

## **I. INTRODUCTION**

This chapter will discuss about the introduction of the research which deals with several points i.e., background of the research, research question, objective of the research, uses of the research, scope of the research, and definition of terms.

### **1.1. Background of the Research**

Being successful in learning English is the dominant factor that the English teacher should pay attention to, especially in teaching writing. Teaching English which is applied at school is specialized in four skill, listening, speaking, reading, and writing. Writing is the most difficult ability out of the others especially for students in Senior High School. Writing ability receives no serious attention because many students think that writing is difficult. Writing ability is focused on structure of the text and also the content. Yet, the teacher does not really pay attention on how the students can get the new words (vocabulary) or be good at grammatical structure.

There are many factors that might influence the students' quality of writing such as students' lack of grammar, vocabulary, 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 start writing. Motivation is the main problem for the students to start learning the second language especially writing. In other words, factor that might influence students to write is their motivation.

In the other words, writing ability is an important part of communication. Good writing skills allow the students to communicate their message with clarity and ease to a far larger audience than through face-to-face or telephone conversations. Writing is the productive skill in the written mode. It is more complicated than it seems at first, and often seems to be the hardest of the skills, even for native speakers of a language. This is because it involves not only a graphic representation of speech, but also the development and presentation of thoughts in a structured way.

Writing is a means to communicate, to convey message, ideas, and feeling in a written form. Raimes (1983: 76) states that writing is a skill in which we express ideas, feeling and thought which is to be arranged in words, sentences and paragraph. Writing is also reinforces the use of sentence's structure and tenses, idiom and vocabulary correctly in order to make the reader get the idea clearly.

Writing, according to Barton (2000: 5) is a complicated and often mysterious process. Although the writers may think of it as little more than arranging letters and words on a page, a few moments' reflection reveal that it is much more than that. Meanwhile, Meyers (2005: 2) states that writing is a way to produce language that

the writers do naturally when they speak. Writing is speaking to other on paper or on computer screen. Writing is also an action or a process of discovering and organizing their ideas, putting them on a paper and reshaping and revising them. Palmer (1994: 5) states that writing is recursive. It goes back and forth we plan a little, put words on paper, stop plan when we want to say next, go back and change a sentence, or change their minds altogether.

Writing, one of the productive skills, is considered difficult, especially writing in foreign language. According to Chastain (1988: 5) writing is a complex process and such contains element of mastery and surprise. When students want to write something they should have a lot of information ideas, and thought in their mind so that they will be able to express them into sentences, paragraphs, and an essay.

According to Tarigan (1985: 5) writing is productive skills for writing an indirect communication and the nature of the character is very different from that expressed by speaking directly, therefore writing is included an ability. Another definition of writing is proposed by Nation (2009: 112) who states that writing is an activity that can usefully be prepared for work in other skills of listening, speaking, and reading. These preparations can make it possible for words that have been used receptively to come into productive use.

The previous lines of argument indicated that writing ability dealing mainly with expressing ideas, facts, feelings, experience, and thought in written form. In writing, the aspects include the content, grammar, organization, vocabulary, and me-

chanics. Those aspects are important to master in order to be able to produce good writing. Not only the aspects above but also motivation is needed if the students want to start writing. Motivation is the main factors when they want to do something, including writing.

Unfortunately, during the researcher's observation in SMA Negeri 1 Talangpadang while conducting her PPL program, there was found that there were many students showing up in classroom without having developed a motivation to learn. They usually made clear themselves in their behaviour like leaving the classroom before or and during the class was ongoing. In addition, it was found that the problem faced by the students due to the lack of motivation.

However, many students did not pay attention to the teacher, playing handphone, or leaving the classroom before the class began. But some of them still paid attention to the teacher. Many of students became passive when they were faced with a writing task. This phenomenon influenced the students' writing ability achievement and as a consequence some of the senior high school students' scores were good in writing. Based on the information from their English teacher at SMA Negeri 1 Talangpadang almost half of the students got score under 80 whereas the minimum mastery criteria was 75. As the result, their average score of writing was low. Their writing achievement was below the expectation.

According to Larrivee (2006: 231), motivation is defined as "emotional tendencies that guide or facilitate reaching goals". In the classroom, teachers strive to

guide students towards goals. This can pose problems when the students' emotional tendencies are against learning and reaching these goals. It is said by Cocks and Watt (2004) that "students with mastery goals are intrinsically motivated to strive to develop competence by learning as much as they can about a subject, focusing on their development of ability and competence relative to the task". A teacher can alter a child's intrinsic motivation with appropriate and valued academic constructs that the child will perceive as worthwhile. It means that motivation can stimulate students to write in order to improve their quality in evolving a text and it makes them become creative researchers.

Students' motivation is an essential element that is necessary for quality of education. It influences students' success in learning a second language and also can be used as stimulus to do efforts in order to reach the achievement. So there must be a correlation between students' motivation and their writing ability.

There are many reasons to investigate the correlation between students' motivation and their writing ability. First, at the first time the students are glad when they would like to study English as their school subject. However, when they are learning English in the classroom, almost all of them are getting bored. They do not feel interested any more to study this subject. Second, they lack awareness the importance of learning English. Third, the technique that is used in teaching learning process is not interesting. Considering these statements, the researcher realizes that motivation is a key problem for the students to be successful in learning.

Motivation is very important in second language learning. The primary motivation for learning a language is being able to communicate in the target. The students also have to pay attention whether they motivated from outside or inside. As it has been known that there are two types of motivation that can affect the students' willingness in learning English especially in employing writing skill, namely intrinsic motivation and extrinsic motivation.

Intrinsically motivated students are bound to do much better in classroom activities, because they are willing and eager to learn new material. Their learning experience is more meaningful and they go deeper into the subject to fully understand it. On the other hand, extrinsic motivation is external factor to the individual and unrelated to the task they are performing. The examples are money, good grades, and other rewards. Extrinsically motivated students may have to be bribed to perform the same tasks.

From those definitions above, the researcher was interested in investigating the correlation between the students' motivation and their writing ability of second year students of SMA Al Kautsar Bandar Lampung in the academic year 2014-2015.

## **1.2. Research Question**

In line with the background stated previously, the problem is:

Is there any correlation between the students' motivation and their writing ability of second year students of SMA Al Kautsar Bandar Lampung in the academic year 2014/2015?

## **1.3. Objective of the Research**

By relating to the research question, the objective of the research is:

To find out whether there is a correlation between the students' motivation and their writing ability of second year students of SMA Al Kautsar Bandar Lampung in the academic year 2014/2015.

## **1.4. Uses of the Research**

In relation to the problems and objectives, the findings of the research may be beneficial not only theoretically but also practically. Therefore, the uses can be described as follows:

1. Theoretically, the result of this research is expected to be a useful reference for the English language teaching particularly for teaching writing. For the other researchers, this may become a trigger for them to go to the further investigation on similar matter.

2. Practically, the result of this research is expected to provide a positive contribution to the teachers, especially in teaching writing. The teacher should know the ability of their students and what the factor to motivate the students in writing is.

Those are the uses of the research that are related to the problems and objectives.

### **1.5. Scope of the Research**

This quantitative research is focused on the correlation between the students' motivation and their writing ability. The research is focused on high, average, or low motivation since its level of motivation played an important role in order to make the students mastered their English and got the best ability in writing. The writing test is focused on descriptive text since it is the common text which is used in Senior High School by considering Curriculum 13 (K13). The materials are taken from the unpublished script of English Department and students' book. The data of the students' motivation is obtained from questionnaire, while for measuring the students' writing ability; the data are taken from the students' work in writing test. The writing test uses descriptive text. The questionnaire motivation consists of 30 questions and writing test was a form of paragraph.

### **1.6. Definitions of Terms**

There are some terms in this study that should be clarified as follows:

### **1) Writing**

Writing is an ability in which we are not also expressing ideas, facts, feeling, experience, and thought in written form, but also far more than merely the act of transferring thought to paper; the act of writing helps to shape and refine our thinking.

### **2) Motivation**

Motivation is an inner power from psychological condition which derives and reinforces someone to something especially to reach the goal in learning English.

### **3) Correlation**

Correlation means statistical description for determining relationship between two variables.

### **4) Ability**

Ability is a competence in applying certain activity. In writing, the components are content, organization, vocabulary, language use, and mechanic.

This chapter already discussed the introduction of the research including the explanations about the background of the research, the research question, objective of the research, uses of the research, scope of the research, and definition of terms. Those were discussed in order to provide an insight to this research. The next chapter will deal with literature review of this research.