



The Correlation Students' Motivation Toward Students' Writing Ability in English Learning Achievements

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Abstract This research aimed the correlation between students' motivation and their writing ability in English language learning. Utilizing a quantitative analysis with an ex-post-facto research design, data were collected from a sample of 84 out of 491 tenth-grade students at SMK Negeri 1 Kubu, using questionnaires to assess students' motivation. Reliability tests yielded a coefficient of 0.895, and normality tests showed a coefficient of 0.200, indicating linearity with a coefficient of 0.589. However, the correlation analysis revealed a Sig. (2-tailed) value of 0.946 and a Pearson Correlation value of 0.007, leading to the conclusion that there is no significant correlation between students' motivation and their writing ability.

Keywords: Students' Motivation, Students. Writing Ability, English Learning Achievements

Abstrak Penelitian ini bertujuan untuk mengetahui korelasi antara motivasi siswa dan kemampuan menulis mereka dalam pembelajaran bahasa Inggris. Menggunakan analisis kuantitatif dengan desain penelitian ex-post-facto, data dikumpulkan dari sampel 84 dari 491 siswa kelas sepuluh di SMK Negeri 1 Kubu, dengan menggunakan kuesioner untuk menilai motivasi siswa. Uji reliabilitas menghasilkan koefisien sebesar 0.895, dan uji normalitas menunjukkan koefisien sebesar 0.200, yang mengindikasikan linearitas dengan koefisien sebesar 0.589. Namun, analisis korelasi menunjukkan nilai Sig. (2-tailed) sebesar 0.946 dan nilai Pearson Correlation sebesar 0.007, yang mengarah pada kesimpulan bahwa tidak ada korelasi yang signifikan antara motivasi siswa dan kemampuan menulis mereka.

Kata Kunci: Motivasi Siswa, Kemampuan Menulis Siswa, Hasil Belajar Bahasa Inggris

INTRODUCTION

Language is the most powerful form of communication in everyday life in society. To carry out human communication, a medium is required, namely language. Language can be very influential in interactions if its use can be understood according to the speaker's intent and purpose. The importance of spoken and written language cannot be separated from the communication needs of someone who will use it. (Mailani, 2021, p. 2). A German philosopher, Johann Wolfgang von Goethe, in Handayani, 2016, p. 103, stated, "Those who know nothing of foreign languages know nothing of their own." This shows how important foreign languages are. As one of the foreign languages studied in Indonesia, English is an important point that influences various sectors because it is the international language of communication.

The ability to master more than one language is common in Indonesia. In addition to using Indonesian as our mother tongue, we also learn English as a global or international language. According to Crystal (1997, p. 3), English has become a widely used language in various countries. Although the governments do not make English their mother tongue, they learn English because they recognize its influence. English connects us with many people compared to other languages. Learning English certainly requires a lot of effort to master that international language.

Indonesians have indeed been learning English since they were in elementary school. Often, parents also teach English before school because they know the importance of being able to communicate in English. There are four main skills in learning English. The four skills are listening, speaking, reading, and writing. These four skills are closely related and important to know in order to achieve the goals of learning English. According to Yunita (2021, p. 126), writing is the most challenging skill in language learning. This is because we need to master listening, speaking, and reading first to achieve writing skills. Generally, one will go through the process of listening first, then speaking, then reading, and finally writing. As the most

difficult skill, writing can reflect a person's knowledge. This is closely related to why writing skills are so important in the current era and are even used as a graduation requirement in education and when applying for jobs. Referring to this, we know that having good writing skills will be very useful for us.

Writing is a tool to communicate what we think through written form. Beers & Howell (in Atkins & Carver, 2022, p. 3), say that writing is a tool for reviewing, which means that after learning, reviewing through writing will help us always remember what has been learned. It is also explained that writing is a tool for organizing thoughts and evaluating the content of understanding. Students' writing skills are important. At the elementary school level, students are expected to be able to write sentences. Moving on to the junior high school level, students are expected to be able to create simple paragraphs. At the high school level, students are expected to be able to write in the form of texts consisting of several paragraphs. The higher the level, the higher the competence that needs to be achieved, so writing skills in English must be directed from an early age.

According to Hasan (in Aryanika, 2016, p. 217), there are several variables that influence students' ability to learn English, these variables are (1) the developmental stage of the students which refers to the effectiveness of the teaching process in the classroom, (2) the age of the students, (3) motivation, (4) personality, (5) environmental facilities that provide students with opportunities to learn.

Based the explanation above, it can be concluded that the achievement of writing activities cannot be separated from motivation. Having the motivation to write is an important aspect so that we consciously want to pour our thoughts into writing. A McClelland (in Kelner, 2005, p. 3) says, "motivation is a recurrent concern for a general goal that may not be consciously aware; this concern drives, directs, orients, and energizes behavior, and can be seen in fantasy." We can interpret this opinion that motivation is something that can drive, direct, and move us to achieve our goals. Yeung, A. S., Lau, S., & Nie, Y. states that students

motivation may have a significant impact on important academic outcomes. However, student motivation may decline as they age.

Viewed from the role of motivation in learning to write, it can be said that students who value and are willing to use writing as a means to express thoughts and communicate are students with high motivation in writing. When a student has high motivation in writing, they will easily create and convey the content and intent of their thoughts. Teachers are expected not only to teach writing as a means to meet curriculum standards but also as a tool for students to learn the importance of writing skills today. Aristyawati & Rasna (2021) state that sometimes students feel disinterested due to a lack of motivation in learning to write, so teachers also need to have the right methods, strategies, and media in teaching to stimulate students' learning motivation.

According to Agustin (2020, p. 3), the lack of students' writing skills is caused by the students' perception that writing in English is complicated, making them reluctant to try. Related to the research by Shaaban, K. A., & Ghaith, G. It is stated that female students are more motivated than their male counterparts. The students have limited knowledge of vocabulary and grammar, which reduces their motivation to write. Additionally, teaching techniques also influence the development of students' motivation. Equally important is creating a comfortable and relaxed classroom atmosphere, which should also be considered so that students feel at ease when learning to write.

Based on the observations made, most students have low proficiency in the four skills (listening, speaking, reading, and writing), but their interest in learning English is very low. Based on the implemented curriculum, students are expected to meet the three elements specified by the curriculum. These three elements are divided into listening-speaking elements, reading-viewing elements, and reading-presenting elements. To meet the curriculum's grading criteria, students must achieve a score of at least seventy-five for each assessment in the three elements.

The researchers found that when the topic being taught is descriptive text, in the writing element - presenting, students find it difficult to write simple descriptive texts. The writing ability of most students is still low, as can be seen

from their written work. Based on interviews with the English teacher who teaches tenth grade at SMKN 1 Kubu, the researcher found several factors that influence students' writing skills, such as students' understanding of grammar and vocabulary, learning media, classroom atmosphere, student motivation, and the teacher's ability to implement learning media that can attract students' attention.

Based on the observations above, the researcher found several phenomena when students were asked to write descriptive texts. These phenomena include some students appearing bored and uninterested in learning English, and some students having little motivation to try writing descriptive texts just by listening to the teacher's instructions without immediately doing it. Some students did not get any ideas to write about, and when they started writing, some students seemed to struggle to express their opinions. Many students lacked vocabulary, making it difficult for them to continue writing. Some students lacked confidence in writing because they did not understand grammar.

METHOD

This research is ex-post facto research, and the type of research carried out is correlational research because it is carried out to determine the relationship or relationship between two variables without any attempt to influence these variables. According to Sahir (2021, p. 7), the correlational research method is research that examines the degree of relationship between one variable and other variables studied based on the correlation coefficient. Based on this, correlational research aims to determine the extent of the relationship between the variables to be studied.

Student motivation is an independent variable in this research that will influence other variables. Öztürk (2013) states that writing motivation can be defined by developing the following scale, such as students having self-confidence in writing, students having goals in writing, students always trying to write, and students always sharing their writing, and students enjoying writing activities. Students' writing ability is a dependent variable or a variable that is

influenced by the independent variable. To measure the writing abilities of tenth grade students, researchers gave students the opportunity to write simple descriptive texts.

Measuring students' writing abilities needs to use appropriate measurements by considering the indicators that build the writing. There are several indicators used to measure students' writing results, such as students' ability to express ideas, be able to produce good writing, write appropriate vocabulary, use appropriate language, and be able to use well punctuation. (Hugey in Indriyani, 2021, p. 30) In this research, the population to be studied is second semester tenth grade students.

The populations were divided into 16 groups with a total population of 491. According to Arikunto (2006, p. 134), researchers must take the entire population if the population is less than 100. And if the population is more than 100, researchers can use 10-15% or 20-25% of the population as a sample. Since in this study the population is more than 100, the researcher used the Slovin formula in Rahman. (2016, p. 37). The Slovin formulation were used to determine the sample of this research by following formulation:

$$n = \frac{N}{1+Ne^2}$$

$$n = \frac{491}{1+491.10\%^2}$$

$$n = \frac{491}{1+491.10\%^2}$$

$$n = \frac{491}{5.91} = 83,079 \text{ rounded } 84 \text{ students}$$

In this study, researchers used two data collection techniques, using questionnaires and tests. In research that focuses on primary variables, questionnaires are used (Djaali & Muljono, 2008, p. 64). In this study, researchers used a questionnaire to test student motivation variables (X). According to Jacob et al. (1983), researchers used a written test whose findings were supported by several components. The test involved thirty points for content, twenty points for organization, twenty points for vocabulary, twenty points for language use,

and five points for mechanics. Retnawati (2016, p. 2) states that tests are data collection techniques used to test research respondents. The test was carried out to measure the respondent's cognitive abilities. Tests usually consist of questions that are used to obtain data or information through the respondent's answers.

RESULT AND DISCUSSION

This research was conducted at SMK Negeri 1 Kubu with the total of sample are 84 students. The data presented is based on the questionnaire and writing test processing that has been carried out by using Microsoft Excel and SPSS Version 23 for windows.

Based on the analysis of data obtained through descriptive test analysis on SPSS, the statistical summary of student motivation variables is as following table;

Table 4.1 Descriptive Statistics of Students' Motivation

Descriptive Statistics of Students' Motivation					
	N	Minimum	Maximum	Mean	Std. Deviation
Students' Motivation	84	61.00	99.00	75.5476	6.67201
Valid N (listwise)	84				

Source: SPSS 23 (Data Processed, 2024)

Based on table 4.1 of descriptive statistics on student motivation, the number of respondents sampled was 84. The data found a minimum score of 61 and a maximum score of 99. Respondents obtained a mean of 75.5476 with a standard deviation of 6.67201. The questionnaire used to measure student motivation consisted of 20 statements. To assess each questionnaire item, researchers used the Likert-scale 1-5 distributed to 84 students with a minimum score of 20 (1 x 20) and a maximum score of 100 (5 x 20). Based on assessment references, student motivation data is presented in five categories, namely: very low, low, medium, high, very high. The Frequency distribution and percentage of student motivation scores are presented in Table 4.2.

Table 4. 2 Frequency Distribution and Percentage of Students' Motivation Score

Score	Frequencies	Percentage	Category
20 - 36	0	0%	Very Low
37 - 53	0	0%	Low
54 - 70	18	21,4%	Average
71 - 87	64	76,2%	High
88 - 100	2	2,4%	Very High

Source: SPSS 23 (Data Processed, 2024)

In the data presented in Table 4.2, it could be stated that the very low category has a percentage of 0%, as well as the low category has a percentage of 0. The average category has a frequency of 18 with a percentage of 21.4%. Then in the high category has a percentage of 76.2% with a frequency of 64 which is the category with the highest percentage. In the very high category, it has a frequency of 2 with a percentage of 2.4%.

Data collection of students' writing skills is carried out by giving a writing description test to the sample. Samples are given tests to write about descriptions of people or things or places (descriptive text) with the provision of text length of three to five paragraphs. Based on the analysis of data obtained through descriptive test analysis, a summary of the results of students' writing ability variables can be seen in Table 4.3.

Descriptive Statistics of Students' Writing Ability					
	N	Minimum	Maximum	Mean	Std. Deviation
Students' Writing Ability	84	68.00	89.00	80.2500	5.20860
Valid N (listwise)	84				

Source: SPSS 23 (Data Processed, 2024)

Table 4. 3 Descriptive Statistics of Students' Writing Ability

Data in Table 4.3 shows that there were 84 participants in the writing test. The lowest score on the writing test was 68 and the highest score was 89. This test to measure Shiva's writing ability has a mean of 80.2500 which indicates that

the student's average writing score is good with a standard deviation of 5.20860. The frequency distribution and percentage of student writing scores are presented in Table 4.4.

Table 4. 4 Frequency Distribution and Percentage of Students' Writing Score

Score	Frequencies	Percentage	Category
0 - 49	0	0%	Fail
50 - 59	0	0%	Less
60 - 69	1	1,2%	Sufficient
70 - 79	38	45,2%	Good
80 - 100	45	53,6%	Very Good

Source: SPSS 23 (Data Processed, 2024)

In this research, the normality test for the distribution of data for variables X and Y is used to show that the data collected in the research comes from a sample with a normally distributed population. Whether the data distribution in the normality test is normal or not is used to determine what statistical test the researcher will use (Nasrum, 2018, p. 1). The data processed in this research was collected using a questionnaire for the student motivation variable (X) and a writing test for the student writing ability(Y). To find out whether the data collected was normally distributed or not, the researcher carried out a normality test on the data from the questionnaire and the results of the student's writing test. The normality test refers to determining the residual distribution of the correlation model. If the data is normally distributed then the model can be analyzed using correlation analysis. Researchers tested data normality with normal Q-Q Plot and 1-Sample Kolmogorov-Smirnov on SPSS Version 23 for Windows. Research data can be said to be normally distributed if the significance value is greater than 0.05. A summary of the results of the data distribution normality test can be seen in Table 4.5.

Table 4.5 Summary of Data Distribution Normality Test Results

Tests of Normality			
	Kolmogorov-Smirnov ^a		
	Statistic	Df	Sig.
Students' Motivation	,080	84	,200*
Students' Writing Ability	,079	84	,200*

Source: SPSS 23 (Data Processed, 2024)

The Data analysis through the normality test showed that the results were higher than the significance threshold (sig.>0.05) to meet the normality testing criteria. The normality test criterion is the significance value of the Kolmogorov-Smirnov statistical data which refers to Table 4.5, which has a significance value of 0.200, which means it has a significance value greater than 0.05. The normality test was carried out to reveal the relationship between Student Motivation (X) and Student Writing Ability (Y). This research conducted a linearity test using a linearity test with SPSS 23 for Windows. A summary of the data linearity test results is presented in Table 4.6

Table 4.6 Summary of Data Distribution Linearity Test Results

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Students' Writing Ability * Students' Motivation	Between Groups	(Combined)	561,121	23	24,397	,866	,639
		Linearity	,125	1	,125	,004	,947
		Deviation from Linearity	560,996	22	25,500	,905	,589
	Within Groups		1690,629	60	28,177		
	Total		2251,750	83			

Source: SPSS 23 (Data Processed, 2024)

Refers to the ANOVA table above, the linearity deviation is 0.589. Linearity

analysis is carried out by paying attention to the significance value of deviation from the linearity path, if it is greater than 0.05 then the data is linear. From the data above it can be said that Student Motivation (X) on Student Writing Ability (Y) is linear because it has a higher significance than the threshold (sig. >0.05). Based on the results of the normality test and linearity test presented above, it can be concluded that the Student Motivation variable and the Student Writing Ability variable have a normal and linear distribution so that the correlation of this research data can be analyzed. Correlation Analysis.

This research conducted hypothesis testing using Pearson Correlation in SPSS 23 for Windows. Hypothesis analysis aims to determine the relationship between student motivation and student writing ability. Hypothesis testing is also intended to find out whether there is a relationship between student motivation and student writing ability. This research has two hypotheses, namely:

1. Ho. There is no correlation between student motivation and student writing ability for tenth grade students at SMKN 1 Kubu in the 2023/2024 academic year.
2. Ha. There is a correlation between student motivation and student writing ability in tenth grade students at SMKN 1 Kubu in the 2023/2024 academic year.

The results of the Pearson correlation analysis of this research are presented in table 4.7 below:

Table 4. 7 Pearson Correlation Result

Correlations			
		Students' Motivation	Students' Writing Ability
Students' Motivation	Pearson Correlation	1	,007
	Sig. (2-tailed)		,946
	N	84	84
Students' Writing Ability	Pearson Correlation	,007	1
	Sig. (2-tailed)	,946	
	N	84	84

Source: SPSS 23 (Data Processed, 2024)

Table 4.7 explains the Pearson correlation in this study. The criterion for making a correlation decision is that if the significance is less than 0.05, it is said that the variable has a significant relationship. Conversely, if the significance is more than 0.05, it is concluded that the variable does not have a significant

correlation (Puspitasari, 2017, p. 49). Based on the Pearson correlation table presented above, the Sig. (2-tailed) is 0.946 and is higher than the threshold (Sig.<0.05) so that based on this data H_0 is accepted and H_a is rejected. In other words, the data results state that student motivation does not have a significant correlation with student writing ability so that student writing scores are not significantly influenced by the student's own motivation.

Discussion

The research conducted at SMKN 1 Kubu involving class In the High category there are 64 samples which is equivalent to 76.2% of the total sample. There are 2 samples out of a total of 84 samples or the equivalent of 2.4% in the Very High category which is the highest category. The score obtained by the sample in answering the questionnaire is a measuring tool in collecting data on the independent variable, namely student motivation. The highest score means the highest motivation in the sample. Based on the data obtained, the average (average score) of student learning motivation was 75.5476 or around 75.5 in the High category. Referring to this data, it means that the motivation of the students sampled is in the high category. Based on descriptive analysis, it also shows that none of the samples had motivation in the very low and low categories.

The technique used to collect data from the dependent variable (students' writing ability) in this research was to give a writing test to the sample. Based on the scores obtained, the mean (average score) is 80.25. There were no samples who got a score below 60 or in other words there were no students who got a score in the Failing and Poor categories. In the Sufficient category there is 1 sample in this category. A total of 38 samples (45.2%) were in the good category in writing, where in this category the range of scores obtained by the samples ranged from 70 to 79. In the Very Good category, which is the highest category in writing, 45 samples were obtained. which is equivalent to 53.6% of the total sample, in this category the range of scores obtained by the sample is 80 to 100. The average writing score of SMKN 1 Kubu students shows that the average student has good writing skills.

CONCLUSION

The results of this research based on data analysis showed that there is no significant correlation the Students' Motivation (X) and Students' Writing Ability (Y), did not correlate significantly. Referring to the results of the analysis above, that student learning motivation does not have a significant correlation on student learning achievements. This shows that the variable of student learning achievements is not only influenced by learning motivation, but also needs to consider other variables that affect student learning achievements. These variables are teacher self-efficacy, teacher creativity and other variables that affect student learning achievements. Research by Kusuma, Z. L., & Subkhan, S shows the results that teacher self-efficacy has a positive effect on student learning achievement. Teacher self-efficacy has a direct and indirect effect on student learning achievement, teacher creativity has a positive effect on student learning achievement. Teacher creativity has a direct and indirect effect on student learning achievement. This clarifies the theory that student learning outcome variables are not only influenced by learning motivation variables partially, but other variables that simultaneously also affect student learning achievements. Thus, teachers should not only focus on one variable to improve student learning achievements but also consider other variables that affect student learning achievements.

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