

CHAPTER I

INTRODUCTION

1.1 Background

Writing can be said as one part of a program that has a specific purpose in learning a language. Then the message to be conveyed by the author can reach the readers, and be understood. We can also associate writing activities with a process that involves graphic symbols this symbolic graph is a combination of letters and numbers that is able to sound the intended language. In placing these symbols, we cannot do it carelessly there are rules and regulations that must be followed.

When the symbols are inserted according to the existing rules, later, these symbols will form a word. If further strung together, it will produce a sentence. Sentences that have been arranged will form a paragraph and several paragraphs that are arranged will form a text.

Learning to write and writing to learn are two very important things in writing English. If we read it at a glance, we might feel that the two terms are similar, but in fact they have very different meanings. In learning to write activities, we are required to understand the technicalities of writing.

While in writing to learning activities, students are required to understand the form and meaning of writing. This one learning activity is actually quite difficult, so don't be surprised if usually at school this activity will only be given when students

have reached a high level of learning.

Writing is one of four language skills that are regarded as difficult, according to Meyers (2005). Because researchers need to balance different aspects of writing: purpose, content, structure, punctuation, vocabulary, and deep spelling. This is a basic problem for student writing. This also needs to be considered because it needs its own principles and methods. Not only rhetorical and grammatical mastery is required but also judgment and conceptual. Therefore, it is necessary to practice to improve this skill.

Additionally, most students find it difficult to express their ideas, interests, experiences and feelings in writing during the teaching and learning process. Ideally, students should be able to practice writing, expressing and organizing their thoughts systematically.

Learning to write takes longer than learning to speak. Learning to write is difficult for many students. Writing requires not only vocabulary building and good knowledge of grammar, but also good word and sentence order to make good paragraphs so that others can produce good written language. Some students find it difficult to write because they do not have a small vocabulary, but they are not motivated to write and do not have confidence in their writing.

As is well known, writing skill are quite complicated to be acquired by most English Foreign Language (EFL) Learners. On the other hand, writing effectively becomes important to them because their achievements in academic life may depend

to a large extent on it. Various efforts are made to develop students' writing skills, including the use of different writing approaches. One approach that suffices to meet students' needs when writing essays is the interactive approach. At each writing stage, teachers and peers provide input and feedback, which is an essential part of the interactive approach.

Another issue with writing is described in Gebhard (2000). Some students employ ineffective strategies and have negative writing attitudes. The teacher's responses to their own compositions are not always understood or paid attention to by students. In fact, there are numerous styles of writing strategies. But it doesn't select and use effective and efficient writing strategies.

Students are treated equally in teaching and learning activities, but have different results and appearances when it comes to writing. "There are several factors that influence a student's ability to learn language," says Farida (2006). (1) The level of development of the student in relation to how well the classroom learning process works. (2) The age of the student. (3) Motivation, personality, and facilities that change students' environments.

To put it another way, students lack the ideas to organize their thoughts effectively. They wrote several times but ran out of ideas to write. This is evidenced by the existence of the Practical Training Program (PPL). It turned out that there are many students who do not know how to write explanations. In fact, they learned grammar, vocabulary, prepositions, transition signals, and were introduced into

written texts in the form of general structures and linguistic features (lexicography). Even though I know what to write, I still seem to have trouble expressing my thoughts.

In composition classes, the text that junior high school students often use for composition is the explanation. When students create story sentences, they often see explanatory text. This is because descriptive text is easier to create using the student's imagination and is more interesting for students to understand what they want to write. The descriptive text's linguistic features are as follows: Adjectives, the use of subjunctive verbs, the use of relational and material processes, and particular use of the present tense (Derewianka et al. al (1990). When writing a description, you can take the time to accurately place the details you want to show and describe what your photo looks like. B. Which photo, how, how many photos, etc. The head, hair color, eyesight, etc. are special and interesting. You need to pay attention to details and be able to explain them in conversation.

Related to the discussion above, one of the key aspects of writing is motivation. It will be difficult for students to complete the writing activity if they lack strong motivation. Theoretically, motivation is the entire inner strength that enables someone to perform a task. Therefore, the inner strength that determines the success of any writing endeavor is the motivation to write. Writing requires inspiration. Because even when faced with many obstacles such as grammatical structure, phrasing, spelling, vocabulary, and punctuation, students will actively write if

motivated. When writing, students are able to produce good compositions. This proves that students need motivation in writing. One of the factors emanating from students is their low motivation. This can be observed in classroom situations. Many of them haven't done their homework. Some looked sleepy, scribbled, daydreamed, yawned, and didn't pay attention to the teaching and learning process. In addition, students' writing ability is low. You can see it in their writing products. Students even ask their teachers what to write and what language to use. When I write, I often lack vocabulary, many mistakes in spelling and word choice, and I am short of ideas. Also, I hesitate to bring a dictionary.

Based on the above facts and issues, the researchers hypothesized that English writing activities would not be effective unless students were motivated. Therefore, researchers hope to prove the above theory by conducting studies on SMPN 2 Muara Jawa. This study aims to determine if there is a correlation between a student's willingness to write and her writing skills in her SMPN 1 Muara Jawa for the academic year 2021.

1.2 Statement of Problem

Based on the previous background, the researcher formulated the research questions: is there any significant correlation between writing motivation and writing ability at SMP Negeri 2 Muara Jawa ?

1.3 Study Objectives

This study aims to determine whether students' writing motivation and writing

abilities at SMP Negeri 2 Muara Jawa are correlated.

1.4 Study Benefits

It is hoped that the results of this study will help support theory for teaching ESL, especially in the area of writing. Researchers hope this study can provide important information about students' writing motivation and ability.

1.5 Research Hypothesis

The hypotheses of this study are:

Alternative Hypothesis:

There is a correlation between writing motivation and writing ability.

Null Hypothesis:

There is no correlation between writing motivation and writing ability.

1.6 Study Variables

There are two kinds of variables in this research as follows:

1. Independent variable (X)

The independent variable in this study is student writing motivation.

2. Dependent variable (Y)

The dependent variable in this study is the students' ability