

**REEXAMINING THE CORRELATION BETWEEN
STUDENTS' MOTIVATION AND THEIR WRITING
ACHIEVEMENT**

**(A Correlational Study at the Fifth Semester Students of English
Education Department of UIN Syarif Hidayatullah Jakarta in the
Academic Year of 2018/2019)**



A THESIS

**In Partial Fulfillment of the Requirements
for Master Degree in Linguistics**

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**FACULTY OF HUMANITIES
DIPONEGORO UNIVERSITY
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INVESTIGATING THE CORRELATION BETWEEN STUDENTS' MOTIVATION AND THEIR WRITING ACHIEVEMENT

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ABSTRACT

Motivation is one of the factors influencing the learning achievement. It is needed for students to strengthen the learning process. By having it, students are more curious to achieve the information, and they can get a better learning achievement. Based on this condition, a question is raised whether motivation also correlates with a specific learning achievement or not, for instance on the writing achievement. It is chosen as dependent variable because many students consider it as the complicated skill. This study employed a correlational method. It was conducted with 25 students in the 5C class as a sample chosen by using simple random sampling. Furthermore, the writer used questionnaire and writing test to collect the

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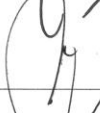
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CERTIFICATION OF ORIGINALITY

I hereby declare that this study entitled "REEXAMINING THE CORRELATION BETWEEN STUDENTS' MOTIVATION AND THEIR WRITING ACHIEVEMENT: A Correlational Study at the Fifth Semester Students of English Education Department of UIN Syarif Hidayatullah Jakarta in the Academic Year of 2018/2019" is my very own work and that, to the best of my knowledge and belief, this study contains no material previously published or written by another or material which to a substantial extent has been accepted for the award of any other degree or diploma of a university or other institutes of higher learning, except where due acknowledgement is made in the text of the thesis.

Semarang, August , 2019



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ABSTRACT

Many researchers consider motivation as one of the factors influencing the students' learning achievement. It is needed for students to strengthen the learning process. By having it, students are more curious to achieve the information, and they can get a better learning achievement. Based on this condition, a question is raised whether motivation also correlates with a specific learning achievement or not, for instance on the writing achievement. It is chosen as dependent variable because many students consider it as the most complicated skill. This study employed a correlational method. There were 25 students participated in this study. The writer used questionnaire and writing test to collect the data which had been computed by using the Pearson Product Moment technique assisted with IBM SPSS 23. The finding shows that motivation does not significantly correlate with writing achievement. The correlation level is very weak ($r = 0.040$), the significance value is more than 0.05 (sig. = 0.848), and its contribution toward writing achievement is very low ($r^2 = 0.0016$). Students' writing success cannot only be determined by motivation factor. Their interest in learning writing skill should be increased. Furthermore, they should have a good content, text organization, vocabulary, language, and writing mechanism mastery to achieve a good writing score.

Keywords: correlational study, motivation, writing

INTISARI

Banyak peneliti menganggap motivasi sebagai salah satu faktor yang mempengaruhi pencapaian belajar siswa. Motivasi diperlukan untuk menguatkan proses belajar siswa. Dengan motivasi, rasa keingintahuan siswa untuk menerima informasi lebih tinggi dan mereka mampu memperoleh hasil belajar yang lebih baik. Berdasarkan kondisi ini, muncul pertanyaan apakah motivasi juga berkorelasi terhadap hasil belajar yang spesifik, misalnya pada pencapaian menulis. Pencapaian menulis dipilih sebagai variabel terikat karena kebanyakan siswa mempunyai masalah pada kemampuan menulisnya. Penelitian ini menggunakan metode korelasi. Ada 25 partisipan dalam penelitian ini. Dalam mengumpulkan data digunakan kuesioner dan tes menulis yang dianalisis dengan teknik korelasi *Pearson product moment* IBM SPSS 23. Hasil penelitian menunjukkan bahwa motivasi tidak mempunyai korelasi yang signifikan dengan pencapaian menulis. Tingkat korelasinya sangat lemah ($r = 0.040$), tingkat signifikansinya lebih dari 0.05 ($\text{sig.} = 0.848$), dan kontribusinya terhadap pencapaian menulis juga sangat rendah ($r^2 = 0.016$). Motivasi tidak bisa menjadi satu-satunya faktor penentu kesuksesan menulis siswa. Ketertarikan siswa dalam belajar menulis harus ditingkatkan. Selain itu, mereka harus mempunyai kemampuan konten, organisasi teks, kosa kata, bahasa, dan mekanisme menulis yang bagus untuk memperoleh nilai menulis yang bagus pula.

Kata kunci: penelitian korelasi, motivasi, menulis

CHAPTER I

INTRODUCTION

This section consists of background of the study, research question, purpose of the study, significance of the study, scope and limitation of the study, and definition of key terms.

1.1 Background of the Study

The use of English is essential in this global era. As a global language, English is used to communicate with other people across the world. In order to communicate using English, children till adults learn English in formal or informal education. In their class, they learn listening, speaking, reading and writing skill. Huy (2015: 66) states that writing skill is crucial for students in learning English. In line with Huy, Kellog and Raulerson (2007: 237) state that writing skill is essential in higher education and the world of work. However, it is very complex skill to be mastered (Hegarty, 2000: 5). The complexity of writing is also supported by Mertens (2010: 2). He states that writing is an effortful activity that the human does. It is the most difficult skill of other three skills because it requires all aspects in language. Those aspects are choosing the suitable vocabulary, using the appropriate cohesive devices and applying a good structure to make coherent text.

Despite its difficulty, writing has an important role. People can share their knowledge, so, they can transfer it to the next generation. Therefore, students need to develop their writing skill. As stated by Graham, et al, (2016: 2), developing writing skill can help them be successful. It gives them opportunity in expressing their thoughts, ideas, feelings, and experiences. It also encourages them to think and respond critically.

Learning to write has become a challenge and a multi-skilled process. Students need to arrange sentences, create paragraphs, and convey ideas in the standards of written English (Muschla, 2006: 15). That is why writing is a long process that most of students have a problem on it. Moreover, many students do not spend more time to practice the writing skill.

University students should be able to master the writing skill. They must write clearly about the topics related to their research. Unfortunately, students still face many problems in writing. Moreover, writing in English is not as easy as in Bahasa. English is complex since it is not the first language in Indonesia.

The problems in writing skill must be noted. The teacher and the students should understand the factors which may be the reason of their problem. Huy (2007: 237) states the major problems of students' learning writing skill are the students' lack of vocabulary mastery. They face difficulties in grammar structures, they do not understand the topic of

writing, they do not have enough time for being revised, their resources of materials are limit, and they do not have enough time to practice. Additionally, other factors which may affect the poor writing are they have low motivation to write, low reading proficiency, and dominant effect of their first language toward their English writing text (Fareed, et. al, 2016: 81).

Motivation is a basic modal for students to pour their ideas into a written text. Many educators assume that it is an important factor to increase the students' achievement in learning English. (Dornyei, 1998: 117). Vallerand et al., (1992) as cited in Li and Zheng (2017: 4) state that academic motivation can be described as cognitive and emotional stimulation form that effect a learner's academic achievement. In line with this statement, McLeod, (1987); Pintrich and Schunck, (2002) in Troia et al. (2012: 3) state that motivation is surely one crucial component for getting success. Highly motivated students are more responsible than others to decide their learning plan, to achieve learning, and to sustain the information that they get. They have a good preparation to begin the learning.

The importance of motivation is corroborated by some researchers. They find that it correlates significantly with learning achievement. (Yuat Chan, 2009, Li & Pan, 2009, Goodman, et al., 2011, Amrai, et al., 2011, Ly, 2016, Dashtizadeh & Farvardin (2016), Sharma & Sharma, 2018).

Every student must have a basic modal to achieve the learning process, to maintain the information, and to develop their ability.

On the contrary, Binalet (2014) conducts the study with 30 participants of Bachelor of Science students in Philippines. The result shows that motivation does not correlate with learning achievement. He states that language learning success cannot be only determined by motivation. Language learning achievement may be affected by several factors. Some of these factors can be the performance in the class, the educator's attitude and knowledge in controlling the class, and the type of language learning enhanced by the curricular planners of the educational institution. However, this study has some weaknesses. This study does not categorized motivation based on its type. Furthermore, the questionnaire is adapted from Noel, et al. (2000) which consists of 21 statements, but it is modified by him into 18 statements. Unfortunately, he does not clearly state why the three statements are omitted.

1.2 Research Question

The research questions are stated as follows:

- a. How is the students' motivation in learning writing skill?
- b. How is the students' writing achievement?
- c. Is there any significant correlation between students' motivation and their writing achievement?

1.3 Purpose of the Study

Considering the title of the study and the research questions stated previously, the study is conducted to attain several purposes as follows:

- a. To describe the students' motivation in learning writing skill.
- b. To describe the students' writing achievement.
- c. To find out whether there is significant correlation between motivation and writing achievement or not.

1.4 Significance of the Study

For students, they can get information of their motivation in learning writing skill. Students who got low motivation score can increase their writing motivation by increase their interest in learning writing. They can seek factor which can increase their interest. Besides, after they know their writing test result, then they can do self-evaluation. They should practice more to gain a good writing achievement especially on content, organization, vocabulary, language, and mechanics mastery.

For teacher, to increase students' interest in learning writing skill is not an easy work. It should be supported by the university stakeholders. Besides, the teaching method can be varied more. It can be stressed on the students' writing problem and its solution. By providing various writing tasks and giving feedback continuously, it is hoped the students' writing problem can be solved. As a result, the students can improve their writing skill.

This study is expected to be advantageous practically not only for the students and the teachers, but also for researchers who interested in the field of motivation and writing. The result of this study might be useful for other researchers as a reference to conduct future research.

1.5 Scope and Limitation of the Study

This study only focuses on two aspects. They are students' motivation in learning writing and their writing achievement. To obtain students' motivation score, the questionnaire was used. It was adapted from Ryan and Deci's (2000) intrinsic and extrinsic motivation theory. Then, it was developed to make it more specific. It was the students' writing motivation consisted of positive and negative statement.

The writer also conducted a written test in the form personal recount text. The scoring rubric from Heaton's theory (1975) was used to analyze their writing. Then, to analyze all the data, the writer used Pearson product moment technique.

1.6 Definition of Key Terms

a. Motivation

Motivation is a factor controlling the level of people's desire to do some activities (Ziahosseini & Salehi, 2008: 86). Ryan & Deci (2000: 55) categorize motivation into intrinsic and extrinsic motivation. Intrinsic motivation refers to doing an action because it is enjoyable.

Meanwhile, extrinsic motivation refers to doing an action because it comes from external factor.

b. EFL

EFL is a term applied in context where English is either not to be used for daily communication or it is not used as a medium of instruction (Carter & Nunan, 2001: 2).

c. TEFL

TEFL is the use of English as a subject starting from junior high school students through university students in Indonesia. The high school students must pass the English subject on their national examination. For university students, they have to take the TOEFL before they graduate from university.

d. Writing

Writing is an activity of conveying the ideas, meanings, and feelings into a text. It includes arranging words, sentences, and other larger writing chunks to convey what is in the writer's mind and to get better grammar and vocabulary.

e. Teaching Writing for EFL Students

Teaching writing for EFL students is an effort to deliver knowledge, create a writing task and give feedback for students in producing a grammatical correct piece of writing and a communicative writing.

CHAPTER II

LITERATURE REVIEW

This chapter consists of previous studies and underlying theories related to the scope of the study.

2.1 Previous Studies

Several studies on the students' motivation has been done by researchers. The followings are the previous studies of present study.

2.1.1 Motivation and Its Relation to the Foreign Language Achievement.

One of those studies was carried out in foreign language class. The study conducted by Yuet (2008). The study focused on the motivation and its relation to the foreign language learning achievement. It was done in Hong Kong. The subject of the study consisted of 33 students. Questionnaire and semi-structured interview were used to collect the data. The questionnaire consisted of 36 statements with six point likert scale. The findings revealed that motivation was positively correlated with foreign language achievement.

Another study on the foreign language class was done by Li & Pan (2009) in China. The study was to find correlation between motivation and English achievement in Qingdao Agricultural University. There were 65 participants joining the research. The instrument used was only a questionnaire that was consisted of 15 questions. The findings revealed that motivation was positively correlate with English achievement.

Dashtizadeh & Farvardin (2016) conducted the study in Iran with 400 eleventh grade high school students from Tehran, Ahvas, Semnan, and Kerman to examine the language learning motivation and its relation to foreign language achievement. There were two questionnaires, the first questionnaire consisted of 37 items, and the second one consisted of 23 items. Another instrument was the students' English final exam score. The results showed that motivation was significantly correlate with language achievement.

Most of those previous studies showed that motivation correlated with academic achievement. On the contrary, Zanghar (2012) found that motivation did not correlate with language achievement. There were 40 undergraduate Libyan. The questionnaire was adapted from Gardner's questionnaire model. To collect the students' language achievement, he used the students' scores on their midterm exam in English speaking class. From the finding, he found that motivation did not correlate with language achievement. Binalet (2014) employed 30 learners of criminology program at one of University in Philippines as participations in his study. A

questionnaire and a grammatical judgment test were applied to collect the data. The finding showed that motivation might not be significantly correlated to language achievement.

2.1.2 A Big Sample on the Study of Motivation and Its Relation to the Academic Achievement

Some researchers held a study on learners' motivation in a big sample. One of those was taken by a Chinese researcher to examine its correlation toward English achievement in non-English major. Wang (2008) used two samples, the first sample consisted of 140 students and the second sample consisted of 329 students. The questionnaire consisted of 24 items with five-points Likert scale. The study revealed that independent extrinsic motivation has positive correlation with the intrinsic motivation and achievement. Meanwhile, extrinsic motivation has negative correlation with intrinsic motivation and achievement.

A large sample also conducted by Zhu & Leung (2010) to examine the correlation between motivation and academic achievement in East Asian education systems associated with students from Australia, England, Netherlands, and USA. It was conducted at the eighth grade mathematics study. The participants consisted of 4,972 Hong Kong students, 4,856 Japanese students, 5,309 Korean students, 6,018 Singaporean student, 5,379 Chinese students, 4,791 Australian students, 2,830 British students, 3,065 Netherlander students, and 8,912 American students. There were seven

items in the questionnaire with four-point Likert Scale. The result showed that either intrinsic or extrinsic motivation correlated with East Asian students' mathematics score, whereas extrinsic motivation correlated with Western students' learning.

Iranian researchers, Amrai, Motlagh, Zalani, and Parhon (2011) also held a study in a big sample. The participants consisted of 252 Tehran University students. The purpose of the study was to test the correlation between motivation and academic achievement. The questionnaire contained 43 statements with five-point Likert scale. The findings showed that motivation was correlated with academic achievement.

In addition, Gupta & Mili (2016) investigated the impact of motivation on academic success. There are 995 students of class IX at the secondary schools in India participated in the study. To collect the data, motivation questionnaire and the students' scores were used. The result revealed that the correlation between them was low because the correlation value was under 0.30.

2.1.3 Motivation and Its Relation to Cognitive Learning

The study concerning the learners' motivation has been conducted not only on the correlation toward language achievement but also on the correlation toward other subjects. As in Ly, Petrus, et al. (2016), they analyzed the motivation and its relations to cognitive learning results on Land Law Program. The subject of the study was 25 students of PPKn

Department, Faculty of Education, Nusa Cendana University. The questionnaire and cognitive test were used. The questionnaire consisted of 32 items with five-points Likert Scale. The cognitive test consisted of 50 questions. The findings revealed that motivation was significantly correlate with learning outcome on Land Law Program.

2.2 Definition of Motivation

Dornyei and Ushioda (2011:3) believed that to be motivated is to be moved to do some activities. It is a factor controlling the level of people's desire to do an activity (Ziahosseini and Salehi, 2008:86). Sharma and Sharma (2018:1) defined motivation as the purpose of people's actions, desires, and needs. It is a term that describes an individuals' choice about what goals they will achieve for and their efforts to achieve the goal. It is a theoretical construct used to explain why people are doing what they are related constructs such as goal and strategy.

Motivation is the key to get success in language learning (Zaman, 2015:36). It involves the process of boosting, leading, and maintaining behavior (Santrock, 2011:438). According to Gardner (1985:10), motivation is a struggle and a need to accomplish the aim of learning the language. It should be combined with desirable attitudes toward learning the language. Students with high motivation are provided with a goal and

target. Therefore, it has an essential position in language learning. Some difficulties may be faced by the low motivated students.

Motivation can affect students' willingness to contribute in the learning process (Al Othman and Shuqair, 2013:123). Students' motivation is developed in students' personal experiences, especially those bonds with their enthusiasm to go along with the lessons and learning activities and their goal for doing so (Brophy, 2004:4). It is the stimulation to attain goal by enthusiastically doing the effort and a power that transforms the students to do learn for the sake of a clear purpose. Moreover, it is a force that has a function to prompt students to learn something so that their objectives can be achieved successfully. Without motivation they are difficult to participate in the learning process.

2.3 Theoretical Perspectives of Motivation

Motivation is explained in different ways by different psychological perspectives. Santrock (2011:438) suggested four perspectives of motivation: humanistic behavioral, cognitive, and social perspective.

2.3.1 The humanistic perspective

Hamacheck (1987) as in Eggen (2001:415) stated that this perspective highlights students' capacity individual development, freedom to decide their purpose, and positive quality. This perspective is related to Abraham Maslow's hierarchy of needs, personal's needs must be fulfilled in this sequence.

- Physiological need, such as hunger, thirst, and sleep
- Safety need, such as ensuring survival, protecting from war and crime
- Love and belongingness, such as security, affection, and attention from others
- Esteem, such as feeling good about oneself
- Self-actualization, such as the realization of one's potential.

Santrock (2011:439) said that the idea of the hierarchy of needs is interesting, but there are a group of people who disagree with Maslow's ordering of motives. For example, some students' cognitive needs might be more essential than esteem needs. Other students might get their cognitive need although they have not felt love and belongingness.

When the humanistic perspective is applied in educational motivation, it stresses the personal and emotional side of learning and teaching. Based on this perspective, students' motivation depends on how students view themselves as people and how they find a contribution to their growth in their school (Eggen, 2001:416).

2.3.2 The behavioral perspective

This perspective highlights outer incentives and the punishment as a key in controlling students' motivation. This perspective comes from Skinner's classical operant conditioning that is stressed in rewards and punishment. Eggen (2001:411) states that behaviorism sees motivation as a reinforcement. Rewards are still common reinforces although the use of

rewards is controversial. This perspective is still commonly used by many teachers in disciplining the students to gain good behavior.

2.3.3 The cognitive perspective

According to Brown (2007:168) in the cognitive perspective, motivation puts much more stresses on the person's choices. Eggen (2001:414) explains that the cognitive perspective of motivation focuses on how mental processes affect students' motivation, their needs for order, predictability, and comprehension. It also highlights the essential of establishing, organizing, and observing the development of a goal (Urdu, 2010) as in Santrock (2011:439).

Eggen (2001:415) gives some examples of why people do something according to cognitive motivation, such as why people are intrigued by brain teaser and other problems with no practical application, why people are interested in something that happens unexpectedly, why students ask questions about incidental and unrelated aspects of the lesson, why people persevere on activities and then quit after they have mastered the task, and why people want feedback about their performance, even if it is negative feedback.

2.3.4 The social perspective

This perspective includes creating, keeping, and restoring kind and close personal relationship. Students who are thoughtful and helpful with their social relations are more confident (Wentzel, 2010) as in Santrock

(2011:440). They can have good relation with teachers, officers, or their colleagues. If a student does not obtain a good score, she has to think positively that she need to practice more instead of assuming that her teacher does not give clear explanation within the learning process, or her friend does not help her assignment. Good interpersonal relationship gives positive vibes. Therefore, it is important for students to maintain it.

2.4 Intrinsic Motivation

Intrinsic motivation is associated with the engagement in the activities because of the pleasure. A student can be highly motivated to learn the subject without incentives. It relates to achieve goal since it is intrinsically exciting and pleasing. It is an effort comes from inside the people. They drive to do something or seek out the challenge because they enjoy it. It comes from students' curiosity and desire to foster their learning (Ryan and Deci, 1985:245). It will promote them to grasp and apply what they are learning and will improve chances that they will keep on reading and learning about writing or another subject long after they have graduated from their formal education (Ormrod, 2008:386). It is an internal will to act a particular activities or to do particular tasks. Students do it because the particular activities give them a happiness or joy.

Leal, et al. (2012:163) stated that people who have intrinsic motivation do their activity because of their interest and satisfaction within the activity. Deci (1975:23) in Brown (2000:172) stated that there is no

outer reward in intrinsic motivation. The students are enjoying the activity without external reward. It means, intrinsically motivated students actively engage in learning because they are curious and enjoyable in the learning process. They have a clear purpose in achieving their goal. Intrinsic factor comes from students' interest, need, and goal in learning (Ryan and Deci, 2000:374).

According to Slavin (2006:338), there are some ways for educators in promoting students' intrinsic motivation, such as stimulating learners' attention, sustaining their inquisitiveness, applying a kind of interesting learning methods, and supporting learners to establish their targets. It is not an easy work, however, if the educator have commitment to increase students' intrinsic motivation, she or he will get a satisfactory result.

2.5 Extrinsic Motivation

Extrinsic motivation is associated with the participation in activities because they have reward from outside. It is stimulated by some kind of external incentives. It tends based on the reward from outside. Ekiz and Kulmetov (2016:18) stated that external motivational factors appear from teacher, parents, and the environment.

When learning setting offers optimum tasks, intense encouragement, and independence, the students' motivation tends to increase. (Ryan and Deci, 1985:245). Extrinsic motivation is not always

bad things, however, frequently students are motivated together intrinsic and extrinsic motivation (Omrod, 2008:386).

Each of the students has their preference subject. For instance, a student may prefer math to English. English is more difficult than math for him. Math can be intrinsically interesting subject to her, but English cannot. He needs to study harder, and must be motivated to achieve good score on the difficult subject. Therefore, this extrinsic motivation is needed to increase students' learning achievement.

Educators can provide extrinsic motivation such as communicating their expectations, feedback, and enhancing the importance of extrinsic motivators (Slavin, 2006:339-340). All these principles are essential to maintain the students' learning motivation because not every student is motivated intrinsically in their learning process.

2.6 Definition of Writing

Writing is an activity of conveying the ideas, meanings, and feelings into a written text. It includes arranging words, sentences, and other larger writing chunks to convey what is in the writer's mind and to get better grammar and vocabulary.

Learning to write is one of the most essential and the hardest subject that students. (Drijbooms, 2016:11). It is a process that takes a long process. Corresponding to Oshima and Hogue (1997:2), writing is an

ongoing process. In the beginning, the writers have an idea of what will be written and how to express them. When they finished writing, the script is read and correction or improvement is made. Therefore, writing is not a process that instantly goes away, but it requires several stages. In line with Oshima and Hogue, Abbott, Bernigner, and Fayol (2010) in Drijbooms (2016:16) state that writing is fundamentally about conveying meaning by converting thoughts into words, the outcome is the written product.

2.7 The Purpose and the Process of Writing

The aim of writing is to convey an idea and meaning to the reader (Ur, 1996:70). Writing is usually done for a particular objective. According to Fulwiler (2002:25-26), there are three purposes of writing; communication, creativity, and exploration. Its objective is to communicate an idea, express idea and convey a message of the writers to the readers

Writing is not only taking one step but also some steps. When people start to write, they use lots of time to think about what they want to write. It is because writing has a purpose to communicate an idea, so the first step to writing well is to have a strong and obvious idea to express. In writing, the writer needs a process.

According to Murray (1972:4), the writing itself can be divided into three stages. The first step is prewriting. When people start to write, the

first step that they must do is prewriting. The purposes of prewriting are to generate idea regarding the topic and help people to show up the idea concerning the topic. There are many methods to pre-write, those are brainstorming, freewriting, listing, graphic organizing and outlining. The second step is writing, the act to produce the first draft. When the first paragraph is written, the idea that has been generated from prewriting as a guide is used. The third step is rewriting or revising. The explanation above shows that writing is a process that takes some procedures. It can be taken more time to consider and decide appropriate vocabularies to be make communicative text.

2.8 The Approach of Teaching Writing

In teaching writing that takes place in EFL classroom there are two approaches that have dominated over the last twenty years. Those approaches are process and product approach (Tribble 1996 as in Hossein and Nasrin, 2012:722).

2.8.1 Process Approach

A teacher who chooses a process approach to writing is paying attention to some stages, spending time with students on pre-writing phases, editing, redrafting, and publishing their work. The purpose of the process approach is to get the core of the several skills that are engaged in writing (Harmer, 2001:257).

Nunan (1991) in Sun and Feng (2009:150) states that the process approach focuses on the stages included in making a piece of work. The teacher who chooses this approach agrees with the reality that there is no perfect text, but that a writer will get closer to perfection by taking some stages in writing.

There are many notions related to the writing stages. Some of them are from Grenville (2001:vii), he states that there are six stages, such as (a) getting ideas, (b) selecting ideas (c) outlining or putting ideas into the best order (d) drafting (e) revising (f) editing. In addition, Harmer (2004:5) proposes the stages of writing process consist of planning, drafting, and final version.

Based on the notions above the process approach can be defined as an approach in teaching writing that highlights more on the stages of the writing process than on the final product. There are some advantages of process approach based on Shih (1986) in Brown (2001:335-336), such as: focusing on the process of writing that guides to the final product, helping students understand their own organization process, helping students to construct repertoires of for pre-writing, drafting, and re-writing, giving students time to write and rewrite, putting essential importance on the process revision, letting students find out what they want to say as they write, giving students feedback during the constructing process, encouraging feedback from both the instructor and peers, and involves

individual conference between teacher and students during the process of constructing.

2.8.2 Product Approach

According to Harmer (2001:257) when focusing on the product approach teacher is only concerned about the purpose of a task and at the end of the product. Pincas (1982) as cited in Hossein and Nasrin (2012:722) considers writing as being mostly about linguistic knowledge, pay attention to the proper use of vocabulary, syntax and cohesive divide.

Richard (1995:106) states that there are principles of the product approach in second language teaching, they are: (1) students have different writing purposes, either for academic writing or personal writing, (2) the aim of a writing program is to teach students are capable to produce kinds of written texts that they will meet in educational and personal contexts. The writing program will focus on the patterns and forms of organization that is used in different kinds of written texts, (3) the rhetorical patterns and grammatical rules that are used in different kinds of texts are presented in model compositions, (4) correct sentence structure is an important component of writing; grammatical skill is highlighted, (5) errors in writing are avoided by delivering students with models to follow or by guiding and controlling what students write to avoid them from making errors, (6) the mechanics of writing are taught: handwriting, capitalization, punctuation, and spelling.

CHAPTER III

RESEARCH METHOD

This chapter emphasizes on the methodology of the research which involves research setting, research design, population, sample and sampling technique, technique of collecting data, and technique of analyzing data.

3.1 Research Setting

The study was carried out at the English education department faculty of UIN Syarif Hidayatullah Jakarta and it was conducted in November 2018 in the academic year of 2018/2019.

3.2 Research Design

This design of this study is a correlational study. The correlational study is meant that the writer is eager to know the correlation between an independent variable and a dependent variable. An independent variable is

a variable that is employed to determine the value of dependent variable. Meanwhile, a dependent variable is the output variable which the researcher is interested in examining to see whether it is affected or not. The independent variable in this study is students' motivation and the dependent variable is writing achievement.

3.3 Population, Sample, and Sampling

Population means the larger group of people who are chosen by researcher (Gay et al, 2011: 129). The fifth semester students of English education department were the population of this study. There were three classes; 5A, 5B and 5C. Each class consisted of 28 students.

The writer used purposive sampling technique. In this sampling technique, the respondents were the students who have taken the writing III. The writer took one class among all three classes. As the result, the sample class was 5C that consisted of 28 students. In fact, there were only 25 students who attended the class. The three other students were absent.

3.4 Technique of Collecting Data

The writer collected the data before it was analyzed. Collecting the data consists of several main aspects.

3.4.1 Instrument of the Study

In this study, the writer used questionnaire and writing test to collect the data.

a. Questionnaire

To obtain the data regarding to student's motivation, the questionnaire was used. It was adapted from Ryan and Deci's (2000) intrinsic and extrinsic motivation theory. It was developed by the writer and consisted of 36 items including positive and negative statements. The students were given questionnaire which was in the form of Likert scale. In this case, the form of the statement of the motivation that was used in the study required the responses; strongly agree, agree, disagree, strongly disagree.

b. Test

In this study, the writer conducted a test by which the students write at least 3 paragraphs or at least 150 words in the form of personal recount based on some indicators such as content, organization, vocabulary, language use, and mechanics.

3.4.2 Try Out of the Instrument

Before distributing to the real sample, the instruments were distributed to the try out class that was consisted of twenty-eight students to find the validity and reliability of the questionnaire. Try out class was chosen based on the lecturer schedule at that time.

3.4.2.1 The Result of Try Out Class

After constructing the questionnaire, the writer distributed it to the try out class to find the validity and the reliability of the questionnaire.

Table 3.1
The Motivation Questionnaire Score of Try Out Class

Student Number	Score	Student Number	Score
1	115	15	96
2	102	16	106
3	111	17	92
4	99	18	126
5	96	19	102
6	111	20	119
7	99	21	107
8	98	22	108
9	105	23	119
10	100	24	100
11	100	25	97
12	98	26	111
13	112	27	109
14	104	28	109

The complete scores can be checked on the appendix 5. After collecting the students' scores, then the writer conducted the validity and the reliability test. These tests are important to be done before the questionnaire is ready to be distributed to the real sample class.

3.4.2.2 Validity and Reliability Test

After collecting the questionnaire from the try out class, then the next step is to find the validity and reliability. In analyzing the validity of students' motivation questionnaire, the writer used Pearson Product Moment by the help of IBM SPSS 23rd version.

3.4.2.2.1 The Result of Validity Test

The aim of validity test is to test whether the questionnaire is valid or not. If the product moment correlation coefficient is higher than r table ($r_{table} = \alpha; 28-2 = 0.388$), then the item of questionnaire is valid. The writer employed the validity test by using IBM SPSS 23. The steps are as follows:

- a. Fill the respondents' score on the "data view" column
- b. Click Analyze→Correlate→Bivariate
- c. Choose all data to the variables
- d. Click "pearson" on the correlation coefficient
- e. Click "two-tailed" on the test of significance
- f. Click "options", choose means and standard deviation on the statistics, choose exclude cases pairwise on the missing value column, and click continue, then click OK.

The result of validity test can found on the appendix 3. There were 35 valid items. Therefore, there was only one invalid statement because its Pearson correlation is lower than r table. The invalid statement (number 6) then should be omitted.

3.4.2.2.2 The Result of Reliability Test

The reliability test is another important test before the instrument is ready to be distributed to the real sample. A Questionnaire must be reliable. The criteria of a reliable instrument is if it is used many times to measure the same object, then it will get the same result. The steps of reliability test using IBM SPSS 23 are as follows:

- a. Fill the respondents score on the “data view” column
- b. Click analyze→Scale→Reliability Analysis
- c. Choose all data to “Items” column
- d. Choose “alpha” model
- e. Click “Items” and “Scale” on descriptive column
- f. Click continue and OK

Nunally (1994), as cited in Ghazali (2016:48), proposed the reliable instrument if the Cronbach’s alpha is higher than 0.70. The following is the result of the reliability of instrument.

Table 3.2
The Result of Reliability Test

Cronbach's Alpha	N of Items
.788	35

Based on the result, it can be said that the instrument is reliable because it is more than 0.70. After testing the reliability of the questionnaire, the result showed that the questionnaire could be distributed to the sample class.

3.5 Technique of Analyzing Data

As stated above, this study aims to know the students' motivation in learning writing, the students' writing achievement, and the correlation between students' motivation and their writing achievement. The technique of analyzing data included pre-requirement test in the form of the normality test. The last analysis was the hypothesis test. These tests were used by using IBM SPSS 23. Bellows are the steps in analyzing the data.

3.5.1 Pre-requirement Test

Before going to correlation analysis, the sample data were computed to find their data distribution by using normality test.

3.5.1.1 Normality Test

This test was employed to know the distribution of the sample class data. If the significance value is more than 0.05 (sig. > 0.05), then the data has a normal distribution. To check the normality of the variable, it can be done by using IBM SPSS 23.

3.5.2 Hypothesis Test

The hypothesis test was calculated by using IBM SPSS 23 with the Pearson Product Moment correlation analysis techniques to answer whether its correlation coefficient is significant or not, and to know the contribution level of independent variable toward dependent variable. Research hypotheses are stated as follows:

H_0 = there is no significant correlation between motivation and writing achievement

H_a = there is significant correlation between motivation and writing achievement

If the significance value is less than 0.05, then the correlation is significant. On the other hands, if the significance value is more than 0.05, then the correlation is not significant.

CHAPTER IV

RESULTS AND DISCUSSION

This section involves the result of the study and the discussion. Result of the study includes the result of sample class, the result of normality test, and the result of hypothesis test.

4.1 The Result of Sample Class

In the following section, motivation and writing score are shown in the following table.

Table 4.1
The Score of Sample Class

Student Number	Motivation Score	Writing Score
1	92	73
2	97	67
3	99	77
4	103	77
5	104	76
6	91	85
7	113	73
8	102	82
9	110	62
10	112	85
11	104	85
12	110	69
13	86	81
14	106	76
15	104	60
16	106	87
17	122	76
18	105	92

19	90	58
20	113	77
21	107	90
22	98	66
23	109	80
24	92	79
25	92	87

Firstly, before the correlation was calculated, the writer listed the score of motivation questionnaire and the score of writing test. It was found that the student number 17 got maximum score of motivation (122), the student number 13 got the minimum score (86). Therefore the mean score was 102.68. From the score of writing achievement test, it was found that the students number 18 got the maximum score (92), the student number 19 got the minimum score (58), and the mean score was 76.84.

From the table above, it can be seen that the students who got high motivation score were not always get high score on their writing test. The example is on the student number 15, he got 106 score on his motivation questionnaire, on the other hands, he got 60 score on his writing test. The same condition is also found on student number 9. He got 110 score on his motivation questionnaire. On the contrary, he got 62 score on his writing test.

The results did not guarantee that the students who got low motivation score students would also got low writing score. The example was on the student number 6, the student number 13, the student number

24, and the student number 25. They got low score on their motivation, on the contrary, their writing score were good.

The writer tried to find the answer beyond this condition by keeping on the following steps. The first step has been done on the above explanation. It was describing the data by listing and calculating the score of questionnaire and the writing score to find their frequency statistic such as the maximum score, the minimum score, the mean score, etc. After describing the data, it was calculated into score intervals.

4.1.1 The Result of Students' Motivation Score

The following is the calculation of the students' motivation score dissemination.

$$R = 122 - 86$$

$$= 36$$

$$C = 1 + 3.3 \log 25$$

$$= 1 + 3.3 (1.39)$$

$$= 5.6 \rightarrow 6$$

$$L = 36/6 = 6$$

From the calculation result, the range between the highest and the lowest score is thirty-six. In addition, the number of interval score is six and the length of interval is six. Then, the data is computed into frequency distribution table.

Table 4.2

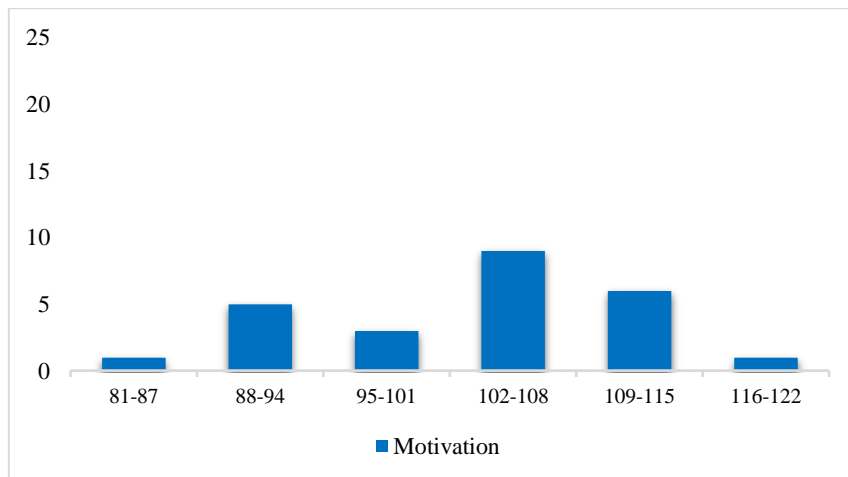
The Frequency Distribution and the Criteria of Students' Motivation Score

Average	Interval Class	Frequency	Predicate	Criteria
102.68	81-87	1	Poor	Good
	88-94	5	Enough	
	95-101	3	Moderate	
	102-108	9	Good	
	109-115	6	Very good	
	116-122	1	Excellent	

The highest number of students is in interval score 102-108 and followed by 109-115. Based on the average score, the students' motivation score was in good criteria. It means most of students in the sample class had a good motivation in learning English writing. Having a good motivation is a modal for students to learn writing well. They have a willingness to learn it by themselves rather than by someone's force. The graphic score of the students' motivation score is described in chart 4.1.

Chart 4.1

The Students' Motivation Score



According to chart 4.1, based on the first class interval of the students' motivation score showed that one (4%) student got a poor result. The poor result was obtained by the student number 13. She got 86 score on her motivation questionnaire. From the intrinsic motivation, the lowest score was interest, meanwhile, the teacher factor placed the lowest one from her extrinsic motivation. Her intrinsic motivation was more dominant than extrinsic motivation.

The second class interval showed that there were five (20%) students got enough score. The student number 6, 24, and 25 were dominant on intrinsic motivation. The other students were dominant on extrinsic one. The student number 1 and 25 got the lowest score on their interest and teacher factor. The student number 6, 19, and 25 got the lowest score on their interest and environment factor.

The third class interval showed that there were three (12%) students got moderate score. They were dominant on intrinsic motivation. The student number 2 and the student number 22 got the lowest score on their interest and parent factor. Meanwhile, the student number 3 got the lowest score on her interest and teacher factor.

The fourth class interval showed that there were nine (36%) students get good score. They were dominant on intrinsic motivation. The student number 5, 8, 11, 14, 15, 16, and 21 got the lowest score on their

interest and parent factor. The student number 4 got the lowest score on her interest and environment factor. In addition, the student number 18 got the lowest score on her interest and teacher factor.

The fifth class interval showed that there were six (24%) students got very good score. From six students, the four students were dominant on intrinsic motivation. The student number 7 got the lowest score on her interest, teacher and parent factor. The student number 9 and the student number 10 got the lowest score on their interest and teacher factor. The student number 12 and the student number 20 got the lowest score on their interest and environment factor. Meanwhile, the student number 23 got the lowest score on his interest, parent, and environment factor.

The last class interval showed that there was one student (4%) got the excellent score. The student number 17 was dominant on intrinsic motivation. He got the lowest score on his interest, parent, and environment factor.

Based on those results, the sample class which consisted of twenty-five student placed the interest factor as the lowest factor of intrinsic motivation. The reason is on the number of the statements of the interest factor. It has only five statements consisting of three positive statements and two negative statements. Meanwhile, the other factors have six statements consisting of three positive statements and three negative

statements. There was one invalid statement in the interest factor. Consequently, the invalid statement was omitted.

Another important reason of the low interest is because of the writing skill's difficulty. Most of them agree that writing skill is the hardest skill. Three students do not learn it enthusiastically and seven students feel bored in their writing class. On the contrary, the highest score of intrinsic motivation is on the need factor. Their need in learning the writing skill is high. They think that writing skill is important to be mastered because they can share knowledge to the reader and they think that it is very necessary in the global communication.

From the extrinsic motivation, most of the students got the lowest score on the parent factor. They cannot discuss the English writing subject with their parent at home. If they can discuss it with their parent, they can get more information or their motivation to learn English writing skill is increased. The highest factor is on the teacher factor. Their writing teacher/lecturer gives clear reason why writing skill is important. Moreover, their teacher/lecturer also gives positive feedback and listens to their writing problem.

4.1.2 The Result of Students' Writing Score

The students' writing achievement was evaluated by using the scoring rubric. It can be seen on the appendix 8. It helped the writer a lot in

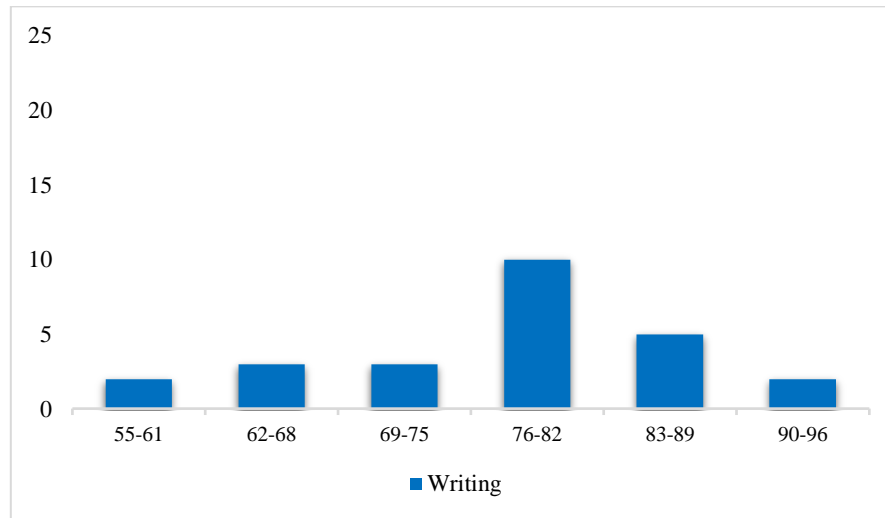
scoring the students' writing. After the students' writing had been collected and evaluated, then the writer calculating the number of class interval to make it easier to be categorized based on the students' score. From the calculation result, the range between the highest and the lowest score is 34. In addition, the number of class is 6 and the length of interval is 6. Then, the data was computed into frequency distribution table as seen on the following table.

Table 4.3
The Frequency Distribution and The Criteria of Students' Writing Score

Average	Interval Class	Frequency	Predicate	Criteria
76.76	55-61	2	Poor	Good
	62-68	3	Enough	
	69-75	3	Moderate	
	76-82	10	Good	
	83-89	5	Very good	
	90-96	2	Excellent	

Most of the students got 76-82 score. Based on the average score of writing achievement, the criteria of students' writing achievement was in a good criteria. The graphic score of the students' writing score is described in chart 4.2.

Chart 4.2
Students' Writing Score



According to chart 4.2, based on the first class interval of the students' writing score shows there is two (8%) student get poor writing score. The poor score is obtained by the student number 15 and the student number 19. Based on the analysis, their problems are on the content, organization, vocabulary, language, and mechanics. The student number 15 gets 60 score. The detail scores are listed as follows; content: 20 (limited knowledge of subject and little substance), organization: 13 (non-fluent, ideas confused), vocabulary: 13 (limited range of vocabulary), language: 11 (major problems in simple and complex construction), mechanics: 3 (frequent errors of spelling, punctuation, and capitalization). The student number 19 gets 58 score. The detail scores are listed as follows; content: 20 (limited knowledge of subject and little substance), organization: 14 (somewhat choppy, loosely organized but main ideas stand out),

vocabulary: 10 (limited range, frequent errors of words/idiom form, choice, and usage), language: 11 (major problems in simple and complex construction), mechanics: 3 (frequent errors of spelling, punctuation, and capitalization).

The second class interval shows that there are three (12%) students getting enough score. The student number 2 gets 67 score, the student number 9 gets 62 score, and the student number 22 gets 66 score. Their problems are on the content, organization, vocabulary, and language. Their writing mechanics are in good to average categories since there are occasional errors of spelling and punctuation.

The third class interval shows there are three (12%) students get moderate score. The student number 1 gets 73 score, the student number 7 gets 73 score, and the student number 12 gets 69 score. The student number 1 and the student number 7 have good to average categories on their content, organization, vocabulary, language, and mechanics. Meanwhile, the student number 12 has problems with her language and mechanics. Her major problems in complex construction and frequent errors of spelling, punctuation, and capitalization.

The fourth class interval shows there are ten (40%) students get good writing score. The student number 3, 4, and 20 get 77 score, the student number 5, 14, and 17 gets 76 score, the student number 8 gets 82

score, the student number 13 gets 80 score, the student number 23 gets 81 score, and the student number 24 gets 79 score. The student number 4, 5, 14, and 17 have good to average score on content, organization, vocabulary, language, and mechanics. The student number 8, 23, and 24 have very good content which shows knowledgeable and substantive content. Meanwhile, the student number 3, 13, and 20 have very good organization. They show fluent expression and clear idea.

The fifth class interval shows there are five (20%) students get very good writing score. The student number 6, 10, and 11 get 85 score and the student number 16 and 25 get 87 score. The student number 6, 10, 16, and 25 have very good content, organization, and language. Meanwhile, the student number 11 shows very good category on language.

The last class interval shows that there is two students (8%) get the excellent writing score. The student number 18 gets 92 score and the student number 21 gets 90 score. The student number 21 has very good categories on her content, organization, vocabulary, and language. In addition, the student number 18 gets the highest score of all students in the sample class. His writing shows very good content, organization, vocabulary, language, and mechanics. His writing shows knowledgeable and substantive content, fluent expression and clear idea, sophisticated range and effective word/idiom choice and usage, effective complex constructions. Moreover, it demonstrates mastery of convention.

To sum up, based on the students' average score, their motivation and writing score are in good criteria. However, there are some students who do not obtain satisfactory result. This inadequate results of motivation and writing achievement cannot be hidden, so, it is not the final of this study. Hence, it needs more discussion to find the reason beyond the students' problem. To continue the analysis, there were two tests which should be done. They were normality test and hypothesis test.

4.2 The Result of Normality Test

The normality test was used to know whether the data has a normal distribution or not. This test was done after getting the data from sample class. It was also done before the correlation analysis test. If the significance value is more than 0.05 (sig. > 0.05), then the data has a normal distribution. The followings are the steps of normality test.

- g. Fill the respondents score on the "data view" column
- h. Click analyze → Nonparametric Test → Legacy Dialogs → 1 Sample K-S
- i. Choose all data to "Test Variable List" column
- j. Choose "normal"
- k. Click OK

After all the steps have been done, then the result appears in the form of a table. The table of normality test can be seen on table 4.4.

Table 4.4
The Result of Normality Test

		Motivation	Writing
N		25	25
Normal Parameters ^a	Mean	102.68	76.84
	S D	8.797	9.223
Most Extreme Differences	Absolute	.128	.144
	Positive	.128	.066
	Negative	-.120	-.144
Test Statistic		.128	.144
Asymp. Sig. (2-tailed)		.200	.195

The result of normality test shows that the data distributions of motivation (sig. = 0.200) and writing achievement (sig. = 0.195) are normal because the significance value is higher than 0.05. The criteria of normal distribution is the sig. > 0.05.

4.3 The Result of Hypothesis Test

The hypothesis test was calculated by using IBM SPSS 23 with the Pearson Product Moment correlation analysis techniques to answer whether its correlation coefficient is significant or not, and to know the contribution level of independent variable toward dependent variable. Research hypotheses are stated as follows:

H_0 = there is no significant correlation between motivation and writing achievement

H_a = there is significant correlation between motivation and writing achievement

If the significance value is less than 0.05, then the correlation is significant. On the other hands, if the significance value is more than 0.05, then the correlation is not significant.

Additionally, the correlation coefficient is interpreted by using the following guideline (Sugiyono, 2010: 231):

Table 4.5
The Guidance of Correlation Level

r_{xy}	Interpretation
0.000-0.199	Very weak
0.200-0.399	Weak
0.400-0.599	Moderate
0.600-0.799	Strong
0.800-1.00	Very strong

In correlational study there are three possible results. They are a positive correlation, a negative correlation, and no correlation. Positive correlation is both variables improve or decrease at the same time. Negative correlation indicates that as the amount of one variable improves and the other decreases. No correlation indicates no relationship between the variables. A correlation coefficient near 0.00 indicates weak correlation or no correlation. The result of the Pearson product moment correlation analysis can be seen in table 4.6.

Table 4.6
The Result of Correlation Analysis

		Motivation	Writing
Motivation	Pearson Correlation	1	.040
	Sig. (2-tailed)		.848
	N	25	25

The finding shows that there is a positive correlation between motivation and writing achievement. However, the correlation coefficient is very low ($r = 0.040$). It indicates no correlation because the correlation coefficient is on the level 0.040 or near 0.00. The significance level is 0.848. It is more than 0.05, it can be stated that the correlation is not significant. Therefore, this correlation cannot be generalized to the population. In other words, the zero hypothesis is accepted. It implies that motivation does not significantly correlate with writing achievement. In addition, the contribution of motivation toward writing achievement is very low ($r^2 = 0.0016$). It has very low contribution to students' writing achievement.

Motivation does not correlate with writing achievement because the quantitative data shows a very low correlation and it is not significant. This explanation is not enough to make conclusion of this finding. The discussion is presented on the next section.

4.4 Discussion

Before going to discuss the computation result of the Pearson product moment correlation analysis, the students' motivation and their writing achievement are analyzed.

4.4.1 The Students' Motivation

The writer used a questionnaire adapted from Ryan and Deci's intrinsic and extrinsic motivation theory. It consisted of 35 valid and reliable statements. The items of the questionnaire were in positive and negative statement. The score of each response can be shown on table 4.7.

Table 4.7
The Likert Scale for Motivation Questionnaire

Responses	Positive item	Negative item
Strongly agree	4	1
Agree	3	2
Disagree	2	3
Strongly disagree	1	4

In other questionnaires, some researchers employ five, six or more scales, so the responses can be more varied. Meanwhile, the writer used only four scales in this study. The four-likert scales aim to avoid the student from the given statement with "neutral" response. Some students do not response the statement based on their true condition and they just response it with "neutral" response. Therefore, the "neutral" response was unavailable in this questionnaire.

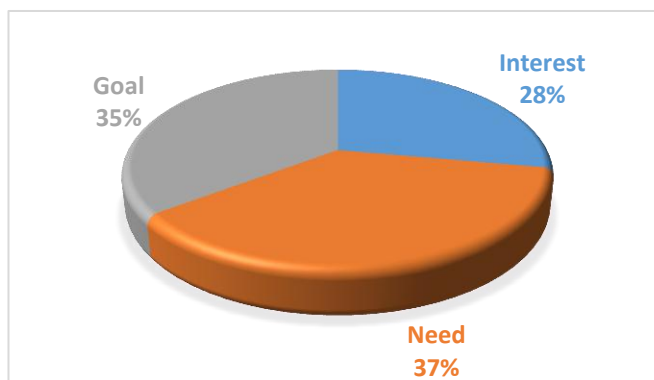
The questionnaire was made from motivation indicators. The Indicators can be shown on table 4.8.

Table 4.8
The Questionnaire Indicator for Sample Class

Variable	Types of motivation	Indicator	Items Number	
			Positive	Negative
Motivation	Intrinsic	Interest	1, 2, 3	4,5
		Need	6,7,8	9,10,11
		Goal	12,13,14	15,16,17
	Extrinsic	Teacher	18,19,20	21,22,23
		Parent	24,25,26	27,28,29
		Environment	30,31,32	33,34,35

There were three statements for each positive or negative statement, except on the interest factor. It consisted of two statements since another one was omitted because of invalidity. In the fact, the missing number effected the percentage of interest factor. The detail percentage of intrinsic motivation factor can be shown on the following chart.

Chart 4.3
Students' Intrinsic Motivation



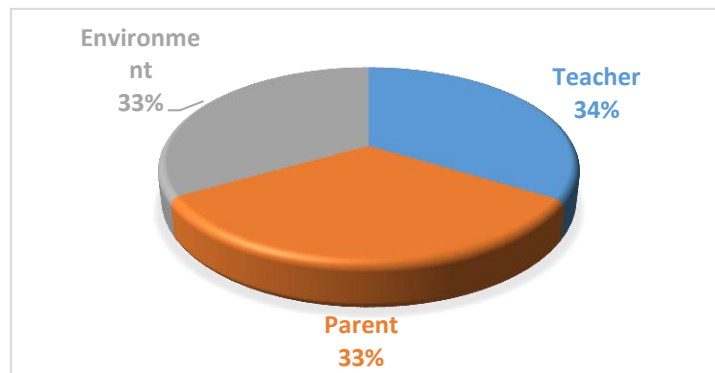
According to the chart 4.3, the total score of each intrinsic factor are: Interest (370), need (489), and goal (469). The highest score is found on the students' need. It is followed by the goal, and the last place is the interest. Students state that writing is important to be mastered in sharing their knowledge to the reader. It is the most critical skill and essential in this global communication. In this digital era, they need to learn how to write well. By mastering the writing skill, they can transfer their knowledge to the reader across the world.

Some students learn it since it has relation to their goal. If they work in an international company, they must have a good English writing skill. Another reason of learning writing skill is because they are willing to have a scholarship. Moreover, learning writing skill is important for them to be a teacher or lecturer. They need to master the writing skill in achieving goal in their future.

Unfortunately, the interest placed the lowest factor. It might be because of the total number of the interest's statement. There were five statements while the other statements consisted of six statements. However, it is not the main problem. The problem is most of the students agree that writing skill is the most difficult skill. Some students do not learn it enthusiastically and they are uninterested in their writing class. The students' problem in intrinsic motivation factor is clear enough.

Let us take a look on the factor from extrinsic motivation. The percentage of extrinsic motivation factor can be shown on the following chart.

Chart 4.4
Students' Extrinsic Motivation



The result shows that the total score of teacher factor is 421 score, parent factor is 410, and environment factor is 415. It shows that the most influential external factor in improving their writing skill is from the teacher. Their teacher gives a clear reason why writing skill is essential, delivers clear explanation, offers positive feedback and listens to their problem in learning the writing skill.

The second factor is from the environment. Such as the condition and the availability of books in the campus library. There is a Wi-Fi connection and there are many English writing text books provided there. It makes students easier to find the resource of English writing subject. So, they can improve their writing skill outside the classroom.

The last one is from the parent factor. Most of students cannot discuss the English writing subject with their parent at home. Their parent also do not encourage them to spare more time in practicing writing skill. Although their parent do not explicitly ask them to study more in writing skill, because of their business or they do not have knowledge about it, they of course ask them to study more on all the subjects. The detail score of students' motivation can be seen on the appendix 7.

The examples of students' response on their motivation questionnaire were taken from the highest and the lowest score. The student number 17 gets the highest score while the student number 13 gets the lowest score. Based on the questionnaire of the student number 17, there is no problem with his interest, need, goal, and teacher. However, he has some negative responses such as on the following picture:

25	My parents give extra money for me to buy some English books so I can improve my writing skill			✓ 2	
26	My parents provide me internet access so I can learn English writing skill when I go home	✓ 4			
27	When I go home, I can not discuss English writing subject with my parents		✓ 2		

Based on the extrinsic factor from parents, his parents do not give extra money to buy some addition books to improve his writing skill. Furthermore, he cannot discuss about the English subject with his parents. Although his parents' support is not so strong, his motivation to learn English writing skill is high.

30	There are many English writing text books that are provided in the campus library		✓ 3	
31	My campus has a conducive class and library so I can enjoy learning writing skill			✓ 2

The student number 17 responses that he cannot enjoy learning writing skill either in the class or in the library because those places are not conducive. Some negative responses on extrinsic factor do not decrease his motivation to learn English writing skill. Different from the student number 17, the student number 13 responses negatively on some statements. The detail responses are on the following picture.

3	Improving writing skill may take some process, but it will benefit for my life		✓ 3	
4	I feel bored in my writing class		✓ 2	
5	Writing is the most difficult skill — 😊			✓ 3

Based on the interest factor of intrinsic motivation, we can see from number 4, the student number 13 responses that she does not enjoy her writing class. She is not enthusiastic in her class especially in writing. How about the other factors?

6	I will be more confident if I get good score in my writing class			✓ 3	
7	Writing skill is important to be mastered because by writing I can share my knowledge to the reader			✓ 3	
8	I think English writing skill is very necessary in this global communication			✓ 3	
9	I am not sad if I do not get good score in my final writing test			✓ 3	

The statement number 6 and number 9 show negative responses. She does not agree with the statement “I will be more confident if I get good score in my writing class”. She also responses that she is not sad if she does not get good score on her final writing test. The researcher assumes that the student number 13 may not have a good attitude toward English writing subject. Let’s take a look on the statement number 10 bellow.

10	I think writing is <u>not the most important skill</u> to be mastered		✓ 2		
11	In this digital era, I do not need to learn how to write well			✓ 3	

She agrees that writing is not the most important skill since she may be interested in another skill. Based on her responses to the statement number 6 to number 11, her need in learning writing skill is not so high. How about her goal in learning writing? Her responses are shown on the following picture:

14	Learning how to write is important to me to be a teacher or lecturer		✓ 3		
15	I do not need to master writing skill in achieving goal in my future		✓ 2		
16	It is OK if I can not write well in English because my goal in learning English is not mastering writing skill		✓ 2		

Generally, her goal in learning English is not mastering the writing skill. She may not need writing in her future job. Based on her interest, need, and goal, she seems has a low intrinsic motivation in learning writing skill. Her extrinsic factor can be shown on the following picture.

18	My writing teacher/lecturer gives clear reason why writing skill is important		✓ 3		
19	My writing teacher/lecturer gives <u>positive feedback and listens to students' problem</u> in learning writing skill			✓ 2	

NO.	STATEMENT	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
20	My writing teacher/lecturer provides interesting material in teaching writing skill			✓ 2	
21	I often confused with my writing teacher/lecturer's instruction in giving the writing task	✓ 1			
22	My writing teacher/lecturer often gives difficult writing task		✓ 2		
23	My writing teacher/lecturer does not give clear explanation in explaining the material			✓ 3	

The statements number 18 to number 23 are the extrinsic factor from the teacher. Most of those statements are negatively answered by her. She responses that her writing teacher neither gives positive feedback nor listens to students' problem in learning writing skill. Moreover, her teacher does not provide interesting material. She gives responses "strongly agree" that she often confused with her teacher's instruction in giving writing task. Her teacher also often gives complicated task. Based on her response on the extrinsic factor from teacher, she can hardly understand the teacher's instruction in giving a task. She may not enthusiastic to her teacher. While other students response positively to their teacher. It may be the reason of her boredom in participating the writing class. The extrinsic factor from parents also shown on the following picture.

24	My parents encourage me to spare more time to study and practice writing skill				✓ 1
25	My parents give extra money for me to buy some English books so I can improve my writing skill		✓ 3		
26	My parents provide me internet access so I can learn English writing skill when I go home		✓ 3		
27	When I go home, I can not discuss English writing subject with my parents		✓ 2		
28	My parents do not give				

She responds with strongly disagree toward the statement number 24. It means her parents do not encourage her to spend more time to study and practice writing skill. When she is going home, she cannot talk about the writing subject with her parents. Her parents may not have enough information or knowledge about the writing subject. They may ask her to study more but not for the specific subject. Another extrinsic factor is the environment. The detail responses are shown on the following picture.

31	My campus has a conducive class and library so I can enjoy learning writing skill			✓ 2	
32	My campus holds annual program for students and lecturer especially in writing subject			✓ 2	
33	My campus				

33	I join many campus activities so I do not have enough time to improve my writing skill				✓ 4
34	My campus does not provide internet access so it is difficult for me to get online source of writing subject	✓ 1			
35	I cannot focus on learning the writing subject in the class because it is not conducive		✓ 2		

She responses that her class and the campus library are not conducive so she cannot enjoy and focus on studying the writing skill. Her campus does not hold an annual program for writing subject. She also responses that her campus does not provide the internet access. For the statement number 34, other students response that their campus has the internet access. The writer also had experiences with it but the signal is not strong because there are so many students access it.

Based on the questionnaire of the student number 13, she has low score on intrinsic and extrinsic motivation in learning writing. The low motivation does not guarantee that she does not get good writing score. In fact, her writing score is good.

4.4.2 The Students' Writing Achievement

After identifying the result of students' writing motivation, then the writer analyzed the result of the writing test. In examining the writing test, the writer examined content, organization, vocabulary, language, and mechanics of the text. The results are shown on the following chart.

Chart 4.5
The Result of Students' Writing Analysis



ding to the chart above, the result shows that there are 36% students who have knowledgeable and substantive writing. Such as in the following student's writing:

Student number 18 (S18) His writing titled "*Like a Roller Coaster*".

It consists of five paragraphs. His writing content is interesting. It was not about the writer's experience in riding a roller coaster. He used metaphorical words to express his feeling. By reading his writing, the reader could feel for every event from the beginning till the end of the paragraph.

(S23) His writing titled "*Boarding a Sailing Ship*".

He only wrote three paragraphs, but he could deliver a good message on his writing. He wrote his first experience in boarding a sailing ship when he

was twelve years old. It taught him to have a commitment to take responsibility for the decision he made and to stay strong when facing the obstacle in life to pursuing his dream.

The other seven students also have the excellent to very good content. In addition, twelve students (48%) displayed good to average writing content. The examples are listed as follows:

(S3) her writing titled "*Went Camping*" and (S4) her writing titled "*Story of My Dormitory*". Based on their writing title, the reader can guess the content. They tried their best in doing the writing test. So, they could write more than three paragraphs. They also displayed some knowledge of subject such as in (S3)'s writing the reader could get information that there is a mountain in Patulungan, Kuningan, and in (S4)'s writing, she displayed information of her activity in the dormitory. The writing topic was a personal recount. It was chosen because it related to their experience which they involved in every event from the beginning to the end. Therefore, they could be easier to write it.

In addition, four students (16%) have limited knowledge of subject and little substance. Such in the following students' writing:

(S9) his writing titled "*Driving a Car*"

The title was not appropriate to his writing content since it told the reader about his dream cars. Furthermore, most of his writing content displayed the story of his childhood that he liked car.

(S19) her writing titled "*To the Theatre*"

Both students number 9 and 19 wrote less than 150 words. Moreover, the student number 19 had a short writing. A short writing might have an effect on his writing content quality. They had a time limitation in doing their writing test. The students had for about fifteen minutes in doing their writing test since the researcher also had a time limitation in regarding to the lecturer's permission. Therefore, it was the students' problem, so they need more time in doing their writing test.

Regarding to the students' writing organization, there are ten (40%) students who demonstrate fluent expression, and their ideas are clearly stated. As in (S21)'s writing, they wrote 6 paragraphs in an organized structure. It began with orientation which showed about who, where, and when the incident happened. Then, the sequence of events which was written in the second, third, fourth, and fifth paragraph. The last was reorientation.

Thirteen students (52%) show a bit choppy, loosely organized but main ideas stand out. The example is on (S24)'s writing. On the first paragraph she wrote "*.....I was only 10 years old. As long as I attended scout training, there were lots of lessons I learned, I became more independent, responsible, I was taught to make my own money to buy personal needs*". While on the last paragraph, she wrote "*.....However, I get a lot of lessons from the training such as a sense of responsibility,*

independence, and solidarity with others". There was no problem with the second paragraph, but the problem was in the first and the last paragraph. It is better if the first paragraph contains the orientation of the text. They need to practice more and of course they should be given feedback to have writing improvement.

There were two students (8%) demonstrate non-fluent ideas. A poor text organization can be found such as in (S9)'s writing. He wrote unclear idea "*..... Every morning my father always invites me to see many cars because in this way I feel deep happiness. And until now I am very familiar with the motivational point of my life to get in the future*". He continue the second paragraph with the sentences "*When I was child my father often bought me many cars toys if I got the first rank.....* ". His idea are confusing. It might be the lack of practice. The teacher/lecturer should give more attention to the students who have problem with their text organization.

The overall result of the organization of students' writing is good. They have learned the generic structure of the text since in the junior high school so they have used to write in a good organization.

In addition, the results of vocabulary analysis show that three (12%) students have sophisticated range and effective word/idiom choice and usage. Eighteen (72%) students demonstrate adequate range and occasional errors of word choice and usage but the meaning is not

obscured. They apply some synonyms, antonyms, and other cohesive devices words in their text. The following example from (S13) shows conjunction in her text:

*'It is a really fun activity, **even though** it is kind of hard to do it lately **because of** college. **Otherwise**, I will keep doing this in the future as well, hopefully, only a hobby or stress relief'.*

The use of substitution was found on (S18)'s text:

*'I was thinking if it was a fight that he wanted, then I would give him **one**'.*

Besides, Ellipsis was employed by (S16):

*'My school also informed my parents that I must not join any activities referring to **both** hobbies'.*

Repetition could be found (S23)'s text:

*'I saw that **the captain** of the ship had a big responsibility for the crew and the ship. If **the captain** moves the rudder, the ship direction will change to different routes....'.*

Synonym was employed by (S18):

*'I am sure we were on the **high tension** at that time, but little by little our **anger** was calming down, and our mean faces turned into smiles'.*

Antonym was applied by (S6):

*'I was neither **sad** nor **happy**. I still proud of myself because I'.*

Hyponym was also found on (S25)'s text:

*'When I was in senior high school, I took **science major** because there was one of my favorite lesson that was **biology**'.*

The writer also found collocation on (S10)'s text:

*'.... I tried to find my bed and then, I jumped on the top of my bed. The **light out** was extraordinary long'.*

Meanwhile, four (16%) students were having frequent errors of word choice and usage. The example is on (S15)' text: *"..... another thing that made me worried is the way is have only 4 meters wide and not only motorcycle crossed that way. Trucks, van, and bus crossed that way too. Where the grass around the temple is freezing like a snow"*. His sentence showed some errors on tenses. Moreover, his first language influence is still dominant. The students who have problem with vocabulary mastery need to improve their reading competence.

From the language criteria, eight (32%) students use effective complex construction in their text. As in (S16), he applied some complex sentences effectively. Such as in the following sentence *"After a long time thinking about how it would become, I decided not to quite on both occasions"*. The dependent clause comes first, then it is followed by the independent clause.

Meanwhile, eleven (44%) students mostly use simple construction. One of them is in (S8)'s writing, her text mostly consisted of simple and

compound sentence. Such as in the following sentences “*My grandparent’s house is quite far from my house. And my mom just took me there twice a month. It was not fulfill my wish. I rarely study and just think about strategy how to defeat the enemy. As a result my score dropped and my mother was very angry. She did not allow me to play the game in my grandparent’s house*”. She frequently used the coordinating conjunction “and” to connect the sentences.

For the rest, the six (24%) students have major problems in using simple or complex construction. Such is (S2)’s writing, she wrote “*I was a third daughter, so I have a sister and a brother and little sister in that time*”. She had problem in constructing the simple sentence. It can be a serious problem when the students compose an English journal or thesis. Therefore, it should be solved. As we know that one of the writing problem is the student spends little time in writing. Moreover, most of students in junior and senior high school do not spend more time in practicing it. They practice more on the reading skill at school since the model of final exam test is in the form of reading a text. As a result, they begin to spend more time to write in the university. The English writing teacher/lecturer has a big responsibility to solve the problem. It is not only the English writing teacher’s duty, but also for the university official to regulate an additional time allocation for the writing subject. Furthermore, the teaching method and learning model should be developed. The students cannot get enough

improvement if the learning model is mostly based on the students' presentation.

The four writing categories had been explained on the previous explanation. Now, the last one is the students' writing mechanics. The result shows that there are two (8%) students demonstrate mastery of convention, nineteen (76%) students are occasional errors of spelling and punctuation, and four (16%) students are frequent errors of spelling, punctuation, and capitalization. In this modern era, gadgets are frequently used. The students are used to type a document by using computer, and they send message by using their smartphone instantly. These conditions may influence their writing mechanics.

4.3 The Result of Correlation Analysis

Going to the next discussion, the result of the Pearson product moment correlation analysis shows there is a positive correlation between motivation and writing achievement. A positive correlation can be interpreted that the higher the score of motivation, the higher the score of writing achievement, and vice versa. It also shows that most of students are dominant on the intrinsic motivation. The detail scores of intrinsic and extrinsic motivation are presented on table 4.9.

Table 4.9
Students' Intrinsic and Extrinsic Motivation Score

Student Number	Intrinsic score	Extrinsic score	Dominant
1	44	48	Extrinsic
2	49	48	Intrinsic
3	53	46	Intrinsic
4	53	50	Intrinsic
5	55	49	Intrinsic
6	46	45	Intrinsic
7	60	53	Intrinsic
8	54	48	Intrinsic
9	50	60	Extrinsic
10	58	54	Intrinsic
11	55	49	Intrinsic
12	56	54	Intrinsic
13	45	41	Intrinsic
14	55	51	Intrinsic
15	52	52	Equal
16	53	53	Equal
17	62	60	Intrinsic
18	57	48	Intrinsic
19	43	47	Extrinsic
20	64	49	Intrinsic
21	57	50	Intrinsic
22	50	48	Intrinsic
23	53	56	Extrinsic
24	47	45	Intrinsic
25	51	41	Intrinsic

Based on table above, it clearly shows that intrinsic motivation is more dominant than extrinsic motivation which indicates the students in the sample class are more intrinsically motivated in learning writing skill. Without a doubt, intrinsic motivation is needed in the learning process. DePasque and Tricomi's (2015:185) also affirm that intrinsic motivation is

a crucial factor in learning. Indeed, intrinsic motivation is the undoubted factor that students should have. By having it, they are enjoying the activity without external rewards. They engage in learning because they are curious and enjoy the learning process.

The study conducted by Dev (1997: 15) shows that students with higher intrinsic motivation are more effectively involved in their learning process. Additionally, Gottfried (1985) as cited in Jurisevic et al. (2015:3) states that by having intrinsic motivation, they can obtain a better achievement. It gives more contribution than extrinsic motivation. It does not come from external factors and is not affected by external rewards. Intrinsic motivation is about personal pleasure. It comes from inside the heart. By having it, they will not always expect and depend on the external reward in their learning process.

In fact, this study shows that the correlation is very weak, the significant value is more than 0.05, and the contribution of motivation toward writing achievement is very low. In other words, the correlation is not significant and cannot be generalized for the population. As a result, the zero hypothesis is accepted. The finding reveals that highly motivated student does not always get a high score in their writing.

As university students, they are more intrinsically motivated in their learning process. However, having more dominant on intrinsic motivation is not sufficient to obtain a satisfying result and it is not the most influential

factor in their writing achievement. Therefore, motivation is not the determinant factor for university students' writing success.

Motivation cannot solely affect the writing achievement. It should be followed by other factors. Habibi, Saleh, and Singh (2015) found that writing skills had significantly increased by combining reading in writing tasks. Salehi, Asgari, and Amini (2015) also found that reading may have a significant positive effect on students' writing achievement. Indeed, Reading is also a complex skill. By reading, a reader interacts with the text which affected by previous knowledge. Reading process needs on going practice. It also needs a critical analysis. Since writing is the way people share their knowledge, idea, or information in a written text, the writer should have the knowledge before they can write it into a paper. For this reason, reading proficiency takes an essential role in getting the knowledge so that the writer can write a text informatively and communicatively.

Being able to write well, the writer should practice regularly so it will become the writing habit. Unfortunately, the writing skill has not develop well in many schools in Indonesia especially in junior and senior high school. Too many subjects in the school so the students do not have enough time to practice English writing. Moreover, the students who have low score on English subject, they may have more effort in studying English skill than the students who have English proficiency. Different from junior or senior high school students, the university students who take English as their major of course they are required to take the writing

subject. They start taking the intensive writing in their university. They may take writing course outside the class. Practicing the writing skill and getting the feedback are important to improve their writing skill. Besides, they can learn the coherence and cohesion of the text which are essential in writing text. Everyone may able to write, but not all of them can produce coherence and cohesion text. Furthermore, by having the writing habit, the students can improve their vocabulary mastery. Without word, we cannot share our idea on the paper.

CHAPTER V

CONCLUSION AND SUGGESTION

Based on the findings of this study, there are several conclusions and some suggestions for educational importance and/or further researcher.

5.1 Conclusion

The first finding shows that the students' motivation in learning writing skill is in a good criteria. There are six criteria, they are poor, enough, moderate, good, very good, and excellent. A good criteria is obtained from the average motivation score of the sample class. The average score is obtained 102.68 score. In addition, the finding shows that most of the students are dominant on the intrinsic motivation. As the university students, they are more responsible, independent and autonomous learners. After graduating from university, they will face the work's life. Hence, it is so reasonable if they are dominant on intrinsic motivation.

To sum up, the result of students' motivation questionnaire shows that students' are less interested in the writing skill. It places the lowest score among other factors. It can be proved from the students' responses. Most of them agree that writing is the most difficult skill. Because of its complexity, they are less interested in the writing skill. On the other hands, the students' need in learning writing is high. They learn writing skill

because they need it. It is needed for them to share their knowledge. Moreover, on their final study, they have to do a research and their research should be in a written form.

Regarding to the students' writing achievement, the writer analyzed their writing based on content, organization, vocabulary, language, and mechanics. The second finding shows that their writing is in a good criteria. The average score of students' writing achievement is 76.76. However, there are only a few students who get excellent to very good vocabulary and mechanics score. For the language analysis, it is found that there are quite a lot students who get fair to poor language mastery. The result of writing analysis shows that the dominant writing problems are on vocabulary, mechanics, and language mastery. Students who have these writing problems seem their first language interference is dominant. From the language, they still face a problem in constructing a simple or a complex sentence. Regarding to the writing mechanics, they may use to write a document by using a computer or a laptop and they write message instantly by using their smartphone. These conditions may be effected their writing mechanics. Some errors of spelling, punctuation, and capitalization are found.

Finally, the last finding reveals that motivation does not significantly correlate with writing achievement. In fact, there are some students who obtain good motivation score, but they cannot obtain good writing score. On the contrary, some students obtain poor motivation score,

but they can get good writing score. Having a high either intrinsic or extrinsic motivation is not sufficient for students to obtain good writing score. Motivation cannot solely affect the writing achievement. Based on those findings, the students' interest to learn writing skill should be increased. Besides, their problem on vocabulary, mechanics, and language mastery should be solved. The solution of these problems should be found to get writing success.

5.2 Suggestion

Although the result shows that motivation does not correlate with writing achievement, motivation should be increased by the students. They should have a motive to learn writing. Therefore, they can spend more time to practice learning writing skill.

To be able to write well, the students should increase their vocabulary, mechanics, and language mastery by encouraging themselves to read more. It can increase their vocabulary mastery. They should therefore be provided with opportunities to read various texts. If they do not enough time to take a writing training, they can take free online writing course.

The existence of motivation can distinguish between the highly motivated students and the low motivated students. The teacher should notice the low motivated students. They should be given more attention to

arouse their interest in learning the writing skill. The teacher should notice her instruction in giving the task because not all students can understand it.

This study is still far from being perfect because of the writer and the time limitation. There are many aspects that could influence students' writing achievement and their motivation. Therefore, the writer expects that there will be other researchers who investigate other aspects with more than two variables. Two or more independent variables are better.

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Appendix 1

Questionnaire of motivation in learning English writing subject.

Motivation is one of the most important factors in language learning, it is divided into two types of motivation; intrinsic and extrinsic motivation. Intrinsic motivation is about satisfaction, interest and curiosity toward learning. It comes from learners' curiosity and desire in fostering their learning. Intrinsic motivation can be found such as in learners' interest, need, and goal in learning. Meanwhile, extrinsic motivation is stimulated by some kind of external incentives. It tends based on the reward form outside. External motivational factors appear from teacher, parents, and environment.

Please answer the questionnaire based on your own situation. You do not need to worry since there are no right or wrong answers.

- Name :
- Gender : male / female (please circle the answer)
- Age :
- When did you get your first English subject in the school? (please circle the answer)
 - a. play group
 - b. kindergarten
 - c. primary school
 - d. junior high school

Please respond to each of the following statements by giving a checklist (✓).

Thank you very much ☺

No	STATEMENT	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
1	I learn English writing skill enthusiastically				
2	By learning English writing skill, I can improve my vocabulary, spelling, and grammar				
3	Improving writing skill may take some process, but it will benefit for my life				
4	I feel bored in my writing class				
5	Writing is the most difficult skill				
6	I will be more confident if I get good score in my writing class				
7	Writing skill is important to be mastered because by writing I can share my knowledge to the reader				
8	I think English writing skill is very necessary in this global communication				
9	I am not sad if I do not get good score in my final writing test				
10	I think writing is not the most important skill to be mastered				
11	In this digital era, I do not need to learn how to write well				

12	I learn English writing skill because I want to have a scholarship				
13	If I work in an international company, I must have a good English writing skill				
14	Learning how to write is important to me to be a teacher or lecturer				
15	I do not need to master writing skill in achieving goal in my future				
16	It is OK if I can not write well in English because my goal in learning English is not mastering writing skill				
17	I do not like to write in English essay				
18	My writing teacher/lecturer gives clear reason why writing skill is important				
19	My writing teacher/lecturer gives positive feedback and listens to students' problem in learning writing skill				
20	My writing teacher/lecturer provides interesting material in teaching writing skill				
21	I often confused with my writing teacher/lecturer's instruction in giving the writing task				
22	My writing teacher/lecturer often gives difficult writing task				

23	My writing teacher/ lecturer does not give clear explanation in explaining the material				
24	My parents encourage me to spare more time to study and practice writing skill				
25	My parents give extra money for me to buy some English books so I can improve my writing skill				
26	My parents provide me internet access so I can learn English writing skill when I go home				
27	When I go home, I can not discuss English writing subject with my parents				
28	My parents do not give permission if I join English writing course				
29	I do not have spare time to learn writing skill in my home because I must help my parents				
30	There are many English writing text books that are provided in the campus library				
31	My campus has a conducive class and library so I can enjoy learning writing skill				
32	My campus holds annual program for students and lecturer especially in writing subject				

33	I join many campus activities so I do not have enough time to improve my writing skill				
34	My campus does not provide internet access so it is difficult for me to get online source of writing subject				
35	I cannot focus on learning the writing subject in the class because it is not conducive				

S11	Pearson	- .228	.069	.064	-	-.119	.036	.181	.138	1	.216	.005	-.112	.249	.496	.335	.300	.043	-	.161	.295	.492	.169	.252	-	-.157	-	.372	-	-.120	-	.270	.046	-					
	Correlation	.181				.104	.095				.120																												
	Sig. (2-tailed)	.357	.243	.726	.745	.599	.630	.479	.854	.358	.483	.269	.978	.572	.202	.007	.081	.121	.327	.544	.059	.127	.008	.390	.196	.980	.147	.423	.763	.051	.149	.543	.110	.165	.817	.809			
	N	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28		
S12	Pearson	-	.000	-.124	-.046	-.021	.428	.216	1	-.100	.029	.304	.415	.201	-	.127	.202	.374	.274	.076	.000	-	.037	.016	.215	.000	.321	.397	-	.026	.033	.270							
	Correlation	.216	.254	.046	.228	.026				.058				.156																									
	Sig. (2-tailed)	.269	.192	1.00	.816	.528	.244	.818	.895	.916	.023	.269	.770	.612	.884	.116	.021	.306	.429	.521	.303	.050	.159	.701	1.00	.310	.850	.935	.273	1.00	.095	.037	.751	.895	.868	.165			
	N	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28		
S13	Pearson	-	.045	.077	-	.141	.096	.302	.246	.295	.005	1	.472	.239	.338	.170	.057	.019	.009	-	-	.230	-	-	-	-	.014	-	-	-.126	.101	-	-	-	-	-			
	Correlation	.145				.109	.213						.058																										
	Sig. (2-tailed)	.462	.818	.696	.582	.277	.474	.627	.119	.206	.128	.978	.770	.011	.220	.078	.387	.775	.922	.962	.282	.696	.263	.562	.149	.266	.725	.944	.417	.902	.758	.523	.609	.543	.113	.591			
	N	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	
S14	Pearson	-	.341	.238	.064	.110	-	.489	.499	-	.112	.100	.472	1	.557	.452	.442	.270	.401	.424	.297	.221	.048	.147	-	-	.219	-	.084	.276	.178	.216	.219	.096	.331				
	Correlation	.279	.200			.161																																	
	Sig. (2-tailed)	.151	.307	.075	.223	.746	.577	.412	.008	.007	.824	.572	.612	.011	.002	.016	.019	.164	.035	.025	.125	.259	.808	.456	.658	.059	.357	.264	.379	.671	.155	.366	.270	.262	.629	.085			
	N	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	
S15	Pearson	-	.131	.509	.231	.014	.042	-	.335	.291	-	.249	.029	.239	.557	1	.456	.416	.301	.606	.633	.476	.139	.245	.155	-	-	.076	.357	.259	.061	.338	.285	.182	.239	-	.477		
	Correlation	.313				.042																																	
	Sig. (2-tailed)	.105	.507	.006	.237	.944	.831	.082	.133	.785	.202	.884	.220	.002	.020	.028	.119	.001	.000	.010	.481	.210	.432	.865	.671	.699	.062	.184	.760	.079	.142	.353	.287	.975	.010				
	N	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28
S16	Pearson	-	.207	.441	.113	-	.222	.089	.422	.531	.476	.496	.304	.338	.452	.456	1	.759	.338	.152	.049	.239	.091	.352	.037	.210	-	.018	.221	-	.040	.021	-.034	-.115	-	-			
	Correlation	.317				.267																																	
	Sig. (2-tailed)	.100	.291	.019	.568	.169	.256	.653	.025	.004	.010	.007	.116	.078	.016	.020		.000	.078	.441	.803	.220	.644	.066	.852	.284	.984	.926	.259	.316	.841	.916	.865	.569	.560	.462	.672		

Appendix 4

Case Processing Summary

		N	%
Cases	Valid	28	100.0
	Excluded ^a	0	.0
	Total	28	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.788	35

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
VAR00001	99.9286	65.180	-.082	.791
VAR00002	99.5000	64.259	.041	.790
VAR00003	99.2500	61.824	.389	.780
VAR00004	100.3214	59.411	.527	.773
VAR00005	100.4286	63.143	.150	.787
VAR00007	99.7500	65.380	-.091	.797
VAR00008	99.6429	62.534	.233	.784
VAR00009	99.5714	59.365	.475	.774
VAR00010	100.0000	62.074	.157	.789
VAR00011	99.8929	61.729	.258	.784
VAR00012	99.7143	61.471	.293	.782
VAR00013	100.0000	63.704	.050	.793
VAR00014	99.5357	60.258	.480	.776
VAR00015	99.5714	59.661	.643	.772
VAR00016	99.8214	58.374	.511	.772
VAR00017	100.0357	55.888	.642	.763
VAR00018	100.0714	56.587	.647	.764
VAR00019	99.7143	60.138	.429	.777
VAR00020	99.8571	60.275	.483	.776
VAR00021	100.0714	61.847	.352	.781

VAR00022	100.6786	61.930	.374	.781
VAR00023	100.5000	59.815	.528	.774
VAR00024	100.0357	62.702	.335	.783
VAR00025	100.3929	62.618	.182	.786
VAR00026	100.4286	64.180	.003	.796
VAR00027	100.0357	63.888	.031	.794
VAR00028	100.7143	61.767	.165	.790
VAR00029	99.6786	64.078	.057	.790
VAR00030	100.3929	64.544	-.033	.800
VAR00031	99.7857	60.026	.422	.777
VAR00032	100.0714	61.032	.241	.785
VAR00033	100.5714	62.180	.204	.786
VAR00034	100.2857	62.138	.279	.783
VAR00035	100.3214	60.893	.236	.786
VAR00036	100.2143	60.397	.452	.776

Appendix 5 The Result of Try Out Class' Questionnaire (number 1-12)

Respondent	Number of Item											
	1	2	3	4	5	6	7	8	9	10	11	12
1	3	3	3	3	2	3	3	3	4	4	4	4
2	4	3	3	3	3	3	3	3	3	3	2	3
3	3	4	4	3	3	3	3	4	4	4	3	3
4	3	3	3	3	3	2	3	2	3	2	3	3
5	3	3	3	2	2	2	3	3	2	3	3	3
6	3	4	4	3	3	2	4	4	4	3	3	3
7	3	3	4	2	2	2	4	4	4	3	3	4
8	3	3	3	2	3	2	3	3	3	3	4	4
9	3	4	4	3	2	2	3	3	3	4	4	4
10	3	4	3	2	3	2	2	3	2	2	2	3
11	3	4	4	2	2	2	4	4	4	4	3	3
12	3	3	4	3	3	2	3	3	4	2	2	3
13	3	4	4	3	2	3	4	4	4	3	3	3
14	3	3	4	2	2	2	2	3	4	2	3	3
15	3	4	4	2	2	2	4	3	3	3	3	3
16	3	4	4	3	2	3	3	4	4	2	4	1
17	3	3	3	2	3	2	3	3	2	3	3	3
18	3	3	4	3	3	2	3	3	4	4	3	4
19	3	4	4	3	2	3	3	3	4	3	3	3
20	3	3	4	4	4	2	4	4	4	1	4	4
21	2	3	4	2	2	3	3	4	3	4	2	4
22	4	3	4	4	3	3	3	4	4	3	2	3
23	3	4	4	3	3	3	3	3	4	4	4	4
24	3	4	4	2	2	3	4	3	3	3	3	3
25	3	3	3	2	3	3	4	3	3	2	3	3
26	3	4	4	2	2	2	3	4	3	4	4	4
27	3	3	4	3	3	3	2	3	3	2	3	3
28	3	4	4	3	2	2	4	3	3	3	3	3

The Result of Try Out Class' Questionnaire (number 13-24)

Respondent	Number of Item											
	13	14	15	16	17	18	19	20	21	22	23	24
1	3	4	3	4	4	4	3	3	3	3	3	3
2	4	3	3	2	3	3	3	3	3	2	2	3
3	3	4	3	4	4	3	4	3	3	2	3	3
4	3	3	3	3	2	3	3	3	3	2	2	3
5	2	3	3	2	2	1	4	3	3	2	2	3
6	4	4	4	3	3	3	4	4	3	2	3	3
7	3	4	3	4	4	2	2	3	3	2	2	3
8	3	3	3	4	3	3	3	2	3	2	3	3
9	3	3	3	3	3	3	3	3	3	3	3	3
10	2	3	3	2	2	3	3	3	3	2	2	3
11	3	3	3	3	3	3	3	3	2	2	2	2
12	3	4	3	2	1	2	3	3	3	2	2	3
13	4	4	4	4	3	3	3	3	3	2	3	3
14	3	4	4	3	3	3	4	3	3	2	2	3
15	2	2	3	3	2	1	3	3	3	2	3	3
16	4	4	4	4	3	3	4	3	3	2	2	3
17	3	3	3	2	2	2	2	3	2	3	2	3
18	4	4	4	4	4	4	4	4	3	3	3	4
19	3	3	3	3	3	3	3	2	3	2	2	3
20	2	4	4	3	4	4	4	4	4	3	3	3
21	4	4	4	4	4	2	4	4	3	2	1	2
22	2	3	3	3	3	4	3	3	2	3	3	3
23	2	3	4	4	4	4	3	3	3	2	3	3
24	3	3	3	3	3	3	2	2	2	2	2	2
25	3	3	3	2	1	3	3	3	3	2	2	3
26	4	4	4	4	3	3	3	3	3	3	3	3
27	2	4	4	3	3	3	4	4	3	3	3	3
28	2	3	4	3	3	3	4	4	4	2	3	3

The Result of Try Out Class' Questionnaire (number 25-36)

Respondent	Number of Item											
	25	26	27	28	29	30	31	32	33	34	35	36
1	3	2	3	2	3	4	3	3	3	3	4	3
2	4	4	4	1	3	1	4	3	3	2	2	2
3	3	3	2	2	2	2	4	3	2	3	3	2
4	3	2	2	3	3	2	3	3	3	3	3	3
5	3	2	4	3	4	3	3	2	2	3	2	3
6	2	2	3	2	4	3	3	2	2	3	2	3
7	2	2	3	2	3	2	3	1	1	3	2	2
8	2	3	3	2	3	3	2	3	1	2	1	2
9	3	2	2	2	3	3	3	3	2	3	2	2
10	2	3	3	4	4	3	4	4	3	3	2	3
11	3	3	3	1	3	2	3	3	3	1	2	2
12	2	2	3	2	3	2	3	3	3	2	4	3
13	3	3	3	2	3	2	3	3	3	3	2	3
14	2	3	3	2	3	3	3	4	3	2	3	3
15	2	4	4	1	4	1	3	2	2	2	3	2
16	3	3	3	3	3	3	2	1	2	3	2	2
17	2	2	2	2	4	4	2	2	1	3	2	3
18	3	3	4	4	4	3	4	3	3	3	4	4
19	3	2	3	2	3	2	3	3	3	2	3	2
20	2	3	3	1	4	1	4	4	3	3	4	4
21	2	1	4	4	4	1	4	4	3	2	1	3
22	2	3	3	2	3	3	3	3	2	3	3	3
23	4	4	4	3	4	3	3	3	2	3	3	3
24	3	3	3	2	3	3	2	2	3	3	3	3
25	2	2	2	1	3	3	3	3	2	3	4	3
26	3	1	1	2	3	4	4	4	2	3	2	3
27	2	2	2	3	3	3	4	4	3	3	3	3
28	2	2	3	3	3	3	4	3	2	3	3	3

Appendix 6 The Detail Score of Students' Motivation

Student Number	Intrinsic Motivation			Extrinsic Motivation		
	Interest	Need	Goal	Teacher	Parent	Environment
1	12	19	13	15	15	18
2	13	19	17	17	14	17
3	14	18	21	14	17	15
4	16	18	19	18	17	15
5	16	20	19	18	15	16
6	12	19	15	15	16	14
7	17	24	22	17	17	19
8	15	21	19	16	15	17
9	14	16	20	19	21	20
10	12	21	22	14	22	18
11	14	23	19	17	15	17
12	16	19	21	19	18	17
13	14	15	15	12	15	14
14	16	19	20	17	16	18
15	13	18	21	19	16	17
16	15	20	18	21	14	18
17	19	22	21	22	19	19
18	17	21	29	14	18	16
19	13	16	14	16	17	14
20	19	24	22	16	18	15
21	18	21	18	18	14	18
22	15	18	17	16	14	18
23	14	21	18	20	18	18
24	13	18	16	14	16	16
25	13	19	19	17	13	11
Total	370	489	469	421	410	415

Appendix 7 The Detail Score of Students' Writing

Student Number	Content	Organization	Vocabulary	Language	Mechanics
1	22	14	14	19	4
2	22	14	14	14	3
3	22	18	14	19	4
4	26	14	14	19	4
5	22	14	18	19	4
6	27	18	14	22	4
7	22	14	14	19	4
8	27	18	14	19	4
9	21	13	10	14	4
10	27	18	14	22	4
11	26	16	17	22	4
12	22	14	14	16	3
13	26	18	14	19	4
14	22	17	14	19	4
15	20	13	13	11	3
16	27	18	16	22	4
17	22	17	14	19	4
18	28	19	18	22	5
19	20	14	10	11	3
20	22	18	14	19	4
21	27	19	18	22	4
22	21	14	13	14	4
23	27	14	14	22	4
24	27	14	14	19	5
25	27	18	16	22	4

Appendix 8

The Scoring Rubric of Writing Test

Categories	Score	Explanation
Content	30-27	Excellent to very good: knowledgeable, substantive.
	26-22	Good to average: some knowledge of subject, adequate range.
	21-17	Fair to poor: limited knowledge of subject, little substance.
	16-13	Very poor: does not show knowledge of subject, non substantive.
Organization	20-18	Excellent to very good: fluent expression, ideas clearly states.
	17-14	Good to average: somewhat choppy, loosely organized but main ideas stand out.
	13-10	Fair to poor: non-fluent, ideas confused or disconnected.
	9-7	Very poor: does not communicate, no organization.
Vocabulary	20-18	Excellent to very good: sophisticated range, effective word/idiom choice and usage.
	17-14	Good to average: adequate range, occasional errors of words/idiom form, choice, usage but meaning not obscured.
	13-10	Fair to poor: limited range, frequent errors of word/idiom form, choice, usage.
	9-7	Very poor: essentially translation, little knowledge of English vocabulary.
Language	25-22	Excellent to very good: effective complex constructions.
	21-19	Good to average: effective but simple construction.
	18-11	Fair to poor: major problems in simple/complex constructions.
	10-5	Very poor: virtually no mastery of sentence construction rules.
Mechanics	5	Excellent to very good: demonstrates mastery of convention.
	4	Good to average: occasional errors of spelling, punctuation.
	3	Fair to poor: frequent errors of spelling punctuation, capitalization.
	2	Very poor: no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing.