


## THE CORRELATION BETWEEN STUDENTS MOTIVATION IN RREADING FICTION STORY AND THEIR ABILITY IN WRITING NARRATIVE PARAGRAPH

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ARTICLE INFO	ABSTRACT
<p><b>Article history:</b> Received: June 10, 2022 Revised: June 15,2022 Accepted: July 12,2022 Published: August 30,2022</p> <p><b>Keywords:</b> Brainstorming Technique Fluency (Pronunciation) Accuracy (Smoothness) Speaking Skill</p>	<p>The objective of the research was intended to identify the students' interest in writing narrative paragraph, their ability in writing narrative paragraph and knowing whether there was a correlation between students' interest and their ability of student's class XI at MA Al-hidayah Makassar. The writer will apply pre-experimental method with questioner and writing test, and collect the data based on the test. The sample of the research will choose class XI at MA Al-hidayah Makassar. The sample will take by using purposive sampling technique. The result of the data indicated that the mean score of the students' motivation in reading fiction story is 75.32 and it is classified as high motivation. Next, the minimum score was 70 it indicated that the lower score that gotten by the students was 70 and the maximum score was 90, it indicated that the higher score that gotten by the students was 92.</p> <p><b>Keywords: Motivation, Reading, Fiction Story, Writing, Narrative Text.</b></p> <p><i>This is an open access article under the <a href="#">CC BY-SA</a> license.</i></p> 
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### INTRODUCTION

The ability to write is closely related to reading. According to Thahar (2008: 11) there is a relationship between writing and reading is as follows. Unconsciously, a person has gained

a lot of knowledge, experience, comparative mirrors, and even knowledge from the results of his reading. One more thing that may also be unnoticed by the reader is the development of language skills, such as the wealth of vocabulary, recognize various forms of sentences, and so on so that the reader is increasingly rich in language. With this wealth of language, the basic capital of a writer later in developing his career. In other words, people who read a lot, their language skills can develop beyond the average that most people have.

Tarigan (2008: 4) said "Between writing and reading there is a very close relationship. When we write something, in principle we want it to be read by someone else; at least we can read for ourselves at another time. " Based on these two expert opinions, it is concluded that there is a relationship between writing and reading. By reading, a person has indirectly enriched himself in terms of knowledge, experience, knowledge and vocabulary and can develop language skills. In essence, reading is done to find out or obtain information from an article.

In teaching English, writing has an important role particularly for the beginners, so that teacher should begin it by stimulating students' motivation and building their attitude in writing.

Partoursastro in Subaedah (1999:12) states if the students have a good motivation toward a lesson, consequently they will always make effort to find ways of knowing that lesson in other words, the lack of motivation may influence the decrease of activity intensity. One simplest way of making writing more meaningful is through writing something experience. Everyday students express some kinds of reality by analyzing, comparing, contrasting, classifying, and discovering cause and effect or relationship in the world around them.

The researcher chose narrative paragraph as the most appropriate material to express the students' writing ability. Narrative as a story, so it should have the element that can make story more interesting to the reader such as a conflict and conclusion of the story. Porter Abbott in Syahraeni (2010:22) defines narrative as the representation of an event or a series of events.

The students must have good communication in both oral and written form. Oral form is that speaking and listening, and written form is that writing in reading. Some of them feel difficulties in composing narrative text such as stuck to get diction, getting idea, and ordering the words.

However, the students in general still find writing is quite difficult. Consequently, they are lack of interest to mastery it. The teacher should be able to encourage them in the learning process. The thing which should have attention is students' motivation. Motivation usually refers to activity that a person engage in, would not avoid, and would choose in preference to many activities. Motivation also refers to the kinds of the things we appreciate and enjoy (Evan and Murdaff in Irfan, 2005:12).

Motivation is essential element which really influence the students' achievement in learning process. If we are strongly interested in doing something, we will work harder than if

we are not. Even the students have many potentials and aptitudes, but they are lack of interest, they will fail. They need motivation to do and express their ability and Motivation is the act of stimulating someone or oneself to get desired course of action, to push right button to get desired reactions.

That is way the students need to learn how to apply these principles in their own writing based on their own experience. The low motivation of students in writing activity can be seen from the fact that, low response toward the teacher explanation, lack of enthusiasm and enjoyment when doing writing activity, they have high anxiety to begin writing their idea (Amri in Muhtar, 2008:2).

In relation to the lack motivation of the students in writing especially for narrative paragraph, the teachers are expected to create attractive learning, whether by finding the appropriate teaching techniques, using special media, or providing supporting material that can stimulate the student's attitude in learning especially on the motivation.

Related to the problem above, the researcher decided to conduct a research entitle "The Correlation Between Students' Motivation In Reading Fiction Story And Their Ability To Writing Narrative Paragraphs."Based on the background above the problem statement as follows:

1. How is the students' reading motivation in reading fiction story at eleventh grade students at MA Al-hidayah Makassar?
2. How is the student's ability in writing narrative paragraphs at eleventh grade students at MA Al-hidayah Makassar?
3. Is there any significant corellation between the students' motivation in reading and their ability to write narrative paragraphs of high school eleven grade students at MA Al-hidayah Makassar?

## RESEARCH METHOD

The research applied descriptive research. Descriptive research determines and describes the way things are. The method involves collecting data to determine whether, and to what degree, a relationship exists between two or more quantifiable variables.

This research aimed to determine relationship between student's interest and their ability in writing narrative paragraph

Research instrument was test. The collected data in this study used SPSS application.

## RESULT AND DISCUSSION

### A. Result

#### 1. The Students Ability to Write Narrative

Based on the data from the student's ability to write narrative, the students were presented in the following table:

Table 1 the mean score of the student's ability to write narrative

Statistics		
Writing		
N	Valid	25
	Missing	0
Mean		72.1200
Std. Deviation		5.41849
Range		18.00
Minimum		61.00
Maximum		79.00

The illustration of the table above shows the mean score of the students' writing narrative is 72.12 and it is classified as fair category. Next, the minimum score is 61, and the maximum score is 79.

Table 2 the frequency and rate percentage of the student's ability to write narrative.

Writing					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	61.00	2	8.0	8.0	8.0
	64.00	1	4.0	4.0	12.0
	66.00	1	4.0	4.0	16.0
	67.00	1	4.0	4.0	20.0
	68.00	2	8.0	8.0	28.0
	69.00	1	4.0	4.0	32.0
	70.00	1	4.0	4.0	36.0
	71.00	1	4.0	4.0	40.0
	72.00	1	4.0	4.0	44.0
	73.00	1	4.0	4.0	48.0
	74.00	2	8.0	8.0	56.0

75.00	4	16.0	16.0	72.0
76.00	1	4.0	4.0	76.0
77.00	1	4.0	4.0	80.0
78.00	3	12.0	12.0	92.0
79.00	2	8.0	8.0	100.0
Total	25	100.0	100.0	

Based on the table above, it shows that there are 25 (100%) students classified fair. It means that many students have ability in reading motivation.

## 2. The Students Motivation In Reading Fiction Story

Based on the data collected from the questionnaire, the students' motivation in reading fiction story aspect was presented in the following table:

Table 3 The mean score of student's motivation in reading fiction story

Statistics		
Reading Questionnaire		
N	Valid	25
	Missing	0
Mean		75.3600
Std. Deviation		3.94631
Range		10.00
Minimum		69.00
Maximum		79.00

The illustration of the table above shows the mean score of the students' motivation in reading fiction story is 75.36 and it is classified as high motivation. Next, the minimum score is 69.00, and the maximum score is 79.00, it indicates the higher score gotten by students is 79. It is more clearly shown in the table.

Table 4 the frequency and rate percentage of the student's motivation in reading fiction story

### Reading Questionnaire

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 69.00	1	4.0	4.0	4.0
70.00	5	20.0	20.0	24.0
72.00	3	12.0	12.0	36.0
73.00	1	4.0	4.0	40.0
76.00	1	4.0	4.0	44.0
77.00	1	4.0	4.0	48.0
78.00	4	16.0	16.0	64.0
79.00	9	36.0	36.0	100.0
Total	25	100.0	100.0	

Based on the table above, it shows that there are 25 (100%) students classified as fair.

### 3. The Correlation between Students' Motivation In Reading Fiction Story And Their Ability To Write Narrative Paragraphs.

Based on the data from the questioner and writing test, the result was shown in the following table:

Table 5 The Correlation Between Students' Motivation in Reading and Write Narrative.

		ReadingQues tionnaire	Writing
ReadingQuestionnair e	Pearson Correlation	1	.567**
	Sig. (2-tailed)		.003
	N	25	25
Writing	Pearson Correlation	.567**	1
	Sig. (2-tailed)	.003	
	N	25	25

\*\* . Correlation is significant at the 0.01 level (2-tailed).

The data in the table above shows that there is a correlation between students' motivation in reading motivation and ability to write narrative text. It shown by Pearson correlation  $r_{xy} = 0.567$  that is classified as an enough correlation. The correlation is between 0.400-0.600.

The result of statistical analysis at the level significance or alpha level ( $\alpha$ ) = 0.05. Based on the table 4.5, it shows that the level significance is lower than 0.05 or  $0.003 < 0.05$ . So, alternative hypothesis ( $H_a$ ) is accepted, and Null hypothesis ( $H_0$ ) is declined. It means that there is a significant correlation between students' reading motivation and writing in narrative text. As the result, students' reading motivation can influence students' writing ability especially in narrative text.

## B. Discussion

In this part the researcher presented the correlation between students' students' motivation in reading fiction story and writing ability.

### 1. The student's ability in writing narrative paragraphs

The illustration of the table above shows the mean score of the students' writing narrative is 72.12 and it is classified as fair category. Next, the minimum score is 61, and the maximum score is 79. It means that the students have standard skill in writing where the students not really good and also not really bad in writing narrative text.

### 2. The student's reading motivation

The illustration of the table above shows the mean score of the students' motivation in reading fiction story is 75.36 and it is classified as high motivation. Next, the minimum score is 69.00, and the maximum score is 79.00, it indicates the higher score gotten by students is 79. It is more clearly shown in the table. In collecting the data from the questionnaire, the researcher find out that many students have a big motivation in reading fiction story. It is because they are interest, and the reading text have many kind that the students can choose what they are interested in.

### 3. The Correlation between Students' writing narrative paragraphs and motivation in reading fiction story

Therefore, after calculating the data in IBM SPSS Ver24 by using the formula of pearson product moment correlation, the researcher found that there was a significant correlation between the students' motivation in reading fiction story and their ability to writing narrative paragraphs. It was found that pearson correlation or  $r_{xy} = 0.567$  that was

classified as an enough or balance correlation where standard correlation lies between 0.400 -0.600.

## CONCLUSION

Based on the discussion proposed in previous chapter, it can be concluded that:

1. As explained in the previous section, it shows that the mean score of the students' motivation in reading fiction story is 75.36 and it is classified as fair motivation. It means that students' motivation in reading is balance. Sometimes they are like to read and sometimes they don't like to read.
2. While, the mean score of students' writing narrative is 72.12 and it is classified as fair motivation, the minimum score is 61, and the maximum score is 79. Therefore, the students have fair classification in their Writing Ability, it means that the students have standard skill in writing where the students not good and also not really bad in writing narrative text.
3. The data in previous section shows that there is a correlation between students' motivation in reading motivation and ability to write narrative text. It shown by Pearson correlation  $r_{xy} = 0.567$  that is classified as an enough correlation. The correlation is between 0.400-0.600. The result of statistical analysis at the level significance or alpha level ( $\alpha$ ) = 0.05. Based on the table 4.5, it shows that the level significance is lower than 0.05 or  $0.003 < 0.05$ . So, alternative hypothesis ( $H_a$ ) is accepted, and Null hypothesis ( $H_0$ ) is declined. It means that there is a significant correlation between students' reading motivation and writing in narrative text. As the result, students' reading motivation can influence students' writing ability especially in narrative text.

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