

The Relationship Between Senior High School Students' Motivation in Learning English and Their Writing Ability

Nisa Mahbubah¹, Mohammad Adnan Latief¹, Utari Praba Astuti¹

¹Pendidikan Bahasa Inggris-Universitas Negeri Malang

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Alamat Korespondensi:

Nisa Mahbubah
Pendidikan Bahasa Inggris
Universitas Negeri Malang
Jalan Semarang 5 Malang
E-mail: nisamahbubah@gmail.com

ABSTRAK

Abstract: Numerous researches conducted research on learners' motivation in learning English. In this research, researcher only studied intrinsic motivation and extrinsic motivation. This study aimed to describe students' motivation in learning English at two state senior high schools; SMAN 1 Gambut and SMAN 1 Martapura in South Kalimantan. The research design used was correlational research design. There were 129 eleventh graders as research participants in this study. The researcher used a questionnaire and a writing test as instruments to collect data. The finding of the study showed a strong, significant, and positive correlation between motivation in learning English and writing ability.

Abstrak: Sejumlah penelitian telah dilakukan untuk memahami motivasi siswa mempelajari bahasa Inggris. Dalam penelitian ini, peneliti hanya mempelajari motivasi intrinsik dan motivasi ekstrinsik. Motivasi intrinsik datang dari siswa, sedangkan motivasi ekstrinsik datang dari luar siswa. Penelitian ini bertujuan menggambarkan motivasi siswa mempelajari bahasa Inggris di dua SMA; SMAN 1 Gambut dan SMAN 1 Martapura di Kalimantan Selatan. Desain penelitian yang digunakan adalah desain penelitian korelasional. Terdapat 129 siswa kelas sebelas sebagai peserta penelitian dalam studi ini. Peneliti menggunakan angket dan tes menulis untuk mengumpulkan data. Temuan penelitian menunjukkan korelasi kuat, positif, dan signifikan antara motivasi mempelajari bahasa Inggris dan kemampuan menulis.

Unmotivated students are commonly found as one of teacher's concerns during teaching and learning process. The cause may be different from one student to another student. For example, students' inability to adapt with teacher's pace or to absorb learning material may demotivate learners to engage within the teaching and learning activities. This kind of situation later on will be hinder students' truly potential. Hence, every student needs to have motivation in studying every lesson, including English lesson. Brown (2007) states that motivation is the most influential component in learning process. Similar opinions are also delivered by Ellis (1997), William and Burden (1997), and Gardner and Lambert (1959) who state that the affective factor (motivation) influences on how the students perform or show their ability in using particular language, essentially foreign language. Motivation is defined as something that supports someone to do some actions. According to Maehr and Meyer (1997), motivation is defined as a word that is a part of the popular culture as few other psychological concepts. By having motivation, someone will be able to do some actions although it may require hard works and full force of efforts. There are two big groups of motivation, namely as extrinsic motivation and intrinsic motivation (Deci & Ryan, 1985). This is called Self Determination Theory. The motivation that comes from outside of the learners is called extrinsic motivation. Usually, in extrinsic motivation, reward is expected and punishment is hopefully is able to be avoided, while if the motivation comes from inside the learner, it is called as intrinsic motivation. It is as a result when one enjoys everything that he or she does (Ryan and Deci, 2000). Intrinsic motivation refers to the behavior which is driven by internal rewards. In other words, the motivation to engage in a behavior arises from within the individual because it is naturally satisfying to him/her. It means people who have intrinsic motivation do not expect any rewards. Ryan and Deci in Brown (2007) defined intrinsic motivation as an activity that does not expect external reward. The activity was done by them for their own sake. Furthermore, humans' behaviour within intrinsic motivation is purposed to bring certain internal rewards from the learners itself. The example of internal rewards are feeling of competence and self determination.

The following figure presents motivational classification which is taken from Yuan-bing (2011). Yuan-bing summarizes Brown's dichotomies by providing examples.

Table 1. Motivational Dichotomies

	Intrinsic	Extrinsic
Integrative	L2 learner wishes to integrate with the culture (e.g., for immigration or marriage).	Someone else wishes the L2 learner to know the L2 for integrative reasons (e.g. Japanese parents sent kids to Japanese language school).
Instrumental	L2 learner wishes to achieve goals utilizing L2 (e.g., for a career).	External power wants L2 learner to learn L2 (e.g., corporation sends Japanese businessman to US for language training).

According to Ellis (2008), there are various kinds of motivations which have been identified; instrumental, integrative, resultative, and intrinsic. Instrumental motivation is the motivation that encourages learners doing some efforts to learn an Second Language (L2) for some functional reason such as to pass examination, to get a better job, or to get a place at university. Next, integrative motivation can be defined motivation which involves integrating oneself with target culture. Resultative motivation means that the success the students obtain in learning affects their motivation; either it will increase or decrease the motivation. The example of resultative motivation is if someone wants to get a job, so the target is getting job. Intrinsic motivation relates to students' personal feeling and interest when it comes to learning activities.

Motivation as told before is important to learn English. English is an international language that has four skills to be mastered. The four skills which are required to be mastered by L2 learner are listening, speaking, reading, and writing. Listening and reading are famous to be called as receptive skills, meanwhile speaking and writing are regarded as productive or active skills. The most difficult skill that should be mastered by L2 learners is writing skill (Richard & Renandya, 2002). Some researches has showed that students face problems in engaging a writing activity e.g. producing a writing text (Ardila, 2016; Fareed, et al, 2016). There are several text types in writing such as narrative, argumentative, recount, and report. Narrative text is a text type used to tell a story to amuse readers. Next, descriptive text is usually used to described people or things. Argumentative text is a text type used to give argument of the topics meanwhile recount text is a text type which is used to tell experience in the past time. Last is report text which is used to report some specific thing such as news item.

One of previous studies about motivation has been done by Saheb (2014) at Stockholm's upper secondary schools for adults (KOMVUX). The study showed that there was no significant correlation between adult students' level of English and their degree of socially oriented motivation. Another study was also conducted by Al-Tamimi and Shuib (2009). The result or the finding shows that the subjects' greater support of instrumental reasons for learning the English language and it also shows that most of the students have positive attitude and orientation towards learning English language. In addition, Yuan-bing (2011) states that motivation, especially intrinsic motivation will encourage better performance in language learning process. Another previous study came from Nanyang (2018). The research found there was a significant correlation between the initial motivation of writing tutors and the students' attitude in class activities ($r = 0.57$, $p < 0.05$). This research revealed that the more the students were given motivation by the writing tutors such as compliment, feedback, asking questions, and interesting group work, the more the students were active in class activities.

The other previous research is coming from master's thesis about motivation and literacy skills across gender conducted for university students (Agustrianti, 2016). The research reveals the significant correlation between motivation and writing skill. It is also revealed that no significant correlation between literacy skills and gender. Similar finding (Nasihah and Cahyono, 2017; Lo and Hyland 2007) stated that there is a significant increased writing achievement when there is an increase of motivation.

This present research was conducted by the researcher to know the relationship between motivation and writing ability of the students especially writing recount paragraph in two public senior high schools namely SMAN 1 Martapura and SMAN 1 Gambut, Banjar Regency, South Kalimantan. This study is different with the previous study since it is done in senior high school not in university. Both of the schools are chosen based on consideration they got first and second ranks of the schools in the regency. Recount paragraph is chosen because the students have learned it before according to the syllabus.

METHOD

This study aimed to find out the relationship of eleventh grade students' motivation in learning English and students' writing ability especially in writing recount paragraph. The design used in this study was correlational research design. It was used to measure the degree of relationship between two or more continuous variables (Latief, 2010), such as the correlation between students' vocabulary and their writing skills. Researcher measured two variables and assessed the statistical relationship between them with no influence from any extraneous variable. The correlational research is different with experimental study. In correlational research, researcher do not (or at least try not to) influence any variables. He/she only measure the variables and looks for relations (correlations) between some set of variables. In addition, the variables are not manipulated or controlled by the researcher in correlational research (Latief, 2012). The two or more variables can be stated as

positive correlation if they vary directly or negative correlation if they vary inversely (Ary, et. al, 2010). There were two variables in this research: motivation as X variable and writing ability as Y variable. The relationship of both variables mentioned previously can be seen on figure 1.

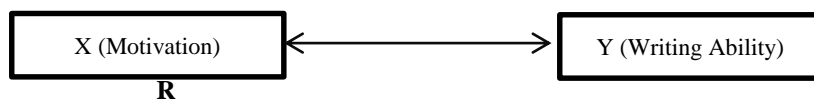


Figure 1. The Relationship of Variables X and Y

Based on Figure 1, it can be seen that the term R means the relationship between X (motivation in learning English) variable and Y (writing ability). Motivation in learning English is called X variable or predictor variable meanwhile writing ability is called Y variable or criterion variable. Next, the term R was analyzed by using Pearson correlation product moment formula in SPSS 22 Program. There is no independent variable and dependent variable in this study due to its correlational study design.

In order to conduct this research, the researcher needed to find appropriate population and sample. Population means a larger group that can be generalized meanwhile sample is a small group to be studied taken from the population (Ary, et. al , 2010). The population of this research was 578 second graders that came from two state senior high schools, namely SMAN 1 Martapura and SMAN 1 Gambut, Banjar Regency, South Kalimantan. There were 129 eleventh grade students who were chosen as the participants of this study. They were taken from two classes of the eleventh grade students at first semester. The composition was as follows: the first sample, two classes of SMAN 1 Gambut (64 students) were from XI MIPA 2 and XI IPS 1 and the second sample, two classes of SMAN 1 Martapura (65 students) were from XI MIPA 4 and XI IPS 3.

Instruments

There were two instruments in this present research e.g motivation questionnaire and writing test. The motivation questionnaire was adapted from Gardner's AMTB Questionnaire (2004) and the writing test used analytic scoring rubric which was adapted from Jacob, et al. (1981).

Questionnaire

The instruments used in the data gathering for this study were questionnaire. The questionnaire used closed-ended questions since the research had large participants. It was faster and easier to be analysed rather than open-ended questions (Cohen, et al., 2007) . The 4-point Likert scale ranging from "not at all like me (1)" to "not me (2)" and "me (3)" to "just like me(4)" were used in the questionnaire. The questionnaire was translated into Indonesian Language to ease the students to understand the questions.

For collecting data, researcher asked the participants to fill out the questionnaire. The questionnaire was adapted from Gardner (2004), namely AMTB (Attitude Motivation Test Battery) questionnaire in English version. This test was originally used by Gardner (1959) to measure attitude and motivation in studying French language. There were 50 items of the questionnaire for students consisting of 25 positive statements and 25 negative statements. Then, the questionnaire was translated into Indonesian language to help students understand the questionnaire well. Last, the obtained data was calculated by using SPSS 22 program.

For the data analysis, researcher fixed students' questionnaire score as follow: the minimum score was 50 and the maximum score was 200. If the students reached the minimum score (50), it meant they had tendency to feel unmotivated in learning English, meanwhile if the students obtained maximum score 200, it meant that they had high motivation in learning English.

Writing Test

Another instrument used in this study was writing test. The analytic scoring rubric was adapted from Jacob, et al. (1981). It was chosen in order to get detail scoring in writing test better rather than using holistic scoring rubric. The scoring rubric was divided into five sections, namely, content, organization, grammar, vocabulary, and mechanics. The rate for each section was starting from 1 until 4.

To get reliable results, researcher asked two different raters to grade students' writing test scores. Raters were selected by considering their ability and knowledge in teaching English, especially in writing and they had been previously attending Assessment course. To ensure that both raters were using the same standard to their scoring, raters had to undergone a training first. Researcher gave the raters two model of writing test consisting of two criteria: low and high ability writing test results then asked them to score it based on the standard recount scoring rubric. Raters were trained by the researcher to avoid the appearance of inconsistency score due to raters' subjectivity (Latief, 2012). Then raters were chosen based on their consistency in giving score during training. This term was called as an inter-rater reliability.

Data Collection

The data were administered by the researcher through several steps. First, researcher collected the data by distributing Motivation Questionnaire to measure students' motivation which took 40 minutes duration of time. It is called self-administered questionnaire in presence of the researcher (Cohen, et al., 2007). Students were asked to tick the statements in the questionnaire according to their motivation in learning English. Then, researcher asked the students to write a 100-word recount paragraph in no more than 40 minutes about their memorable past experience as the topic of the writing test.

The data collection was conducted by the researcher in two separate days at the two state senior high schools in Banjar Regency. The first collection of data was conducted on October 10th 2018 at SMAN 1 Gambut. It was conducted at two classes of eleventh grade students. There were 64 students who participated in the study that came from XI MIPA 2 and XI IPS 1. Next, the second data collection was held at October 16th 2018. It was conducted at two classes of the eleventh grade students of SMAN 1 Martapura. The total number participants were 65 students who came from XI MIPA 4 and XI IPS 3.

Data Analysis

The primary data in this current research were in the form of Motivation Questionnaire results and writing test results in the form of recount paragraph essay. The questionnaire was used to measure learners' motivation in learning English. Once the learners completed the questionnaires, researcher scored them.

Next, raters were asked to rate students' writing test from 1 until 4. After the raters giving students' rate, researcher continued to score the calculation by giving the weighting which was in accordance to the scoring rubric to obtain the final students' writing scores. After that, both raw scores of motivation questionnaire and writing test, were ready to be computed in SPSS 22 Program. The program was used to help the researcher to answer the descriptive statistics of the data, and research question.

RESULT

Before going to answer the problem of the study. Researcher had to compute descriptive statistics of the data. This step is essential in order to know the minimum scores and maximum that obtained by the students. It could be seen that motivation scores have minimum score at 82 and maximum scores at 200 (ranging from scale 50 until 200) with mean 75.08 and standard deviation (df) 33.107, meanwhile, the writing scores have minimum score at 50 and maximum score at 100 (ranging from scale 0 until 100) with mean 75.08 and standard deviation (df) 15.306.

Table 2. Descriptive Data of Minimum Scores and Maximum Scores

	N	Minimum	Maximum	Mean	Std. Deviation
Motivation Scores	129	82	200	139.86	33.107
Writing Test Scores	129	50	100	75.08	15.306

After calculating the descriptive statistics of the data, the researcher is required to have normality test. This test is needed to know the normality of distribution of the data (Ghozali, 2007).

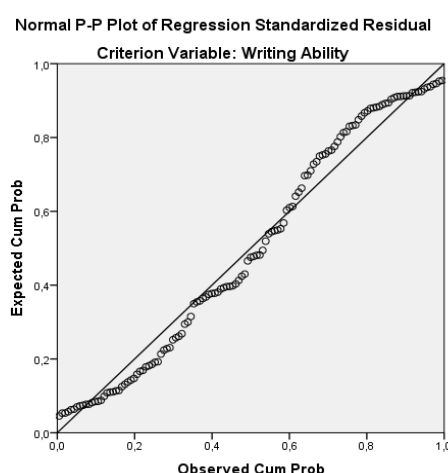


Figure 2. The Normality Test of Motivation Scores, Grammar Test Scores, and Writing Test Scores

To check on the normality test, the researcher used normal P-Plot of Regression Standardized Residual. The picture showed that the points are spreading normally. This showed that the data was distributed normally. If the data was normal, the correlation analysis could be continued to analyze. This recent study was primarily to know the answer of the research question: do the higher level of motivation, the higher level of students' writing ability would be? The finding data taken from this research was tabulated and presented quantitatively to see the relationship of students' motivation in learning English and writing ability. The data displayed in this part is the obtained findings from SPSS 22 Program output. In order to analyze the data, the researcher continued the data analysis by running Pearson correlation formula.

Table 3. The Correlation between Motivation in Learning English and Writing Ability

Variable	R	Sig.	
R	.744	.036	Significant

The table above showed that the correlation (R) is strong and significant. The number of correlation of coefficient (R) was .744 higher compared than R table. The number of significant was .036 which was less than .005. This number meant that the null hypothesis (H0) was rejected, while the alternative hypothesis (Ha) was accepted.

DISCUSSION

Based on the positively significant correlation between motivation and writing ability reported in this research, it can be assumed that students with higher level of motivation tend to show better writing ability. The finding is supported by Agustrianti's research (2016). The research was conducted for EFL students in Tadulako University in Palu. It showed a research on the correlation between motivation and literacy skills (reading skill and writing skill). It revealed that the correlation was significantly positive.

Similar finding also delivered by Nasihah and Cahyono, 2017; Lo and Hyland (2007). Both studies showed that there is a significant increase of writing achievement when there is an increase of students' motivation. It was found that writing achievement can be predicted by students' motivation in learning. Another finding which is also in line with the finding of this recent research is the research conducted by Yuan-Bing (2011). The finding stated intrinsic motivation will support better performance in language learning process. Another previous study came from Nanyang (2018). It revealed that there was a significant correlation between the initial motivation and the students' performance in writing class.

However, the result of the present research is also confirmed Self-Determination Theory by Ryan and Deci (1985). The motivation that comes from inside and outside of the learner tended to be the most dominant predictor in English learning activity. This statement is approved by other experts since they stated that motivation is the most influential component in learning process (Brown, 2007; Ellis, 1997; William and Burden, 1997). Moreover, Gardner's theory about instrumental and integrative motivation in learning foreign language also strengthened by this present research.

In addition, there is another result of a research conducted about motivation in writing activity (William & Alden, 1983). Their finding of the study revealed that motivated student tended to view writing as an unimportant thing to do, that they would not join a writing class if it is not required, and they did not enjoy writing. In a nutshell, students are only motivated to write for their grade at class, not for self determination, discovery, or pleasure.

CONCLUSIONS

Based on the findings of the research, there is a significant, strong and positive correlation between motivation in learning English and writing ability shown by R or ρ value is .744. with significant number .036. The finding is classified as a positively strong correlation. The research also strengthens motivation as a predictor in English learning especially in writing ability. It means motivation is the most dominant or important factor that can predict or contribute to writing ability.

It is highly suggested that teachers frequently deliver more interesting English teaching and learning for the students. This strategy is expected to motivate students better in learning English and improve their English achievement in the class especially in improving their writing ability. Next, future researcher is suggested to take more variables aside motivation to be conducted with students' writing ability.

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