1 + (r_{xy})}$$

Notes:

$r_{11}$  = coefficient of reliability test

$r_{xy}$  = coefficient of product moment between even and odd items

$$r_{11} = \frac{2(r_{xy})}{1 + (r_{xy})}$$

$$r_{11} = \frac{2(0,836)}{1 + 0,836}$$

$$r_{11} = \frac{1,672}{1,836} = 0,910$$

Based on the calculation above, it was got 0.91. It means the degree of reliability is high, so the test could be used for the research. It is because r table 5% significance and  $df = 20 - 2 = 18$ , could be taken r table = 0,444

So, if  $r_{11} > r$  table  $\rightarrow$  reliable, and

$r_{11} < r$  table  $\rightarrow$  not reliable

From the result of the coefficient of reliability the try out test is  $r_{11} > r$  table 0.910 > 0,444, it means that the items of test are reliable.

### c. Data Analysis Technique

After all of the data are collected, especially the data about the students' writing motivation in and the writing ability. Therefore, the writer analyzed the data by

using product-moment correlation. The formulation of product-moment correlation as follow:

$$r_{xy} = \frac{n \cdot \sum XY - (\sum X)(\sum Y)}{\sqrt{\{n \cdot \sum X^2 - (\sum X)^2\} \cdot \{n \cdot \sum Y^2 - (\sum Y)^2\}}}$$

Explanations;

$r_{xy}$  = Correlation Coefficient

n = Total of Sample

X = Total of X

Y = Total of Y

XY = the number of multiplication between score X and Y

## H. CONCLUSION

As mentioned earlier, writing motivation is an impulse or support that comes from inside and outside of a person and it can change of a person to be better than before in writing ability. Moreover, writing is an activity and productive activity to transfer messages by arranging the words in written form. Therefore, to make a good writing, the students need motivation. In this research, the writer has formulated the Hypothesis Alternative (Ha), conducted the test to 52 students as a research sample, and obtained the data about the student's writing motivation and the writing ability. From the research result, the writer analyzed the variables or hypothesis testing. It can be concluded that the level of the students' writing motivation, writing ability are included in the fair category.

The writer found out the level of the correlation between the students' motivation and the writing ability among the eleventh grade students of Senior High School Utama Wacana Metro in the academic year of 2009/2010 is 25, 60%. It can be proved that there is any positive and significant correlation between the students'



motivation and the writing ability among the eleventh grade students of Senior High School Utama Wacana Metro in the academic year of 2009/2010.

Based on the analyzed above, the writer can conclude that the students' writing motivation has an effect about 25, 60 % to increase the students' writing ability.

## **I. Suggestion**

1. For the students:

- a. The students are suggested to increase their motivation in learning writing and improve their writing ability.
- b. The students should enrich the vocabulary in order to explore their knowledge into a good composition.
- c. The students are recommended that they should improve their background knowledge about the topic, which will be learned in their English class.

2. For the English teachers:

- a. The English teachers are suggested to help the students increase their ability in writing and their motivation.
- b. The English teachers should motivate the students to be more active in learning English by helping them to enrich their vocabulary and their background knowledge.

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