THE CORRELATION BETWEEN STUDENTS' MOTIVATION IN LEARNING ENGLISH AND THEIR WRITING ABILITY IN DESCRIPTIVE TEXT AT THE EIGHTH GRADE OF MTsN 01 LAMPUNG UTARA ACADEMIC YEAR 2022/2023.

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Abstract: English is one of the most commonly used as a language of communication of people from different country. In learning English there are some skills that should be mastered by the students, one of them is writing descriptive text. Descriptive text is kind of text that the main idea is delivered by describing in detail object, place, or events for the readers. The students are expected to be able mastery writing skill. But in fact, there are many students still feel difficult in writing correctly.The strategy can be done by the teacher or the students themselves to increase student motivation. Motivation is a term that is already common in regular speech to encourage individual or a group students to take an active role in their studies or employment in learning english specifcally descriptive text. The problem in this research is students feel writing descriptve text and lack of student's learning motvatiion in writing descriptive text . objective of the research is conducted to find out whether there is significant correlation between students' motivation in learning English and their writing ability in descriptive text at the eighth grade of MTsN 01 North Lampung. This research used correlational research. Simple random sampling technique was applied to select the sample. Population of this research was eighth grade at MTsN 01 North Lampung which consist of 211 students. The total sample of this research was 37 students. The research instrument used to collect the data were questionnaire and writing test. There are 29 valid items. Value of reliability in questionnaire r_{count} was greater than r_{table} (0,84 > 0,329) and Value of reliability in writing test . In analyzing the data 0,830. the researcher was used Pearson Product Moment formula. The result of this research showed that H_a is accepted with the result of hypothesis test r_{count} is higher than r_{table} which is 0,421 > 0,325. furthermore, the result of t-test was t_{count} is higher than t_{table} which is 2.98 > 2.03, it means that there is significant correlation between students' motivation and their writing ability descriptive text at the eighth grade of MTsN 01 North Lampung academic year 2022/2023.

Keywords: Descriptive Text, Writing Ability,Students' Motvation

Abstrak: Bahasa Inggris adalah salah satu yang paling umum digunakan sebagai bahasa komunikasi orang-orang dari berbagai negara. Motivasi adalah istilah yang telah umum dalam pidato teratur untuk mendorong individu atau kelompok siswa dalam mengambil peran aktif dalam pembelajaran bahasa inggris khususnya teks deskriptif. Dalam pembelajaran bahasa inggris ada beberapa keterampilan yang harus dikuasai oleh siswa adalah menulis teks deskriptif. Teks deskriptif

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adalah jenis teks gagasan utamanya yang disampaikan dengan menggambarkan secara rinci objek, tempat, atau peristwa untuk tujuan tertentu. Siswa diharapkan mampu untuk menguasai keterampilan menulis namun, pada kenyataannya masih banyak siswa yang kesulitan dalam menulis. Dalam hal ini strategi yang dapat dilakukan oleh guru atau siswa itu sendiri untuk meningkatkan motivas siswa. Motivasi smerupakan istilah yang sudah umum disampaikan untuk mendorong siswa individu maupun kelompok untuk mengambil peran aktif dalam pembelajaran bahasa inggris khususnya menulis teks deskriptif. Masalah dari penelitian ini adalah siswa merasa menulis teks deskriptif sulit untuk dikuasaidan kurangnya motivasi belajar siswa dalam menulis teks deskriptif. Tujuan penelitian ini dilakukan untuk apakah ada hubungan antara motivasi belajar bahasa inggris siswa dengan kemampuan menulis teks deskriptif siswa kelas VIII MTsN 01 Lampung Utara.

Penelitian ini menggunakan penelitian korelasional. Tehnik simple random sampling di terapkan untuk memilih sampel. Populasi dalam penelitian ini adalah siswa kelas VIII MTsN 01 Lampung Utara yang berjumlah 211 siswa. Jumlah sampel penelitian ini adalah 37 siswa. Instrumen penelitian yang digunakan untuk mengumpulkan data adalah tes menulis dan angket. Dari total pilihan angket ada 26 item yang valid. Nilai reliabilitas pada r_{hitung} pilihan ganda lebih besar dari r_{tabel} (0,84 > 0,329) dan nilai reliabilitas test menulis dalam menganalisis data 0,830. data peneliti menggunakan rumus Pearson Product Moment. Hasil penelitian ini menunjukkan bahwa H_a diterima dengan hasil uji hipotesis r_{hitung} lebih besar dari r_{tabel} yaitu (0,421 > 0,325). selanjutnya, hasil dari uji-t adalah t_{hitung} lebih besar dari t_{tabel} yaitu (2.98 > 2.03), artinya ada hubungan yang signifikan antara motivasi belajar bahasa inggris siswa dengan kemampuan menulis text deskriptif siswa kelas VIII MTsN 01 Lampung Utara tahun ajaran 2022/2023.

Kata Kunci: *Teks Deskriptif, Kemampuan Menulis, Motivasi Siswa.*

I. INTRODUCTION

In learning English there are some skills that should be mastered by the students, one of them is writing. According to Tarigan (2008, p. 3), writing is a skill in language that used for communication indirectly and not face to face with people. In addition, Marwoto in Sari (2018, p. 92) define that writing is expressing ideas in the written form freely. It means, writing is tool to exprees idea and communicate in language that non directly or written. Writing is process of creativity on expressing ideas in written form. In writing process, students can deliver ideas, statements, feeling or experience for other people. Besides, writing also mean activity of thinking and improving an idea then express them into written. Furthermore, writing is kind of language communication that use symbols as medium.

Descriptive text is kind of text that the main idea is delivered by describing in detail object, place, or events for the readers. So that the readers can as if feeling what the writers write. Besides, descriptive text contain of describing about the real

condition about things. Descriptive text has purpose to describe object in details and subjective or describe situation of an object from thw writer's point of view so that the reader can understand easily.

Motivation is a term that is already common in regular speech. The motivational goal it self might encourage an individual or a group to take an active role in their studies or employment. An enthusiasm that can boost individual or group accomplishment is referred to as motivation. According to Karwati (2015, p.56), inspiration comes from the soul when someone encourages them to become better than they were in the past. Therefore, encouragement comes from either motive or situation.

The researcher also conducted interview with some students of eighth grade of MTsN 01 Lampung Utara on Thursday February 16th 2022. From the interviewed result it found that the students still feel difficult in learning writing. The students said they dont have knowledge in writing descriptive. The students said that sometimes do not interest because the students think that they are not be able to writing correctly because writing is difficult. The students also said that writing be difficult because they do not have many vocabulary so that they difficult to express ideas in writing using English. The students also felt unmotivated to learn writing

because they do not understand clearly when the teacher explaining the material about writing especially in writing descriptive text. The students were not be able to uses correct grammar and made error in practice writing descriptive.

The students get score of school passing grade (KKM) which is 70. That are score of writing subject in MTsN 01 Lampung Utara. Beside., there are only 98 students from 211 students that have score more than 70. The percentage is 46%. Meanwhile, the students that have low score or under school passing grade (KKM) are 113 students and the percentage is 54%. From the description above, the researcher concluded that the ability in writing of eighth grade in MTsN 01 Lampung Utara still low.

Based on explanation above, the researcher is interested in investigating the correlation between students' motivation in learning English and their writing ability in descriptive text at the eighth grade of MTsN 01 Lampung Utara Academic Year 2022/2023.

ll. METHOD

Research Method

Suitable research methodology is needed in every research. Research methodology can be used as guide in implementation of a research so that by

using suitable research methodology, purpose of the research can be reached. The method that was used in this research is descriptive correlational with quantitative approach. According to Frankel and Wallen (2009, p. 328) correlational study is kind of research methods that in purpose to know the relationship between two variables or more without effort to affect those variables.

Research Instrument

The researcher used two instruments to measure variable X and variable Y. First instrument was questionnaire to measure the students' Motivation (variable X) and second instrument was writing test to measure the writing ability descriptive text (variable Y). The population of this research is the eighth grade at MTsN 01 Lampung Utara which consists of 211 students. While the sample in this research were 37 students.

Data Collecting Technique

The researcher used questionnaire to collect the data of students' motivation . Then, the researcher measured the reliability and validity using formula. Furthermore, the reseacher used writing test to collect the data ofwritng ablity descriptive text.

After collecting the data, there were some criteria to calculate the score from each items of instument, such as:

1. The students' motivation was measured by questionnaire. The questionnaire consist of 40 statement items with five alternative answers. Each answer have score. Then, the statements consist of positive statement and negative statement. The following table is score of each alternative answer:

SCORE OF EACH ALTERNATIVE ANSWER TABLE 1

Alternative Answer	Score	
	Positive Statement	Negative Statement
Sangat Setuju	5	1
Setuju	4	2
Netral	3	3
TidakSetuju	2	4
Sangat TidakSetuju	1	5

(Source: Riduwan, 2015, p. 13)

2. The students' writing ability, the researcher used written test. In this case, the researcher gave test about writing Descriptive text which is the researcher have been prepare some topics and the students choose one of the topic. The researcher gave around 30 minutes to describe the topic in a paper. The researcher used five aspects in scoring the students' ability in writing Descriptive text such as

organization, grammar, content, vocabulary, and mechanics.

Furthermore, the researcher conducted try out instrument in MTs ISTIQLAL Sungkai Barat towards eighth grade and the total of the students were 27.

III. RESULT AND DISCUSSION

Result

the researcher conducted tryout test before conduct the real research. Try out test was conducted on Monday, April 20th 2022 toward eighth grade students of MTs ISTIQLAL Sungkai Barat. Try out test was followed by 27 students. After conducted try out test, the researcher conducted validity test and reliability test. After the result of validity and reliability result was found, the researcher continue by conducting real research on Wednesday, May 16th 2022 toward eighth grade of MTsN 01 Lampung Utara. The population of the resarch were 211 students and the researcher took 37 students as sample. The sample was taken by calculating using

Slovin formula with 15% error level. To measure validity of writing ability, the researcher only used experts' judgement. The researcher was chose Mrs. Dewi Sri Kuning, S.Pd, M.Pd and Mrs. Rulik Setiyani S.Pd, M.Pd as judgement to validate the instrument.

In measuring validity of the instrument of the students' motivation of learning English, the researcher used expert's judgement and *Pearson Product Moment* formula. After did some revise toward the intsrument, then the instrument is allowed to use for the real research. Moreover, the researcher also measure the validity by using *Pearson Product Moment* formula with parameter If $r_{count} > r_{table}$, the instrument is valid. Meanwhile, if $r_{count} < r_{table}$ it means the instrument is not valid. In this research, the value of r_{table} in significant level 5% was 0,381 n = 27. For this variable, the researcher was used questionnaire as research instrument. The detail of validity questionnaire of the students' motivation can be seen in the following table.

TABLE 2
THE SUMMARY OF QUESTIONNAIRE VALIDITY TEST

Aspect		Valid Items	Invalid items
Intrinsic Motivation	Strong willingness to learn	1, 2, 4, 5	3, 39
	Willing to be good students	6, 7, 9, 11	8, 10
	Students condition	13, 14, 15,40	12, 16
Extrinsic Motivation	Fear of Punishment	17, 18, 20, 21 , 22,23	19
	The role of parents	24, 26, 28	25, 27
	The role of teacher	30, 31	29, 32
	Environmentcondition	33, 34, 35, 36, 37,38	-
Total		**29**	**11**

Based on the table above, it can be seen from 40 items of total questionnaire the researcher found that there were 29 items were valid and 11 items invalid. To find reliability of the students' motivation in learning, the researcher was used *Alpha Cronbach* formula. The criteria is if $r_{cout} >$ r_{table} it means the instrument was reliable. Value of r_{table} in significant level 5% = 0,381 and $n = 27$. The result of calculation of reliability instrument can be seen in the following table.

TABLE 3
THE SUMMARY OF QUESTIONNAIRE
RELIABILITY TEST

Observation	Result
r_{count}	0,94
r_{table}	0,381
Description	The instrument is reliable

The table above showed that the value of r_{count} was greater than r_{table} (0,94>0,381). It means that the instrument was reliable.

The reliability of writing ability was measured by using inter-rater reliability. The researcher was conducted try out instrument then continued by measuring writing ability instrument. The steps were by giving writing test to the students, then there were two raters that assesed the result of the students' writing. Furthemore, the researcher compared the result assesment in

purpose to know whether the result was similar or different. After measured the reliability, it found that the value of coefficient value was 0.830 that means there was consistency from both raters and the instrument was reliable.

After the validity and reliability of both instrument has been gained, the researcher distributed the valid and reliable instrument to the eighth grade students of *MTsN 01 Lampung Utara* to measure the correlation between the students' motivation in learning English and the sudents' writing ability. The research was followed by 37 students that randomly taken from 7 classes. Besides, the research was conducted on Wednesday April, 23th 2022 until Thursday April, 24th 2022. When the data was collected, the researcher continued with analyze the normality, homogenity, and hypothesis to know the correlation between two variables.

Normality test was conducted in order to know whether the data has normal distribution or not. In this research, to measure normality the reearcher used *Liliefors* formula. Criteria of normal data is if If $L_{count} < L_{table.}$ the result of normality test can be seen in the following table:

TABLE 4
THE SUMMARY OF NORMALITY TEST

No	Variable	L_{count}	L_{table}	Description
1	Writing Ability	0.117	0.146	Normally Distributed
2	Students' Motivation	0.135	0.146	Normally Distributed

Based on the table above, it can be concluded that the result of normality test of the writing ability (variable Y) was L_{count} = 0.117 while result of normality test of the students' motivation (variable X) was L_{count} = 0.135 and value of L_{table} of both variables were L_{table}: 0.146. From the explanation above the researcher concluded that the comparison between L_{count} and L_{table} was $L_{count} < L_{table}$. In other words, value of L_{count} was lower than L_{table}. It means, the data from variable X and variable Y were normally distributed.

Homogenity test was conducted to know whether the sample are came from same population or not. In this case, the researcher used Ftest to calculate homogenity. The result calculation of homogenity test by using F test as follows:

$$F_{observed} = \frac{Highest\ Variance}{Lowest\ Variance}$$

$$F_{observed} = \frac{41.43}{31.40}$$

$$F_{observed} = 1.32$$

Based on the desciption above, it can be concluded that the result of homogenity test was F_{count} = 1.32. Therefore, the researcher compare the result of F_{count} and F_{table}. In this research the value of F_{table} = 4.12 it means that the value of $F_{count} < F_{table}$ and the data was distributed homogeneous.

After the data was found homogeneous and normally distributed, the researcher continued by calculating hypothesis. The researcher uses *Pearson Product Moment* formula. The result of hypothesis test can be seen in the table below.

TABLE 5
THE SUMMARY OF HYPOTHESIS TEST

Observation	Result
r_{count}	0.421
r_{table}	0.325
Description	H_o was rejected, H_a was accepted

The table above show that value of r_{count} was 0.421 and value of r_{table} in significant level 5% = 0.325 and n = 37 and it can be implied if $r_{count} > r_{table}$ thus the conclusion is H_o was rejected meanwhile H_a was accepted. It means that there is correlation between the students' motivation and students' writing ability descriptive text.

After calculating hypothesis, the researcher continued with conducted t-test to know the significant between two variables. The summary of t –test are drawn in the following table:

TABLE 6
THE SUMMARY OF T-TEST

Observation	Result
t_{count}	2.98
t_{table}	2.03
Description	Significant

From the table above, the result of calculating t_{count} = 2.98 and value of t_{table} in significant level 5% = 2.03 and n =37. It means $t_{count} > t_{table}$. It can be concluded that the correlation was significant.

Discussion

The result of the analysis of the correlation between the students' motivation and the students' writing ability by using *Pearson Product Moment* formula showed that value of correlation coeficient was 0.421 and value of r_{table} was 0.325. That means that the $r_{observed} > r_{table}$ or in the other word there is correlation between variables. Moreover, the calculation of t-test showed that the correlation between two variables are siginifcant. It can be implied that the more the students' have learning motivation the more the students' master writing ability. The result of the research is appropriate with the hypothesis which is formulated by the researcher, namely there is significant correlation between students'

learning motivation and the students' writing ability at the eighth grade of MTsN 01 Lampung Utara Academic Year 2022/2023.

Based on the research result above, motivation learning give positive benefit for the students' writing ability. The research findings was in line with previous related research in Chapter 2. All of those research have same conclusion with the research result that is all of the value of coefficient correlation is higher than $r_{table.}$. Thus, it can be implied that students' learning motivation affect the students' writing ability. Furthermore, the result of reslut findings is in line with statement by Soekamto in Muhammad (2016, p. 92), motivation is factor that have big influence on learning process. From the statement, it means that students motivation will affect how the process of the students learning in this case is process of learning writing.

Based on the research findings, it can be concluded that the students' learning motivation give positive effect toward the students' writing ability. Motivation is one of important aspect that encourage the students to have interest in learning English. Learning motivation affect the students' succesful in learning. Succesful in learning will be got if the students have motivation and will to learn.

Writing is one way of communication that deliver in written form. Thats why

writing become one of activity that must have ability how to express though, mind, ideas, and imagination in written form.

Motivation is effort to prepare conditions in order to make someone want to do activity. Moreover, motivation can be stimulated from outside and can come from someone itself. Motivation is main thing in learning activity, if the students do not have motvation to learn it will make the students difficult to get learning purpose.

IV. CONCLUSION AND SUGESTION

Conclusion

After the data has been obtained by analying the data, the researcher concluded that there is significant correlation between the students' learning motuvation and the students' writing ability at the eighth grade of MTsN 01 Lampung Utara Academic Year 2022/2023.From the research findings in previous chapter, it can be concluded that the students must have motivation in order to encourage the students to learning writing. By having high motivation, the students would. have big spirit to gain the purpose of learning.

Suggestion

In line with the conclusion above, the researcher would like to provide some suggestion and hope to the following parties, as follow:

1. **The Students**

Students are expected to be more enthusiastic in learning english descriptive text and in this research topic the researcher hope to provide an understanding that the importance of motivation in learning english and knowledge of writing skills.

2. **The Teachers**

Teacher are expected to more support the students' to develop the students' writing ability because writing ability is one of skill that have to be mastered by the students.

3. **Other Researcher**

This research is recommended to be reference for the other researcher who will conduct a studies on the identical case, in order that the result of the studies can be greater correct.

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