THE CORRELATION BETWEEN THE STUDENTS' WRITING MOTIVATION AND WRITING ABILITY AT SMP NEGERI 2 MUARA JAWA

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ABSTRACT

The purpose of this study was to determine the level of students' writing motivation, to determine the level of students' writing ability, and to determine whether there was a correlation between writing motivation and students' writing ability. This research was conducted on eighth grade students of SMP Negeri 2 Muara Jawa. The population of this study consisted of 31 students, and this was determined through a deliberate sampling technique. The instruments used in this study were a questionnaire test and a writing test. The researcher used a questionnaire to determine the level of students' writing motivation, and a writing test to determine the students' writing ability. To analyze the data was the correlation r 0.409, this indicated that the variable had a positive correlation. The result for the correlation was had positive correlation $0.022 < 0.05$. It Indicated that there was any correlation between the students'' writing motivation and writing ability. Therefore, h0 was rejected and ha was accepted.

Keywords: *writing motivation, correlation, writing ability*

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1. INTRODUCTION

1.1. Introduction

Writing can be said as one part of a program that has a specific purpose in learning a language. Then the message to be conveyed by the author can reach the readers, and be understood. We can also associate writing activities with a process that involves graphic symbols. This symbolic graph is a combination of letters and numbers that is able to sound the intended language. In placing these symbols, we cannot do it carelessly there are rules and regulations that must be followed.

Learning to write and writing to learn are two very important things in writing English. If we read it at a glance, we might feel that the two terms are similar, but in fact they have very different meanings. In learning to write activities, we are required to understand the technicalities of writing.

Writing is one of four language skills that are regarded as difficult, according to (Meyers, 2005). Because researchers need to balance different aspects of writing: purpose, content, structure, punctuation, vocabulary, and deep spelling. This is a basic

problem for student writing. This also needs to be considered because it needs its own principles and methods. Not only rhetorical and grammatical mastery is required but also judgment and conceptual. Therefore, it is necessary to practice to improve this skill.

Additionally, most students find it difficult to express their ideas, interests, experiences and feelings in writing during the teaching and learning process. Ideally, students should be able to practice writing, expressing and organizing their thoughts systematically.

Another issue with lighting is described in (Gebhard, 2006). Some students employ ineffective strategies and have negative writing attitudes. The teacher's responses to their own compositions are not always understood or paid attention to by students. In fact, there are numerous styles of writing strategies. But it doesn't select and use effective and efficient writing strategies.

Related to the discussion above, one of the key aspects of writing is motivation. It will be difficult for students to complete the writing activity if they lack strong motivation. Theoretically, motivation is the entire inner strength that enables someone to perform a task. Therefore, the inner strength that determines the success of any writing endeavor is the motivation to write. Writing requires inspiration. Because even when faced with many obstacles such as grammatical structure, phrasing, spelling, vocabulary, and punctuation, students will actively write if motivated. When writing, students are able to produce good compositions. This proves that students need motivation in writing.

One of the factors emanating from students is their low motivation. This can be observed in classroom situations. Many of them haven't done their homework. Some looked sleepy, scribbled, daydreamed, yawned, and didn't pay attention to the teaching and learning process. In addition, students' writing ability is low. You can see it in their writing products. Students even ask their teachers what to write and what language to use. When I write, I often lack vocabulary, many mistakes in spelling and word choice, and I am short of ideas. Also, I hesitate to bring a dictionary.

Based on the above facts and issues, the researchers hypothesized that English writing activities would not be effective unless students were motivated. Therefore, researchers hope to prove the above theory by conducting studies on SMPN 2 Muara Jawa. This study aims to determine if there is a correlation between a student's

willingness to write and her writing skills in her SMPN 1 Muara Jawa for the academic year 2021.

1.2. Research questions

This question is directly based on the study's stated objectives, and the research question on this study: Is there any significant correlation between writing motivation and writing ability among eighth-grade students at SMP Negeri 2 Muara Jawa?

2. METHOD

2.1. Research Design

This study is a correlation study. According to (Gay, 2012), correlation studies aim to determine whether and to what extent two variables are correlated. Therefore, this study's objective is to discover correlations between variables. The correlational design of this study is an explanatory design, which, according to (Creswell, 2012), is an explanatory study design in which the researcher determines the extent to which two variables (or more) co-vary, he determines where one variable It's a correlated design that we're interested in changing. Variables reflect changes to other variables. This study therefore consisted of two variables. We used X as the explanatory variable representing the student's motivation to write, and Y as the dependent variable for the student's writing ability. The purpose of this study was to determine whether there is a link between eighth-grade writing ability at SMP Negeri 2 Muara Jawa and writing motivation.

2.2. Samples/Participants

In this study, the sampling author used the entire sample to obtain the sample. The researchers used a complete sample because the sample contains the entire population. Classes are used as samples for analysis in this study. The sample was class XIII-D, which has 31 students.

2.3. Instruments

Researchers utilized a combination of questionnaires and written tests to gather data for their study. Prior to distributing the questionnaires to students, they assessed their validity using the SPSS 22 program for Windows. This involved comparing the Pearson product-moment correlation coefficient (r0) with the r-table value at a 5% significance level. The criteria for validity were established as follows: if r0 exceeds r-table at the 5% significance level, the measure is considered valid; if r0 merely reaches the 5% significance level, the measure is deemed ineffective. For reliability, the study employed inter-rater reliability, a method endorsed by (Creswell, 2012) for its efficacy in evaluating the consistency of measures over time. This approach required two evaluators, who were course-writing instructors, to use an assessment rubric to consistently assess students' narrative writing abilities across five key aspects: content, structure, mechanics, grammar, and vocabulary.

2.4. Data analysis

The data collection process involved distributing a 30-item questionnaire and administering a written test to evaluate students' writing abilities. The questionnaire, based on (Payne, 2012) Writing Motivation Questionnaire, asked students to respond to statements across five categories: Strongly Disagree, Disagree, Neutral, Agree, and Strongly Agree. The responses were analyzed by calculating percentages using frequency responses. For the written test, students were tasked with writing a paragraph on a given topic, and their performance was assessed using a detailed writing rubric focusing on content, structure, mechanics, grammar, and vocabulary. To analyze the quantitative data, researchers compared pre-test and post-test scores to determine if there was an improvement in students' writing skills and whether they met the minimum standards. The analysis aimed to draw conclusions about the effectiveness of using animated shorts to enhance students' motivation, narrative text creation, and overall writing abilities.

3. FINDINGS AND DISCUSSION

3.1. Finding

The principal outcomes of a research project, including suggested, revealed, or indicated findings, should be presented consecutively and discussed afterward. The text emphasizes the importance of clear, concise results that summarize scientific findings, highlighting differences between the results and previous publications by other researchers.

The primary objective of this research was to assess the correlation between writing motivation and writing ability among 8th-grade students at SMP Negeri 2 Muara Jawa. The study involved a sample of 31 students, chosen through a deliberate sampling technique. Data collection methods included motivational questionnaires to gauge the students' writing motivation and writing tests to evaluate their writing abilities, specifically in composing narrative paragraphs.

The analysis of the collected data revealed a diverse range of motivation and writing ability scores among the students. For instance, some students like Ardi Firman and Alfian Nur scored highly on the motivation scale (126 and 81, respectively) and demonstrated strong writing abilities with scores of 85 and 74, respectively. However, this was not a universal trend. There were students such as Mitahul Jannah, who despite having a relatively lower motivation score of 62, exhibited a commendable writing ability with a score of 80.5.

Table 3.1 Correlation between Students' Writing Motivation and Writing Ability at the eighth grades students' at SMP Negeri 2 Muara Jawa

NO	X	Y	XY	X2	Y2
1	120	56	6720	14400	3136
2	108	47	5076	11664	2209
3	81	74	5994	6561	5476
4	100	46	4600	10000	2116
5	126	85	10710	15876	7225
6	100	59	5900	10000	3481
7	97	69	6693	9409	4761
8	101	54	5454	10201	2916
9	131	50,5	6615,5	17161	2550,25
10	94	63,5	5969	8836	4032,25

11	100	58	5800	10000	3364
12	125	35,5	4437,5	15625	1260,25
13	91	63,5	5778,5	8281	4032,25
14	131	60,5	7925,5	17161	3660,25
15	101	76	7676	10201	5776
16	62	80,5	4991	3844	6480,25
17	70	54	3780	4900	2916
18	116	48	5568	13456	2304
19	90	64,5	5805	8100	4160,25
20	73	64	4672	5329	4096
21	120	51	6120	14400	2601
22	95	52	4940	9025	2704
23	108	53	5724	11664	2809
24	75	63,5	4762,5	5625	4032,25
25	110	42	4620	12100	1764
26	120	54	6480	14400	2916
27	69	63	4347	4761	3969
28	101	64,5	6514,5	10201	4160,25
29	131	54	7074	17161	2916
30	94	65	6110	8836	4225
31	110	54,5	5995	12100	2970,25
TOTAL	3150	1825	182852	331278	111019

To examine the correlation between writing ability (Y) and students' motivation to write (X), researchers used SPSS to find the correlation of Pearson's product moments. The results are as follows.

Table 3.2. Writing Motivation and Ability

		WRITING.MOTI VATION	WRITING.ABILI TY
WRITING.MOTIVATION	Pearson Correlation	1	.409

	Sig. (2-tailed)		.022
	N	31	31
WRITING.ABILITY	Pearson Correlation	.409	1
	Sig. (2-tailed)		.022
	N	31	31

The statistical analysis, particularly the Pearson Product-Moment Correlation Coefficient, indicated a positive correlation between writing motivation and writing ability with an r value of 0.409. This positive correlation was statistically significant, as evidenced by a p-value of 0.022, which is less than the 0.05 threshold for significance. This finding suggests that, generally, higher levels of motivation are associated with better writing performance among the students.

Further breakdown of the data showed the variability and individual differences among students. While the correlation exists, it is not absolute, indicating that other factors may also play a significant role in determining writing ability. The range of scores highlighted the fact that some students with high motivation did not necessarily achieve the highest writing scores and vice versa.

The detailed analysis included examining the motivational levels in relation to different aspects of writing ability, such as coherence, grammar, and creativity in narrative writing. It was observed that motivation influenced certain aspects more strongly than others. For instance, motivated students were more likely to exhibit better coherence and creativity in their writing, although their grammatical accuracy varied more widely.

3.2. Discussion

A correlation analysis was performed to test the hypothesis of a correlation between students' writing motivations and writing ability. A correlation coefficient of 0.409 was found in this study. As a result, the correlation between the two variables was generally positive. This means that students who score higher on Student Writing Motivation tend to have better writing skills.

A researcher (Abbas Pourhosien Gilakjani, 2012) found translation to be a useful tool when learning a new language, especially when writing. In addition, translation provided students with an opportunity to increase their awareness of style, vocabulary, and grammar and language communication. Four language components are known to be very important in learning to write. This can be challenged in writing. Researchers should follow the rules of acceptable English so that readers can understand them. Therefore, when translating, the rules of the target language must also be observed so as not to change the meaning of the source language. Students' use of writing as a means of communication will improve as a result of adequate translation and writing instruction.

According to a researcher (Abbas Pourhosien Gilakjani, 2012), you need motivation to attract someone's interest. A given stimulus drives someone to do something. Motivating students means motivating them to do something to achieve their goals. Motivation is the support, desire, desire, reason, or goal that drives someone to do something. Support can come from the students themselves or from those around them who encourage them to do something.

Motivation, like intelligence, cannot be directly observed based on explanation. Motivation can only be derived from a person's behavior, certain movements as part of the learning process, desires, emotions, needs, interests, curiosity, and psychological aspects. In this study, motivation is an internal force that arises from within or without a person to achieve a goal and serves as a positive force or attitude towards learning to write. Supporting writing skills is very important.

The results of this study showed a positive correlation between writing motivation and writing ability of Grade 8 students at SMP Negeri 2 Muara Jawa in the 2021 school year.

4. CONCLUSIONS

4.1. Conclusion

According to the analyst's results, writing motivation and writing ability are r = 0.409, with a significance value of 0.022 <0.022. 0.05. Therefore, the significance value is below the target value of 0.05. This means that this variable shows the correlation between writing motivation and writing ability. The Correlation Score gives a good

correlation interpretation, i.e. a positive score indicating a reasonable correlation between writing motivation and writing ability.

4.2. Suggestions

Based on the research conducted, based on the above conclusions. The researchers would like to make some suggestions. Our first suggestion is to prepare this standardized test for future researchers, materials for viewing and measuring student performance. Other researchers may carry out investigations on other samples, taking into account the sample's qualifications. If prospective researchers want to know the relationship between students' writing motivations and writing ability, we recommend specifying a questionnaire to find writing instructional strategies. And researchers hope that future researchers will understand what factors correlate with a student's willingness to write and a student's ability to write in English.

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