

# CHAPTER I INTRODUCTION

## 1.1 Background of the Problems

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

For the students, learning writing is important. By mastering writing skill, the students are be able to communicate easily with the readers. Beside, if the students have skill in writing, the students will be easy to express ideas that can be understood by the readers. Writing is not only as tools to communicate in non verbal form. In addition, by mastering writing skill, the students are able to create written art such as poem, song, poetry, story etc. In writing, there are some kinds of genre text that commonly learned by the students such as decriptive text, narrative text, procedure text, argumentative text and many more.

Descriptive text is kind of text that the main idea is delivered by describing in detail object, place, or events for the readers. So that the readers can as if feeling what the writers write. Besides, descriptive text contain of describing about the real condition about things. Descriptive text has purpose to describe object in details and subjective or describe situation of an object from thw writer's point of view so that the reader can understand easily.

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

Any student learning English as a foreign language must be motivated. In other words, a learner's motivation determines whether they are successful or unsuccessful in learning English. Learners may succeed in learning English if they are highly motivated. If the person has low if they lack motivation, they could struggle to succeed in learning English. This is consistent with the claim made by Harmer, cited in Fachraini (2017, p. 34), that the biggest single factor determining students' achievement is the motivation they bring to class. Additionally, according to Eggen & Don as mentioned in Nanda (2021, p. 137), motivation is a force that "energetically propels, sustains, and leads behavior toward a goal." It motivates students to reach their objectives. According to Parsons et al. (2001, p.

56), motivation is an essential component of the learning process. Only students who are very motivated learn effectively, in other words.

Additionally, there are two categories of motivation in language learning: inner motivation and extrinsic incentive. Intrinsic motivation is the term for the act of doing. While the phrase extrinsic motivation refers to a person's propensity to engage in an activity in order to achieve certain goals, Putri (2019, p. 34). From those perspectives, it can be inferred that the terms instrumental motivation and integrative motivation are relatively comparable to extrinsic motivation and intrinsic motivation, respectively.

The students are expected to be able mastery writing skill. But in fact, there are many students still feel difficult in writing correctly. The students are not be able to combine the words and grammar into writing. There are many reason that make the students difficult to do writing. One of the factor is the students do not have enough vocabulary to express in their writing. In writing, vocabulary is important to mastery because without vocabulary the students will not be able to express anything. Another factor is because the students do not have interest to learn how writing correctly. It cause the students stay have limited knowledge how to writing. In other word, the students stay think that writing is hard to do.

This is based on the result of interviewed that conducted by the researcher toward the English teacher of eighth grade of MTsN 01 Lampung Utara on Tuesday, February 16<sup>th</sup> 2022 the researcher found that the students of eighth grade have some problems in writing especially in writing descriptive text. The teacher said that there are still many mistake that did by the students in arranging sentence. The mistake was such as used wrong tenses that not suitable with

descriptive structure, used wrong kind of verb in sentence, and used wrong grammar in their writing. In learning writing descriptive activity, that also students were not excited to learn writing. It shown by the students looks have low spirit during learning writing. Almost all of the students being passive while explaining the material.

The researcher also conducted interview with some students of eighth grade of MTsN 01 Lampung Utara on Thursday February 16<sup>th</sup> 2022. From the interviewed result it found that the students still feel difficult in learning writing. The students said they dont have knowledge in writing descriptive. The students said that sometimes do not interest because the students think that they are not be able to writing correctly because writing is difficult. The students also said that writing be difficult because they do not have many vocabulary so that they difficult to express ideas in writing using English. The students also felt unmotivated to learn writing because they do not understand clearly when the teacher explaining the material about writing especially in writing descriptive text. The students were not be able to uses correct grammar and made error in practice writing descriptive.

In addition, according to English teacher of MTsN 01 Lampung Utara most of the students of eighth grade have not pass the passing grade. Score of Writing ability descriptive text of the students in eighth grade can be seen in the following table.

**TABLE 1**  
**WRITING ABILITY DESCRIPTIVE TEXT SCORE OF EIGHTH GRADE**  
**OF MTsN 01 LAMPUNG UTARA**

Interval Score	Class							Total	Percentage
	VII A	VII B	VII C	VII D	VII E	VII F	VII G		
28 – 34	1	0	1	0	0	0	0	2	1%
35 – 41	3	2	1	0	0	1	0	7	3%
42 – 48	5	1	0	0	0	2	0	8	4%
49 – 55	2	3	5	6	4	6	5	31	14%
56 – 62	5	6	8	6	5	2	4	36	17%
63 – 69	9	1	4	3	2	5	7	31	14%
<b>70 – 76</b>	<b>4</b>	<b>7</b>	<b>6</b>	<b>6</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>44</b>	<b>21%</b>
77 – 83	0	10	6	7	13	6	2	44	21%
84 – 90	2	0	0	2	1	1	2	8	4%
Total	31	30	31	30	31	30	28	211	100%

*(Source: Writing Ability Descriptive Text of Eighth Grade in MTsN 01 Lampung Utara)*

Based on the table above, it can be seen that not all of the students get score of school passing grade (KKM) which is 70. That are score of writing subject in MTsN 01 Lampung Utara. Beside, there are only 98 students from 211 students that have score more than 70. The percentage is 46%. Meanwhile, the students that have low score or under school passing grade (KKM) are 113 students and the percentage is 54%. From the description above, the researcher concluded that the ability in writing of eighth grade in MTsN 01 Lampung Utara still low.

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

### **1.1 Identification of the Problem**

Based on the background above, the researcher identified the problem as follows:

1. The students have low skill in writing descriptive text.
2. The students have low interest in learning writing descriptive text.
3. The students still make error when writing descriptive text.
4. The students feel writing descriptive text is difficult to be mastery.
5. The students have learning motivation of low in writing descriptive text.

### **1.2 Limitation of the Problem**

From the identification above, the researcher limit the problem is there significant correlation between students' motivation in learning English and their writing ability in descriptive text at the eighth grade of MTsN 01 Lampung Utara Academic Year 2022/2023.

### **1.3 Formulation of Problem**

Based on limitation above, the formulation of the problem in this research is “is there significant correlation between students' motivation in learning English and their writing ability in descriptive text at the eighth grade of MTsN 01 Lampung Utara Academic Year 2022/2023?”

#### **1.4 Objective of the Research**

The research is conducted to find out whether there is significant correlation between students' motivation in learning English and their writing ability in descriptive text at the eighth grade of MTsN 01 Lampung Utara Academic Year 2022/2023.

#### **1.5 Uses of the Research Result**

The result of this research is expected to provide useful information in correlation between students' motivation in learning English for their writing ability in descriptive text, especially for MTsN 01 Lampung Utara. The result of this research is also expected to give beneficial contribution for the following parties.

##### **1. Theoritically**

The result of this research hopefully to support existing theories related to the topics and to provide clear explanation about motivation in learning English and writing skill employed by the students.

##### **2. Practically**

The result of the research are hope to be useful for:

###### **a) The students**

As the information, it provides the benefits to the students who interested in this topic and gives understanding about the important of motivation in learning English and knowledge about writing skill.

b) The Teachers

The result is useful for all teachers to inform the correlation between students' motivation in learning English and their writing ability in descriptive text .

c) The Next Researcher

This research could be as an additional reference for further researchers who are interested in conducting the reseacrh with same interest.