

# CHAPTER I

## INTRODUCTION

### 1.1 Background

In this modern era English must be mastered, because it is one of international language that is used by communities in many countries. English is used for many purposes: to know and to improve the knowledge, to make an international communication. There are many knowledge books written in and translated into English.

Education in junior grade / MTs and SMA / MA has role as delivering superior, moral, character and hardworking character on the field of study. Thus, the students' junior high / high school / MA are able to achieve excellence mastery of knowledge and skills in the field of study or subjects studied. They just do not know or are familiar with, but they have to understand, competent, capable, and proficient use. Skills and proficiency itself is not enough. It must be followed by motives, willingness, passion and determination to declare it. (Nana Syaodih, 2006: 6).

According to Mc. Donald, Motivation is the energy change in a person characterized by the emergence of 'feeling' and preceded by the response to the goal.

Writing is one student's activities in English teaching learning process in dictionary, writing means the activity of writing in contrast to reading, speaking, etc. ( Hornby: 2000:1500 ).

It is believed that writing is a very difficult skill for most language learners including the SLTA/SMK students. Writing is a language activity that needs much of cognitive concentration. A writer has a challenge to use just linguistic codes without helping of other codes for instance, gesture, and the indirect feedback from the reader.

The researcher knows in writing English is still unsatisfactory during his study, sometimes he feels confused to write. We know that writing is important and it is one part of the skills. Most of the students of SMA still cannot use English communicatively and the researcher thinks that their writing ability is still low.

We recognize that writing is not easy; we have to know about structure and a lot of vocabulary. From this reason the researcher wants to conduct a study in writing and correlation with students' motivation and achievement especially in writing ability.

Knowing that theoretical view and empirical phenomenon, it is interesting to investigate the relationship between students' motivation and their achievement in writing ability at SMA Yadika Cicalengka. Based on the description above, the researcher will conduct the research under the title: **THE RELATIONSHIP BETWEEN STUDENTS MOTIVATION AND THEIR ACHIEVEMENT IN WRITING ABILITY.**

## **1.2 Limitation of the Problem**

To reinforce the direction of these problems emphasized on student motivation which can only be measured through questionnaires without going through the process of teaching and learning activities by researchers.

This problem is only limited to some aspects 1. Test instrument to measure writing ability achievement. Taken one of the 5 factors that affect writing ability, namely grammar. Then the technique questioner instrument for measuring student motivation, which took 2 of 6 factors that

affect student motivation they are: (1). the hope and aspirations for the future. (2). There is interest in learning activities. This study is limited in student motivation and their achievement in English writing ability in first year SMA Yadika.

### **1.3 Statement of Research Questions**

To make the problem clear, it is necessary for the writer to limit the problem. The limitation of the problem as the follows: the Relationship between Students' Motivation and their Achievement in Writing Ability. Based on the statement above, the researcher formulates the statements of research into three main questions:

1. How is the students' motivation in learning writing English at SMA Yadika Cicalengka?
2. How is students' achievement in writing ability at SMA Yadika Cicalengka?
3. What is the relationship between the student's motivation and their achievement in writing ability at SMA Yadika Cicalengka?

### **1.4 Research Purposes**

In accordance with the main problem above, the aims of this research will be directed:

1. To know the students' motivation in learning writing English at SMA Yadika Cicalengka.
2. To know the students' achievement in writing ability at SMA Yadika Cicalengka.
3. To know the relationship between the student's motivation and their achievement in writing ability at SMA Yadika Cicalengka

### **1.5 The Significance Research**

Hopefully, this research will bring some benefits, such as:

1. It attempt to get the valid description of the relationship between student's motivation and their achievement in writing ability in the form of test score which are expected to show the description of the relationship between the two variable.
2. It is hope that this research will be one of solution for the problem which generally appears in writing subject, and to improve the ability in writing.
3. Expected to be suggestions for teachers to better enhance the motivation to learn in the classroom with the use of the more interesting methods of teaching and learning activities

## **1.6 Rationale**

The purpose of learning English in our country which place English as a foreign language is that students are expected to master four skills in English: they are listening, speaking, reading, and writing. Those four skills in sequence are hearing before speaking, speaking before reading, and reading before writing (Tarigan, 1994:4).

Writing as one of those skills is very important for those who learn English after they learn listening, speaking, and reading. Students are required to be able to write as well as to speak. Undoubtedly, based on the goals of speaking itself, a teacher has to be responsible and forces their students to write well.

According to Haris cited by supriatin (2004: 8-9) explained five general components of writing as following: 1. Content, 2. Form, 3. Grammar, 4. Style, and 5. Mechanics.

After observing the work system of students' motivation and their achievement, the researcher will try to investigate the relationship between students' motivation and their achievement in writing ability by using experimental method of investigation.

According Sardiman AM (2001:46) "Achievement is the real capacity is the result of interaction between the various factors that influence both from inside and outside the individual in learning.

Based on the motivation above it can be interpreted as something that drives the urge someone to do something (a goal), which consists of the internal and external factors. Syah (2000:136).

Hamzah Uno (2012: 23).stated that indicators of learning motivation can be classified as follows: (1). There is a deep desire success, (2). the urge and need to learn, (3). the hope and aspirations for the future; (4). the appreciation of learning, (5). There is interest in learning activities, (6) the existence and conducive learning environment, so that the students can learn well.

This view is in accordance with the Opinion Hawley (Prayitno, 1989:3): "Students who are well motivated in learning activities more and more quickly, than students who are less motivated in learning. Achievements would be better if the motivation is high. "

Based on the opinions above Scheme Framework Relationship between Thought the Relationship between Students' Motivation and Their Achievement in Writing Ability.

Figure 1

### **1.7 Hypothesis**

Hypothesis is from two words, “hypo” is under and “thesa” is true. It’s a prediction of possible outcome of study that must be proven by the experiment. So, hypothesis is a tentative statement about the research problem until proven by the collecting data (Suharsimi, 2006: 71).

Two hypothesis of the study were formulated as follows:

$$H_0 = X_1 = X_2$$

H<sub>0</sub>: There is relationship between students’ motivation and their achievement in writing ability.

$$H_a = X_1 \neq X_2$$

H<sub>a</sub>: There is no relationship between students’ motivation and their achievement in writing ability.

I propose that the initial hypothesis regarding the study of literature that I have learned, then his hypothesis is "there is the relationship between motivation SMA Yadika grade 10 students with their achievement in English writing skills"

### **1.8 Research Methodology**

In this study, necessary steps should be taken to obtain accurate results and formulate, namely:

## **1) Type of Data**

The types of data used in this study is Quantitative data is data obtained from measurement, calculation and involves a number or quantity of data and the price can be changed-fox (Suharsimi, 1996:100). This quantitative data is intended to measure exist or not the relationship between student motivation and achievement in writing ability. In quantitative research using instruments such as test and questionnaire as a measurement tool.

## **2) Data Sources**

### **a. Location of the Study**

The research was conducted at SMA Yadika Cicalengka. In this research focused on the students of class X of the school year 2012 – 2013.

Because the school was far away from urban areas and the lack of support places for learning English as a course. And the school is accredited B. and have enough facilities and infrastructure.

### **b. Population and Sample**

Population is a large (sometimes infinitely large) group about which some information is desired (Kranzler and Moursund, 1999: 77). The population of this research the writer has chosen the students ten grader of Yadika SMA Cicalengka as population.

SMA Yadika at Cicalengka has 115 students that consist of three classes. At class 10-1 has 39 students, class 10-2 has 36 students, and class 10-3 has 40 students. From this population the study used class 10-3 as the sample.

## **3) Research Methods**

The study used the correlation method, which is a method aimed to solve the problem by exposing or describe what the results of the study. Terms of determining the method is also based on the opinion of Nana (1989:64) states that descriptive method is intended for research that seeks to describe a phenomenon, events be occurring at the present time.

### **1.9 Data Collection Techniques**

Used in this study three data collection tool, namely, questionnaires, tests and study bibliography or literature.

#### ***a. Questionnaire***

Questionnaires are a number of written questions used to obtain personal information from respondents about or things that he knew (Suharsimi, 1997:140). This technique aims to collect data about the motivation of students in SMA Yadika with indicator 1. The hope and aspirations for the future. 2. There is interest in learning activities.

Forms of motivation scale questionnaire form proposed are enclosed questionnaire. Questionnaire enclosed is presented in such a way that it provides the opportunity for respondents to choose. Consists of 15 questions with multiple choice items that have been provided to these questions with respect to the indicators provided in the field of motivation.

#### ***b. Test***

The test is a series of questions or exercises that are used to measure the skills of knowledge, intelligence, ability or talent possessed by individuals or groups (Suharsimi, 1997:139). This test is used to measure and evaluate the achievement of students' ability in writing

English. Then to 40 students will be given sheet to write a dialogue about the English language as much as 15 sentences, for the assessment criteria specified by the school and English teacher with a score of 0-5. These issues are part of that has been taught by English teacher.

### ***c. Study Bibliography or literature***

To support and strengthen the research used literature or other data relating to the problems studied, as well as used as a comparison with the facts, science will never be perfect if not provided by the library facilities. Taken from the literature supporting books like English book, motivations book, internet, subjects' books and others.

## **1.10 Data Analysis Techniques**

Data analysis techniques will be performed with the statistical analysis for quantitative data. Broadly speaking, the statistical analysis includes the following steps:

### **a. Partial Analysis**

Partial analysis, either on variable student motivation and achievement of students learning to write is to use the following steps:

- 1) Analysis of partial per indicator variables x and y by the formula:

$$M = \frac{\sum fx}{n} \quad (\text{Anas Sudijono, 2001:78})$$

For the variable X and Variable Y is interpreted based on a scale of five absolute as follows:

0.5 to 1.5 = very low

1.5 to 2.5 = low

2.5 to 3.5 = fairly

3.5 to 4.5 = high

4.5 to 5.5 = very high

2) Test the normality of each variable, including:

a. Determine the range (R), namely:

$$R = H - L + 1 \quad (\text{Anas Sudijono, 2001:49})$$

b. Class interval (KI), by the formula:

$$KI = 1 + 3.3 \log n \quad (\text{Sudjana, 2002:47})$$

c. Length class (PK) with the formula:

$$PK = \frac{R}{Ki} \quad (\text{Sudjana, 2002:47})$$

d. Creating a table distributed frequency

e. Test covering the central tendency

1) Mean 
$$\bar{X} = \frac{\sum f_i X_i}{\sum f_i} \quad (\text{Sudjana, 2002:67})$$

2) Finding the median (Md) with the formula:

$$Md = b + p \frac{\left(\frac{1}{2}n - F\right)}{f} \quad (\text{Sudjana, 2002:79})$$

3) Finding the value of mode (Mo), with the formula:

$$(Mo = 3.Md - 2.\bar{X}) \quad (\text{Anas Sudijono, 2001:103})$$

4) Create a curve

f. Finding the value of standard deviation (SD), are:

$$SD^2 = \frac{n(\sum f_i x_i^2) - (\sum f_i x_i)^2}{n(n-1)} \quad (\text{Sudjana, 2002:95})$$

g. Make a frequency table observations and expectations of each variable.

h. Chi square ( $\chi^2$ ), looking for the formula:

$$\chi^2 = \sum \frac{(O_i - E_i)^2}{E_i} \quad (\text{Sudjana, 2002:273})$$

*Description:*

$\chi^2$  = Chi square

$O_i$  = observed frequencies.

$E_i$  = expected frequency.

i. Looking degrees of freedom using the formula:  $db = K - 1$

j. Determining the price  $\chi^2$  list with a significance level of 5%.

k. Testing for normality with the following provisions:

(1) If  $\chi^2 \text{ count} < \chi^2 \text{ list}$ , then the normal distribution of data studied.

(2) If  $\chi^2 \text{ count} > \chi^2 \text{ list}$ , the data are not normally distributed were studied

## **b. Correlation analysis**

This analysis is intended to determine the relationship between variables X on the response of students to the functions of the teacher as a mentor relationship with student motivation variable

Y. The steps are as follows:

### **1) Testing the second data variable linear regression, using the formula:**

$$a = \frac{(\sum Y)(\sum X^2) - (\sum X)(\sum XY)}{n\sum X^2 - (\sum X)^2}$$

$$b = \frac{n\sum XY - (\sum X)(\sum Y)}{n\sum X^2 - (\sum X)^2} \quad (\text{Sudjana,2004:159})$$

### **2) Test the normality of regression, with the following steps:**

a) Count the number of squares regression of a formula:

$$JK_a = \frac{(\sum Y)^2}{n} \quad (\text{Sudjana,2005:162})$$

b) Count the number of squares regression b, using the formula:

$$JK_{b/a} = SD^2 = \frac{n(\sum f_i x_i^2) - (\sum f_i x_i)^2}{n(n-1)} \quad (\text{Sudjana, 2005:162})$$

c) Calculate the sum of the squared residuals using the formula:

$$JK_r = \sum Y^2 - JK_a - JK_{b/a} \quad (\text{Sudjana,2005:163})$$

d) Calculate the sum of squares error calculated using the residue, the formula:

$$JK_{kk} = \sum \left( \sum Y^2 - \frac{(\sum Y)^2}{n} \right) \quad (\text{Sudjana,2005:163})$$

e) Count the number of squares of discrepancies:

$$JK_{tc} = JK_r - JK_{kk} \quad (\text{Sudjana,2005:163})$$

f) Calculate the degrees of freedom of error:

$$db_{kk} = N - K \quad (\text{Sudjana,2005:163})$$

g) Calculate the degree of mismatch formula:

$$db_{tc} = K - 2 \quad (\text{Sudjana, 2005:163})$$

h) Calculate the mean squared error:

$$RK_{kk} = \frac{JK_{kk}}{db_{kk}} \quad (\text{Sudjana, 2005:163})$$

i) Calculate the average squared discrepancy:

$$RK_{tc} = \frac{JK_{tc}}{db_{tc}} \quad (\text{Sudjana, 2005:163})$$

J) Calculate the F incompatibility:

$$F_{tc} = \frac{RK_{TC}}{db_{kk}} \quad (\text{Sudjana, 2005:164})$$

K) Calculate the value of F at 5% confidence level.

L) Regression testing with the following provisions:

(1) If F (tc) count < F table, then the linear regression.

(2) If F (tc) count > F table, the regression is not linear.

**3) Calculate the correlation coefficient with the following conditions:**

a. If two variables are normally distributed with a linear regression, it is the product moment correlation formula is:

$$r_{xy} = \frac{n \cdot \sum XY - (\sum X) \cdot (\sum Y)}{\sqrt{\{n \cdot \sum X^2 - (\sum X)^2\} \cdot \{n \cdot \sum Y^2 - (\sum Y)^2\}}} \quad (\text{Suharsimi, 2002:244})$$

b. If one of the two variables are not linearly distributed then the formula of Spearman rank correlation is:

$$r^1 = 1 - \frac{6D^2}{N(N^2 - 1)} \quad (\text{Suharsimi, 2002:247})$$

c. Test the hypothesis with the following steps:

**4) To test the significance of the formula:**

a.  $t = \frac{r\sqrt{N-2}}{1-r^2}$  (Suharsimi, 2002:263)

Then if two variables or one of them is not normally distributed, then the formula is used hypothesis is:

b.  $Z_{tab} = \frac{1}{2} \log n \left( \frac{1+r}{1-r} \right)$  (Sudjana, 2002 : 377)

Finding the value of t at 5% significance level.

c. Testing the hypothesis with the following provisions:

(1) The hypothesis accepted if  $t_{count} > t_{table}$ .

(2) The hypothesis is rejected if  $t_{count} < t_{table}$ .

**5) Interpreting the correlation coefficient with the price of the following criteria:**

0.00 to 0.20 no / almost no correlation

0.21 to 0.40 low correlation

0.41 to 0.60 correlations was

0.61 to 0.80 higher correlations

0.81 to 1.00 is perfect correlation (Mohammad Ali, 1993:190)

**6) Test of influence between variables X and Y, according to the formula:**

$E = 100 (1 - k)$  (Hasan, 1983:118)

$K = \sqrt{1 - r^2}$  (Hasan, 1983:116)

