

**THE INFLUENCE OF LEARNING MOTIVATION  
TOWARD STUDENTS' WRITING ABILITY ON  
RECOUNT TEXT AT TENTH GRADE TKJ OF SMK  
SAKTI GEMOLONG SRAGEN IN THE ACADEMIC  
YEAR OF 2018/2019**

**THESIS**

Submitted to Partial Fulfillment of the Requirement  
for Degree of Bachelor of Education  
in English Language Education



By  
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SEMARANG  
2019**



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WRITING ABILITY ON RECOUNT TEXT AT TENTH GRADE TKJ OF SMK  
SAKTI GEMOLONG SRAGEN IN THE ACADEMIC YEAR OF 2018/2019**

is definitely my work. I am completely responsible for the content of this thesis. Other writer's opinion or finding included in the thesis are quoted or cited in accordance with ethical standards.

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*Assalamu'alaikum wr.wb.*

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TENTH GRADE STUDENTS' WRITING ABILITY ON RECOUNT  
TEXT AT TENTH GRADE TKJ OF SM1K SAKTI GEMOLONG  
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## MOTTO

“It's not whether you get knocked down; it's whether you get back up.”

- Vince Lombardi

“Big dreams come true because of prayer, hard work, effort, and thankfulness.”

- Omar Mar

“Be assured that there is something waiting for you after the many patience you have, which make you stunned even forget how painful the pain is.”

- Ali bin Abi Thalib

“Doing with full effort, patience in the process, grateful with whatever the results is.”

- Duwi Ayu Arimbi



## DEDICATION

This research is dedicated to:

1. My beloved father (Suparno) and mother (Suparti) who always support me emotionally and materially with prayer, love, and patience. Without you are, I am nothing.
2. My lovely sisters; Azzizah Puspa Rini and Melisa Putri Juwita. Thank you for your support.
3. All my best friends; Maryatul Chibtiyah, Faiqotul Muna, Zulfa Nurul Mukarromah, Ilvin Duroriyah, and Ulfatun Khasanah. Thank you so much for your kindness, friendship, help, and support. You are the best friends that I ever have.
4. My companions; Kholifatul Khusna, Kuntu Farida Rizqiana, and Santi Kumalasari. Thank you for the moment in the last time battle we have. To be true.



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8. Dearest friends in PBI C who gave me history in my life. You are amazing. Posko KKN 39<sup>th</sup> Sukodono and PPL SMK HM Brangsong Kendal thanks for your support and unforgettable moments.

9. Last but not least, those who cannot be mentioned one by one, who has supported the writer to finish this thesis.

Finally, the writer realizes that this thesis is far from being perfect. Therefore, the writer will happily accept constructive criticism in order to make it better. The writer hopes that this thesis would be beneficial to anyone.

Semarang, 22 July 2019  
The writer

**Duwi Ayu Arimbi**  
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## ABSTRACT

Title : The Influence of Learning Motivation toward Students' Writing Ability of Recount Text at Tenth Grade TKJ of SMK Sakti Gemolong Sragen in The Academic Year of 2018/2019  
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This study aimed to investigate the influence of learning motivation toward students' writing ability of recount text at Tenth Grade Computer Network Engineering (TKJ) of Sakti Gemolong Vocational School Sragen. This study referred to some theories of experts in motivational study, it told that motivation is a significant factor that affects students learning in education. This research used a quantitative research with correlational study by using cross-sectional survey which the researcher accumulated the data of 36 respondents (X TKJ B) from 142 population as a sample that taken through *purposive sampling technique*. The correlational study was most appropriate for this study because it allows two variables to show if they have a positive or negative relationship and examines the hypothesis. The data collection used a questionnaire, test, and documentation. Then, the data analysis used *product moment* and *simple linear regression*. The researcher analyzed the quality of the two variables by using distribution frequency table. The researcher found that the quality of students' learning motivation in range 107-118, and the quality of students' writing ability was also medium in the range 76-86. The result also showed that the regression similarity is  $\hat{Y} = a + bX_2 = 40,679 + 0,357X_2$ . There was a significant influence on students' learning motivation toward students' writing ability. Moreover, the researcher found that  $F_{count} > F_{tabel}$  is  $12,011 > 4,13$  and  $0,40 \leq r_{xy} < 0,60$  is  $0,40 \leq 0,511 < 0,60$ , it means there is a significant and quite high correlation between students' learning motivation and students' writing ability of recount text. So, if the degrees of students' learning motivation is higher, so the writing ability of recount text is also higher.

**Keywords:** Motivation, Vocational School, Writing



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# CHAPTER I

## INTRODUCTION

This chapter discussed the background of the study, the research question, the objective of the study, and pedagogical significance. This part is made as an introduction to the study that will be conducted then.

### A. Background of the Research

Motivation is one of the factors affect the sense of learners' feeling and their interest of mastery and control over the learning activity to develop students' ability in the four skill of English language. According to Bakar, "Motivation is a complex part of human psychology and behavior that influences how individuals choose to invest their time, how much energy they exert in any given task, how they think and feel about the task, and how long they persist at the task"<sup>1</sup>. Motivation has a significant effect on students' learning behavior.

Motivation and learning are two things that influence each other. Bakar said that motivation is a significant factor that affects students learning in education<sup>2</sup>. Students certainly have desire, encouragement, or goals in themselves that they want to achieve in learning language which the students is more successful who have

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<sup>1</sup> Ramli Bakar, "The Effect of Learning Motivation on Student's Productive Competencies in Vocational High School, West Sumatra", Faculty of Engineering, State University of Padang, Indonesia, *International Journal of Asian Social Science*, 2014, p.723.

<sup>2</sup> Bakar, "The Effect of Learning Motivation on Student's Productive Competencies...", p.723.

drive, goal, or motivation in learning. Then, Kober says motivation can affect how students approach school in general, how they relate to teachers, how much time and effort they devote to their studies, how much support they seek when they are struggling, how they perform on tests, and many other aspects of education.<sup>3</sup> It means that the role of motivation is in terms of growing passion, feeling happy, and enthusiasm for learning. In addition, Ullah et.al explain that the key parameter for students' success and achievement of high-quality academic grades is the students' motivation<sup>4</sup>. Motivation is the basic idea that explains the direction, persistence and goal-directed behavior of a person.

Learning is acquiring or getting of knowledge of a subject or skill, experience, or instruction that caused the behavior change through training and experiencing. According to Rohmah, "Learning is a proceed activity which a very fundamental element in the implementation of each type and level of education". In Q.S. Al Mujadalah that read:<sup>5</sup>

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<sup>3</sup> Usher Kober, *Student Motivation— An Overlooked Piece of School Reform*, (Washington, D.C: Center on Education Policy, 2012), p.1.

<sup>4</sup> Muhammad Imdad Ullah, et.al., "Factors Influencing Students Motivation to Learn in Bahauddin Zakariya University, Multan (Pakistan)", *International Journal of Human Resource Studies*, (Vol. 3, No. 2, 2013), p. 91.

<sup>5</sup> Noer Rohmah, *Psikologi Pendidikan*, (Yogyakarta: Teras. 2012), p. 176-183.

يَأْتِيهَا الَّذِينَ آمَنُوا إِذَا قِيلَ لَكُمْ تَفَسَّحُوا فِي الْمَجَالِسِ فَافْسَحُوا يَفْسَحِ اللَّهُ لَكُمْ  
وَإِذَا قِيلَ انشُرُوا فَانشُرُوا يَرْفَعِ اللَّهُ الَّذِينَ آمَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ  
دَرَجَاتٍ وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ

*“O you who believe! when it is said to you, ‘Make room!’ in assemblies, then make room; Allah will make ample room for you (hereafter). And when it is said, ‘Rise up!’ then rise up; Allah will raise those who believe from among you, and those to who have the knowledge, to degrees of ranks. Allah is Well-Aware of what you do.”*<sup>6</sup>

It explains that learning is an obligation for every believer to obtain knowledge in order to improve their degree of life in the perspective of Islam. According to Cronbach quoted in Syaiful, "Learning is shown by a change in behavior as a result of experience". It means that learning is the main activity that has done by every student to change their behavior as a result of individual experience while interaction in their environment which included cognitive, effective, and psychomotor.

This research is also based on Indonesian Government Regulation Number 20 in 2003 about the National Education System concerning Article 37 affirms that language learning is one of the compulsory subjects for students in primary, secondary and high education level. In Indonesia, junior and senior high school, even university, elementary school, and kindergarten students are learning English. English is an international language that used by most

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<sup>6</sup> Maulawi Sher Ali, *The Holy Qur'an: Arabic Text and English Translation*, (Tilford UK: Islam International Publications Ltd, 2004), p. 655.

countries in the world which are considered as one of the most important subjects to be taught in school whether as a second language or foreign language.

Besides, English as the subject to learn in the school, students must have different reasons or motivations for wanting to study English by themselves. Harmer said there are some choices of the reason for people to learn English.<sup>7</sup> For example, Students learn English as one of the lessons taught in the school-based on 2013 curriculum, on the other hand, learning English reflects some kinds of a choice. In addition, many people need to move into a target language community where English is the national language. Moreover, some people think that learning English will be useful for international communication or travel in some way. As a result, the purposes of what students want and need to learn will influence what they are taught.

The reason to learn or to do something will become students' motivation. The students' motivation can be intrinsically and extrinsically influenced. According to Ullah et.al, "Students should be motivated to engage in the process of learning. When learners are engaged in higher order thinking then they will be required to generalize, construct, hypothesize and interpret knowledge."<sup>8</sup> To get learning results in the form of change must go through a certain

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<sup>7</sup> Jeremy Harmer, *How to Teach English*, (UK: Pearson Education, 2010), p.11

<sup>8</sup> Ullah, et.al., "Factors Influencing Students Motivation to Learn in Bahauddin Zakariya University, Multan (Pakistan)", ..., p. 92.

process that is influenced by factors that come from inside and outside the individual. Learning motivation can arise due to intrinsic factors caused by encouragement or desire for learning needs, expectations, and aspirations, and extrinsic factors also influence learning motivation in the form of appreciation, a pleasant learning environment, and interesting learning activities.

The language learning at Senior High School level still focuses on improving the competence of students to be able to use the language to achieve communication goals in various contexts, both oral and written with higher complexity than the material learned in Junior High School using the same approach, namely a text-based approach. This learning refers to learning of the language function and its use, which is a unified meaning both oral and written. Based on the Senior High School syllabus in 2013 curriculum which emphasizes on improving the ability of learners used English in a variety of text types. The text is studied not as a final goal, but as a tool for carrying out various activities in real life. At this intermediate level, teaching material consists of simple texts that must be mastered by students as basic competencies in learning English.

One of them is recount text. According to Anderson and Anderson, "recount text is a piece of text which retells past events orderly and has a purpose to describe what has already happened"<sup>9</sup>. In other words, recount text is text which retells events or experience

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<sup>9</sup> Mark Aderson and Kathy Aderson, *Text types in English*, (South Yarra: Macmillan Education, 1998), p.48

that already occur in the past. In addition, Gerot and Wignel quoted in Harris state “recount is retelling past events in order to inform or entertain about what and when it happened”<sup>10</sup>. Based on these theories, recounts are generally based on the direct experience of the author but it may also be imaginative or outside the author’s experience.

Referring to the Core Competencies for Senior High School, English learning is designed to provide experience in using English-language texts to understand and apply factual, conceptual, and procedural knowledge related to visible phenomena and events, through speaking activities, listening, reading, and writing in the realm of the concrete and the abstract. Writing is important to be mastered as one of the four language skills in learning English. These skills are listening, speaking, reading and writing. Among the skills, writing is the most difficult skill to be learned, because it needs hard thinking in producing words, sentences, and paragraph at the same time. According to Richard and Renandya, “the most difficult skill for ESL learners to master is writing”<sup>11</sup>. Writing is the process of thinking to invent the ideas. The crucial aspect of writing is to convey and organize the ideas into readable text that has some meaning. In writing, students have to be able generating, organizing and

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<sup>10</sup> Allieni Harris, et.al., “An Analysis of Students’ Difficulties in Writing Recount Text at Tenth Grade of SMA N 1 Sungai Limau”, *Journal English Language Teaching*, (Vol.2, No. 1, 2014), p.56.

<sup>11</sup> Jack C. Richard and Willy A. Renandya, *Methodology in Language Teaching: An Anthology of Current Practice*, (New York: Cambridge University Press, 2002), p.303.

translating the ideas into readable text, and also composing their ideas into a logical sequence, and they do not use particular genre strategies in their writing.

Besides motivation, writing also has complex conceptualizations. There are some common difficulties faced by students in process of writing. First is generating an idea. Richards and Renandya said that except developing the ideas, how to make the ideas can be understood is also difficulty in writing<sup>12</sup>. The students are not able to transfer their ideas when they have to put it into the concrete one. Second is using correct structure/ grammar in writing sentence. They are choice of article, pronoun, verb tense, sentence agreement, etc. According to Coffin et.al cited in Harris, “there are some aspects of English grammar that become ESL/EFL students’ difficulties”<sup>13</sup>. In sum, when students want to convey their ideas in the other hand they have to think how to make their ideas well organized and use the right word in writing to avoid readers confusing in the content of their writing recount text. In the result, they tend to easily get bored and lost interest that causes lack motivation in learning writing.

Sakti Gemolong Vocational School is a well-known and one of the superior vocational schools in Sragen. The students not only come from the Gemolong sub-district but also many from around the

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<sup>12</sup> Richard and Renandya, *Methodology in Language Teaching: An Anthology of Current Practice*,..., p.303.

<sup>13</sup> Harris, et.al., “An Analysis of Students’ Difficulties in Writing Recount Text...”, p.57.

Gemolong sub-district such as Sumberlawang, Kalijambe, Miri, Gabugan, Tanon, Mondokan, there are even students from Sragen and Grobogan cities. Sakti Gemolong Vocational School has implemented the 2013 curriculum. The most students of tenth-grade Computer Network Engineering (TKJ) of Sakti Gemolong Vocational School have low comprehension in writing text. Based on the survey at the tenth grade English teacher of Computer Network Engineering (TKJ), the researcher got that most students have difficulty writing English text. The students have difficulty in developing and delivering topics in well-structured writing so that they are easily understood and convey the intended message to the reader. This is due to the lack of students' motivation and understanding towards writing.

Students will encounter many written issues because they have structure, organization, pronunciation, diction, spelling, and vocabulary. Especially in writing, it is anticipated that students can systematically express their thoughts in written forms. Motivation will also allow the students to solve the issues. The highly motivated students will be more involved in writing. With the guidance of the teacher, they will adapt to the teaching situation. And the students will at least be interested in writing. It can suppose the writing motive of the student has correlation with the writing ability of the students. So, the greater the motivation of students to write, the stronger the capacity of students to write. On the contrary, the reduced the motivation of students to write, the worse the capacity of students to write. Writing motivation is an impulse or help that comes from a person's inside and outside and can alter a person's ability to be better



than before. In addition, writing is an activity and productive activity to transmit messages through written arrangement of phrases.<sup>14</sup> Therefore, the students need motivation to do a successful writing.

Kober explains that students who have a higher motivation to learn have been linked not only to better academic performance, but to greater conceptual understanding, satisfaction with school, self-esteem, social adjustment, and school completion rates.<sup>15</sup> Otherwise, Meece and McCloske stated that low motivated students are passive, trussing class, avoiding homework, cheating, negative attitudes in class, lack of interest in reading, do not try hard and choosing easy classes, or avoiding challenging work or give up easily in the face of challenges.<sup>16</sup> In short, motivation has an important role in students' learning.

## **B. Question of the Research**

This research intended to answer the questions as follow:

1. How is students' learning motivation of tenth grade Computer Network Engineering B of Sakti Gemolong Vocational School in the academic year of 2018/2019?

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<sup>14</sup> Septa Aryanika, "The correlation between the students' writing motivation and the writing ability", IAIN Raden Intan Lampung, *English Education: Jurnal Tadris Bahasa Inggris*, (Vol. 9 (1), 2016, 215), p.10.

<sup>15</sup> Kober, *Student Motivation— An Overlooked Piece of School Reform*, ..., p.2.

<sup>16</sup> Judith Meece and Wendy McCloske, *Improving Student Motivation: A Guide for Teachers and School Development Teams*, (Washington DC: SERVE, 1997), p.17.

2. How is students' recount text writing ability of tenth grade Computer Network Engineering B of Sakti Gemolong Vocational School in the academic year of 2018/2019?
3. Is there a positive and significant influence of learning motivation toward students' writing ability of recount text at tenth grade Computer Network Engineering B of Sakti Gemolong Vocational School in the academic year of 2018/2019?

### **C. Objective of the Research**

The objectives of the study are as follow:

1. To explain students' learning motivation of tenth grade Computer Network Engineering B of Sakti Gemolong Vocational School in the academic year of 2018/2019.
2. To explain students' recount text writing ability of tenth grade Computer Network Engineering B of Sakti Gemolong Vocational School in the academic year of 2018/2019.
3. To find out the influence of learning motivation toward students' writing ability of recount text at tenth-grade Computer Network Engineering of Sakti Gemolong Vocational School in the academic year of 2018/2019.

### **D. Significance of the Research**

There are some significances by conducted this research as follow:

1. Students

It conducted to know students' learning motivation and their writing ability. So, the students are expected to improve their motivation and their writing achievement.

2. Teachers

This research became an evaluation for teachers whether the learning motivation of students has any effect on their ability in writing. The teachers will be more aware of students' motivation in writing. Besides, the teachers will be easy to motivate students and to improve their technique in teaching writing and to find the most suitable technique for improving the students' motivation and ability in writing. The teachers can control their writing improvement continuously.

3. School

The results of this research can be used by schools as a guide to be realized in improving the quality of teaching and learning processes, especially regarding learning motivation and writing skills.

4. Future researchers

This research can be used as additional knowledge and reference for next researcher who is interested to conduct deeper research.



## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter contained some previous research, literature review, and research hypothesis.

#### **A. Literature Review**

In this subchapter, the researcher discusses some theories and studies that are most relevant to the topic.

##### **1. Writing**

###### **a. Definition of writing**

Writing is an important skill to be mastered in learning English as a foreign language. Weigle explains that the ability to write effectively is becoming more and more important and writing instruction is assuming an increasing role in L2 language education<sup>17</sup>. The functions of writing is to express thought and persuade others and also a tool for communication and learning that allows us to document, collect, and widely circulate detail information. Moreover, the writing also should consist of specific information connected and arranged orderly using appropriate word or sentence. Nunan quoted in Harris stated that “writing is the process of thinking to invent ideas, thinking about how to express ideas into good writing, and arranging the ideas into statement and paragraph clearly”.<sup>18</sup> Writing is to explore the ideas and

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<sup>17</sup> Sara Cursing Weigle, *Assessing Writing*, (United Kingdom: Cambridge University Press, 2002), p.1.

<sup>18</sup> Harris, et.al., “An Analysis of Students’ Difficulties in Writing Recount Text...”, p.55.

arrange them into good sentences and a readable text that has meaning. By mastery writing, students can communicate their thinking or idea through words or sentences.

There are some essential foundations which students have to know and understand in learning writing. Those are grammar, usage, paragraph composition, and sentence structure. Moreover, the students have to consider their grammar, spelling, punctuation, capitalization, and usage of words as requirements because of the purpose in the condition of writing to be correct word and grammar are important in writing. They must know the subjects, verbs, and the preference of pronouns so they can use the appropriate pronouns in order that the sentences will not be ambiguous.<sup>19</sup> In short, students must know the construction of sentence to get good writing.

Therefore, poor writing can be an issue for kids and adults alike. Use of spelling, grammar and punctuation are noticeable indicators of the quality of the written text. It has been shown that even primary school kids consider written texts that are abundant in spelling mistakes as 'less well-constructed, less than texts that contain correctly spelled

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<sup>19</sup> Ma'rifatul Fadhilah, *The Effectiveness of Written Peer Review towards English III Students Writing Skill*, (Semarang: DIPA UIN Walisongo, 2015), p.50.

words.<sup>20</sup> It means that writing is a complex skill that involves knowledge, concept, and writing rules in creating and organizing ideas into readable writing so it becomes the most challenging activity for foreign learners.<sup>21</sup>

The ability to write becomes a needful skill in our global literate society and widely reorganized as an important skill for educational, business, and personal reasons.<sup>22</sup> According to Kirzner and Mandell cited by Jozsef, "writing is life skill". The students need to train optimally in writing English activity. Writing activity involves the development of a design idea, the capture of mental representations of knowledge and experience with subjects.<sup>23</sup> In the field of the traditional view in language classes, writing functions is primarily to support and reinforce patterns of oral language use, grammar, and vocabulary that being supplanted by the notion that writing in a second language is a worthwhile enterprise in and of itself.<sup>24</sup> Writing has also become more important tenets of communicative language teaching as a

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<sup>20</sup> Tessa Daffern, et.al., "Predictors of writing success: How important are spelling, grammar and punctuation?", *Australian Journal of Education*, Vol. 61(1), 2017, p.77.

<sup>21</sup> Nadiyah Ma'mun, *The Grammatical Errors on The Paragraph writing of The English Department Students*, (Semarang: DIPA UIN Walisongo, 2015), p. 49.

<sup>22</sup> Douglas Brown, *Language Assessment: Principles and Classroom Practices*, (New York: Pearson Education, 2004), p.218.

<sup>23</sup> Horvath Jozsef, *Advanced Writing in English as A Foreign Language*, (Pecs: Lingua Franca Csoport, 2001), p.8.

<sup>24</sup> Weigle, *Assessing Writing*, ..., p.1.

system of communication rather than as an object of study that has taken hold in both second- and foreign- language settings.

It is essential for teachers and learners to have a fundamental knowledge of how English works and acts as writing and how writing is significantly distinct from speech when teaching learners to write in English. Therefore, a main goal of teaching writing is to provide the understanding to learners to become efficient written English users.

**b. Micro- and Macro-skills of writing**

Specific written forms at the level of word or sentence (handwriting or typing, spelling, punctuation) are practiced by students in micro aspect. In other hands, macro aspect is emphasized on content and organization for students to practice. In this aspect, they express themselves using their own words, state a purpose for writing and specify an audience.<sup>25</sup>

Micro-skills apply more appropriately to imitative and intensive types of writing task. There are some characteristics of students that have *micro-skills* which are described by Brown in his book. First, Micro-skill students are able to produce graphemes and orthographic patterns of English. In other hands, they are able to produce writing an efficient rate of speed to suit the purpose, and also an

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<sup>25</sup> Tossi Ana Ari Utami, "Improving the Ability in Writing Descriptive Texts through Brainstorming Technique for Grade VII Students at SMP N 1 Piyungan", *Thesis* (Yogyakarta: Yogyakarta State University, 2014), p.16-17.



acceptable core of words. Furthermore, they are able to use appropriate word order patterns, and acceptable grammatical systems (e.g. tense, agreement, pluralization), patterns and rules. In addition, students are able to express a particular meaning in different grammatical forms and use cohesive devices in written discourse.

Whereas, the *macro-skills* are essentially for successful mastery of responsive and extensive writing. The students that have macro-skills are able to use the rhetorical forms and conventions of written discourse. And, they are able to appropriately accomplish the communicative functions of written texts according to form and purpose. In addition, they are able to convey links and connections between events, and communicate such relations as the main idea, supporting an idea, new information, given information, generalization, and exemplification. Moreover, the students are able to distinguish between literal and implied meaning when writing. Hence, they are able to correctly convey culturally specific references in the context of the written text. Then, the students are able to develop and use a battery of writing strategies, such as accurately assessing in the first draft, using paraphrase and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.<sup>26</sup>

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<sup>26</sup> Brown, *Language Assessment...*, p.220-221.

**c. The Types of writing performance**

The following is five major categories of classroom written performances:

1) Imitative or Writing Down

The imitative writing is producing the basic tasks of written language; writing letters, words, punctuation, and brief sentences includes the ability to spell correctly. The learners' levels are trying to master the mechanics of writing. The form is primary at this stage, while the context and meaning are the secondary concern. The assessment of imitative writing is the rudiments of forming letters, words, and simple sentences. For example, to assess a person's ability to produce written letters and symbols, we can use *copying* (to copy letters or words), *listening cloze selection tasks* (to test spelling and give practice in writing), and so on. A common form of the imitative writing is dictation, although dictations can serve to teach and test higher-order processing as well.

2) Intensive or Controlled Writing

The intensive/controlled writing is producing appropriate vocabulary within a context, collocations and idioms, and correct grammatical features. The meaning and context are some importance in determining correctness and appropriateness. This is form-focused writing, grammar writing, or simply

guided writing. Display writing is an appropriate type of this level that students produce language to display their competence in grammar, vocabulary, or sentence formation, and not necessary to convey meaning for an authentic purpose.

A common form of intensive writing is to present a paragraph to students in which they have to change a given structure throughout. For example, they may be asked to change all present tense verbs to past tense in case students may need to change other time references in the paragraph. The other form of controlled writing is dicto-comp. A paragraph is read at normal speed then the teacher asks students to rewrite the paragraph based on what they hear.

### 3) Responsive Writing

Learners/students perform at the limit discourse level, connecting sentences into a paragraph and creating a logically connected sequence of two or three paragraphs. A genre of writing include brief narratives and descriptions, short reports, lab reports, summaries, brief responses to reading, etc. The writer has mastered the fundamental of sentence-level grammar. It is more focus to achieve the objectives of the written texts. Form-focused is at the discourse level, with a strong emphasis on context and meaning. A common form of responsive writing is open-ended tasks such as writing short reports,

essays, summaries, and responses, up to texts of several pages or more.

4) Extensive Writing

The extensive writing implies successful management of all the process and strategies of writing. Writes focus on achievement a purpose, organizing and developing ideas logically, using detail to support or illustrate ideas, demonstrating the syntactic and lexical variety and focus on grammatical form.<sup>27</sup>

**d. The Process of writing**

The writing process is the stage a writer goes through in order to produce something in its final written form. This process may be affected by the content of the writing, the type of writing, and the medium is it written in. Based on Meyers, there are six steps in the writing process.<sup>28</sup>

Firsts are exploring the ideas. Writing first involves discovering the ideas. In this step, the writer should consider the subject, the purpose, and the audience. Choose an interesting subject that the writer cares about and knows about. Then, you will have something interesting to say and say it more clearly and confidently. Considering the purpose of writing, it is to inform, to persuade, or to entertain, or to do all three before. Then, considering the audience, the writer

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<sup>27</sup> Brown, *Language Assessment...*, p.220.

<sup>28</sup> Alan Meyers, *Gateways to Academic Writing: Effective Sentences, Paragraphs, and Essays*, (New York: Pearson Education, 2005), p.3-5.

should know that the audience is familiar with the subject or not, and what the audience opinion about the subject is. This will effect in determining the subject and purpose of writing. Brown explains that the purpose of writing will influence the text type, the language they use, and the information they choose to include. Then, he also said that the audience of writing will influence the shape of writing and the choice of language whether formal or informal in tone.<sup>29</sup> The content structure of the piece is to consider how best to sequence the facts, ideas, or arguments which they have decided to include.

The second step of the writing process involves writing the writers' thought. This step is called prewriting. Writing thought without considering the grammar, word choice, spelling, or punctuation. Richard and Renandya said that it is an activity in the classroom encourages students to generate tentative ideas and gather information for writing<sup>30</sup>. The following activities provide the learning experiences for students at this step:

1. Brainstorming: Students spew out ideas about the topic and list it. They may cover familiar ground first and then move off to more abstract or wild territories.

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<sup>29</sup> Jeremy Harmer, *How to Teach Writing*, (England: Pearson Education, 2004), p.4-5.

<sup>30</sup> Richards and Renandya, *Methodology in Language Teaching: An Anthology of Current Practic*,..., p.315.

2. Clustering: Students write the subject of writing in the middle of the page and circle it. Then, write related ideas/words with the subject around the circle. The subject of writing is circled and then linked by lines with others to show discernible clusters. These related ideas are like *branches*.
3. Free Writing: Students freely and quickly write down single words and phrases about a topic without worrying sentence structure, spelling logic, and grammar.<sup>31</sup>
4. WH-Questions: Students generate *who, why, what, where, when* and *how* questions about a topic.<sup>32</sup>

Those four methods above can help students to generate ideas.

Organize is the third step in the writing process. After the students write their ideas into words, they can begin to organize them. This step involves four activities; selecting, subscribing, adding ideas, and outlining them. Students are selecting by an underline or highlight the best ideas in the brainstorming list. Then rewrite the list and add more ideas to the list, and remove unrelated parts to your choices. After that, they expanded them by choosing the part in clustering diagram that has the best ideas which explore them in the greater detail. Next, they circle or highlight the part in the

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<sup>31</sup> Meyers, *Gateways to Academic Writing...*, p.6-7.

<sup>32</sup> Richards and Renandya, *Methodology in Language Teaching: An Anthology of Current Practic...*, p.316.

freewriting, and focus more specifically on your subject and add more details. The last, the students make a formal outline to arrange them in some reasonable order.

The next step in the writing process is writing the first draft. The writers are focused on the fluency of writing and are not preoccupied with grammatical accuracy or the neatness of the draft. After that, the fifth step is revising the draft. It is the most important steps in the writing. Add ideas, remove unrelated ideas, rearrange sections, say sentences differently, and substitute words. Write new sections and draw arrows.<sup>33</sup>

The last step is producing the final draft. The students are engaged in tidying up their texts as they prepare the final draft for evaluation by the teacher. They edit their own or their peer's work for grammar, spelling, punctuation, diction, sentence structure and accuracy of supportive textual material such as quotations, examples and the like. Editing within process writing is meaningful because students can see the connection between such an exercise and their own writing in that correction is not done for its own sake but as part of the process of making communication as clear and unambiguous as possible to an audience. The readers will help the author to make appropriate revisions by giving comment and suggestions. They review their texts on the basis of the

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<sup>33</sup> Meyers, *Gateways to Academic Writing*..., p.8-10.

feedback given in the responding stage. Then, they reexamine what was written to see how effectively they have communicated their meanings to the reader.<sup>34</sup>

Richard and Renandya argue that there are two more steps in the writing process after making the final draft; evaluating and post-writing. In evaluating student writing, the scoring may be analytical (i.e., based on specific aspects of writing ability) or holistic (i.e., based on a global interpretation of the effectiveness of that piece of writing). In order to be effective, the criteria for evaluation should be made known to students in advance. Depending on the purpose of evaluation, a numerical score or grade may be assigned. Students may be encouraged to evaluate their own and each other's texts once they have been properly taught how to do it. In this way, they are made to be more responsible for their own writing. Post-Writing includes publishing, sharing, reading aloud, transforming texts for stage performances, or merely displaying texts on notice-boards. The post-writing stage is a platform for recognizing students' work as important and worthwhile. It may be used as a motivation for writing as well as to hedge against students finding excuses for not writing.<sup>35</sup>

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<sup>34</sup> Harmer, *How to Teach Writing*,..., p.4-5.

<sup>35</sup> Richards and Renandya, *Methodology in Language Teaching: An Anthology of Current Practice*,..., p.318-319.



Brown stated that process writing approaches tend to be framed in three stages of writing. The pre-writing stage encourage the generation of ideas, which can happen in numerous ways; (1) Reading a passage, (2) Skimming or scanning a passage, (3) Conducting some outside research, (4) Brainstorming, (5) Listing in personal writing, (6) Clustering, (7) Discussing a topic or question, (8) Instructor-initiated questions and probes, and (9) Freewriting. The drafting and revising stages are the core of the writing process. On traditional approaches to writing instruction, students either are given time in class to write from start to finish within a class hour, or given a homework writing assignment. The first option, the students have no opportunity for systematic drafting, and the second option, students did any drafting at all. In a process approach, drafting is viewed as an important and complex set of categories, the mastery of which take time, patience, and trained instruction.<sup>36</sup>

## **2. Recount text**

### **a. Definition of Recount text**

Some text types of story genre are narrative, news story, exemplum, anecdote, recount, and spoof. Recount is a text which showing memory of a series of events. This text is a piece of text that retells the events for the purpose of informing or entertaining, usually in which they happened. A

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<sup>36</sup> Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, (San Francisco: Pearson Education, 2000), p.346-348.

text tells an event writing in temporal sequence. The recount deals with a sequence of events. The author is most focused on temporal succession of events that the events follow that one and so on.<sup>37</sup> A piece of text that retells past events in the order in which it happened called recount text.

Recount is to tell personal experiences of the author and exciting things that have happened in their life in particular time. Anderson and Anderson explain that "recount text is a piece of text which retells past events orderly and has a purpose to describe what has already happened". The purpose of a recount is to describe what occurred and when it happened.<sup>38</sup> Based on these theories, recounts are generally based on the direct experience of the author but it may also be imaginative or outside the author's experience.

#### **b. The Schematic Structure and Language Feature**

In writing recount texts, students must know the schematic structure and language features of that text. A schematic structure is the distinctive beginning-middle-end structure of a genre<sup>39</sup>. Generally, recount texts begin with an orientation to introduce and give the background information that is needed to guide readers' understanding to next part of the story. Besides generic structure, students have to know

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<sup>37</sup> Mary Macken, *A Genre-Based Approach to Teaching Writing, Years 3-6; an approach to Writing KI*, Literacy and Education Research Network, (NSW: Common Ground Pub, 1990), p.24.

<sup>38</sup> Anderson and Anderson, *Text types in English, ...*, p.48.

<sup>39</sup> Macken, *A Genre-Based Approach to Teaching Writing...*, p.52.

about the language feature of recount text. Language features of recount text are a focus on the specific participant, use of material processes (action verb), circumstances place, and time, use the past tense, and focus on the temporal sequence. The generic structures and language features of recount texts below were used as indicators to know students' ability in writing recount texts and their difficulties.

The schematic structures of recount text consist of three stages in recount text. Firstly, Orientation provides the setting of place and time, and introduces participants which give background information about “what”, “who”, “where”, and “when”.<sup>40</sup> Secondly, Events tell what happens and in what sequence that present in temporal sequences that use chronological order. In recount text, many events occurred that may be started in the first paragraph or second paragraph. There are time signals in the events such as first, second then, finally, etc.<sup>41</sup> The third is Re-orientation which is optional-closure of events that are not always necessary usually impression and in the last paragraph.

The language feature of recount text is a characteristic of text to identify the text. The language features usually found in a recount text are (a) focus on individual participant; (b) focus on the temporal sequence of events; (c)

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<sup>40</sup> Aderson and Aderson, *Text types in English*,..., p.50.

<sup>41</sup> Fadhilah, *The Effectiveness of Written Peer Review*..., p.50.

circumstances of time and setting; (d) use of the material (action) process; (e) use of past tense to retell the events;<sup>42</sup> (f) use proper nouns to identify those involved in the text; (g) use descriptive words to give details about who, what, when, where, and how; and (h) use words that show the order of events for example: first, next, then, etc.<sup>43</sup>

**c. The Example of Recount text**

**Remote Control Racing Cars**

(Orientation)

On the weekend of the 3<sup>rd</sup> of March, I went to the Ryde BMX track with Robert and Christ Macdonald.

(Event 1)

When we got there it was very crowded in the carpark and we wondered where everyone was because there weren't many people on the BMX track.

(Event 2)

So we parked the car and then we saw a lot of people surrounding a little track with speeding cars going around it. There were also about five people controlling the car from a high platform. The cars were about 30 cm long and 15 cm wide with big tread on the tire and a flap on the front so that they wouldn't tip over.

(Re-orientation)

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<sup>42</sup> Entika Fani Prastikawati and Siti Musarokah, *Writing 3 (Handout and Assignment)*, (Semarang: IKIP PGRI Semarang, 2010), p.19.

<sup>43</sup> Aderson and Aderson, *Text types in English,...*, p.50.

Then, after the races they were awarding trophies to the winner. When we were just going a boy was controlling a car around the track and it was going very fast. Some else had a three wheeler motorbike, but it didn't go as fast. Then we had to go, so we parked up the car and then we left.<sup>44</sup>

### **3. Motivation**

#### **a. Definition of Motivation**

Every human activity is basically based on the drive to achieve the goal or fulfillment of needs. The word "motive" is defined as the driving force from within the subject to do certain activities in order to achieve a goal. Even the motive can be interpreted as an intern condition. The motivation can be interpreted as the driving force that has become active. Motives become active at certain times, especially if the need to achieve a goal is felt or urged. Human motives are impulses, desires, and other driving forces that come from within him to do something. The motives give purpose and direction to our behavior. And, the activities that we usually do every day have certain motives.<sup>45</sup>

As far as taxonomy is concerned, motive arises from the term "movere" in Latin, which implies moving that which moves a individual to make certain decisions, to take action, to spend effort and to continue in practice. In other words,

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<sup>44</sup> Prastikawati and Musarokah, *Writing 3 (Handout and Assigment)*,..., p.20.

<sup>45</sup> Rohmah, *Psikologi Pendidikan*, ..., p. 239.

motivation is accountable for *why* individuals decide to do something, *how long* they will support the activity, and *how* difficult they will pursue it. Motivation is the potential variety of human behavior factors. Motivation to do something generally evolves gradually through a complicated mental process involving original planning and setting goals, creating intention, generating tasks, implementing action, controlling action, and evaluating results. These various motivation process sub-phases can be connected with various motives. Motivation is seen as being within the person, although different social and environmental variables may naturally influence the cognitions and perceptions of the person.<sup>46</sup>

Motivation is the driving force that caused people willing to mobilize their ability, time, and energy to organize the various activities which are his responsibility and fulfill obligations in order to achieve the organizational goals that have been predetermined. There are three main components of motivation; need, encouragement, and purpose. (1) The needs arise in people if they feel inadequacy or imbalance in themselves. Then, the need attempts to overcome the imbalances usually lead to encouragement. So, (2) the encouragement is an effort to fulfill inadequacy directed which oriented in certain actions that are consciously done by

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<sup>46</sup> Zoltán Dörnyei and Ema Ushioda, *Teaching and Researching Motivation: Second Edition*, (United Kingdom: Pearson Education Limited, 2011), p.3, 4, 6

someone and can also be sourced from outside of that person. The third component is a goal. (3) The goals are everything that eliminates the need and reduces drive. The achieving goals mean restoring balance within a person.<sup>47</sup>

There are two different kinds of motivation: intrinsic and extrinsic. Ryan and Deci explain that students' intrinsically motivated are doing an activity for its inherent satisfactions rather than for some separable consequence, and moved to act for the fun or challenge entailed rather than because of external prods, pressures, or rewards.<sup>48</sup> The intrinsic factors are more emphasize on internal factors, motives that become active do not need to be stimulated from the outside because in each individual there is an urge to do something. According to Hedges et.al, "*Extrinsic motivation* refers to motivation that comes from outside an individual. Such motivating factors are based on the expectation (real or imagined) of external rewards (potential or actual), such as money, grades, or praise. These rewards are expected to provide satisfaction and pleasure which the task itself may not provide."<sup>49</sup> Therefore, to create success of a person in

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<sup>47</sup> Sondang P Siagian, *Teori Motivasi dan Aplikasinya*, (Jakarta: Asdi Mahasatya Press, 2004), p.138-143.

<sup>48</sup> Richard M. Ryan and Edward L. Deci, "Intrinsic and Extrinsic Motivations: Classic Definitions and New Directions", University of Rochester, *Contemporary Educational Psychology* 25, 2000, p. 56.

<sup>49</sup> Mary R Hedges, Gail A Pacheco, and Don J Webber, "Extrinsic versus Intrinsic Motivation: Does major choice make a difference?", *Centre for Longitudinal Research*, The University of Auckland, p. 3.

learning, the role of the teacher as a professional motivator and parents is needed in mobilizing or encouraging students to understand these motivational factors, so that it can be a driving force, encouraging students to be eager to learn, so student learning outcomes can be achieved well.

According to Mc. Donald quoted by Rohmah, "motivation is a change in energy within a person that is marked by the appearance of "feeling" and preceded by a response to the existence of a goal". Motivation will lead to a change in energy that exists in humans so that it will cling to psychological symptoms, feelings, and emotions, then act or do something. All of this is driven by the purpose, need or desire.<sup>50</sup> So Motivation is one of the dominant factors that is influenced by learning. Motivation to learn is a psychological condition that encourages a person to learn. Students can more pay attention in class and stay on task, complete assignments, and homework, to do well on the test, etc. It means that motivation is a reason or desire for doing something.

#### **b. The Theory of Motivation**

There are many different theories that try and help in explaining motivation. Based on a historical perspective, the real effort of understanding human needs as one of the targets of motivation already existed in ancient Greece. Siagian explains that the Ancient Greek philosophers pointed

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<sup>50</sup> Rohmah, *Psikologi Pendidikan, ...*, p. 240.



"hedonism" as a tool for understanding human motivation, which means one will seek pleasure and enjoyment and will avoid unpleasant and misery. The nature of hedonism has undergone many changes because of the increasingly complex human needs. So that emerging new views are more appropriate but the basic concept of hedonism still exists.

The understanding of the motivations associated with human needs accomplishment as the cause of the existence of motivation is very difficult because human beings are complex and ever-changing creatures. According to Dörnyei and Ushioda, the theories of motivation are meant to explain nothing less than why people believe and act as they do<sup>51</sup>. Here are some theories of classification of human needs:

#### 1) Maslow's Need Hierarchy Theory

The most well-known and pioneering theory of motivation is that of Abraham Maslow's hierarchy of needs. Abraham H. Maslow is the pioneer who developed the theory of motivation that presented in his book "*Motivation and Personality*". All subsequent theories on motivation have been developed based on his need hierarchy theory. In spite of various limitations argued against it, this theory still holds good as its work with aspirations of human needs.<sup>52</sup>

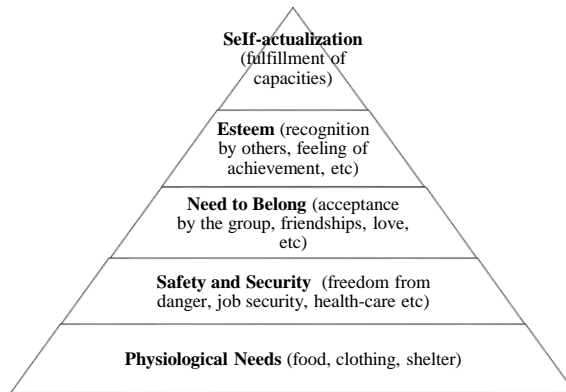
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<sup>51</sup> Dörnyei and Ushioda, *Teaching and Researching Motivation...*, p.4.

<sup>52</sup> Siagian, *Teori Motivasi dan Aplikasinya*, ..., p.141-146.

According to Maslow's hierarchy of human needs, people are motivated by five basic needs that illustrate in Figure 1. These needs are arranged in which people seek to gratify them. He transferred his idea into a pyramid of needs. Maslow stated that people are motivated to fulfill their own needs. Every person starts at the bottom of the pyramid and works to achieve the goals of the next level working to the top sector. One is not able to move on to the next level of the pyramid until the needs of the first level are met.<sup>53</sup>

**Figure 2.1. Maslow's Hierarchy of Needs**



The difference between *deficiency needs* and *growth needs* is one important concept introduced by Maslow. The *deficiency needs* include physiology, safety, love, and self-esteem are important needs for physical and psychological well-being. This kind of needs must be

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<sup>53</sup> Brown, *Teaching by Principles...*, p.74.

satisfied, but once it got satisfied, people's motivation to satisfy it is lost. Conversely, the *growth need* is like the need to know and understand something such as to appreciate beauty or to grow and develop with the respect of others whom people try to satisfy after their basic needs are met. It can never be completely satisfied. In fact, the more possibility of people in meet their needs to know and understand the world around them, their motivation may be greater to learn more.

The importance of Maslow's theory of education is in the relationship between deficiencies and growth needs. Students are starving or in physical danger who will have little psychological energy to be deployed into learning. Schools and government institutions recognize that if the basic needs of students are not met, learning will suffer. The most important need for deficiency is the need for love and self-esteem. Students who do not feel that they are loved so they cannot afford, they will not have the motivation to achieve higher-level growth goals such as seeking knowledge, understanding of themselves or creativity, and self-disclosure.<sup>54</sup>

## 2) ERG Theory

This theory was developed by Clayton Alderfer from Yale University. The theory reorganized *Maslow's*

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<sup>54</sup> Robert E. Slavin, *Psikologi Pendidikan: Teori dan Praktik, Eighth Edition*, Marrianto Samosir trans (Jakarta: Indeks, 2009), p.108-110.

*Need hierarchy* into three levels of core needs: *Existence*, *Relatedness*, and *Growth* namely *ERG Theory*. Alderfer's *existence needs* correspond to Maslow's physiological and physical safety needs. The *relatedness needs* focus on external esteem and correspond to Maslow's social needs. The *growth needs* relate to Maslow's internal esteem and self-actualization needs.

There is the difference between Maslow's theory and the ERG theory. Alderfer suggested that more than one level of needs can motivate at the same time. If one level of needs cannot be satisfied, the person will have stayed in another level of needs. The needs above can simultaneously influence the motivation of an individual because of some factor such as social, culture, social background, etc. For example, a desire for friendship (relatedness) and the need for a promotion (growth) can simultaneously influence the motivation of an individual.<sup>55</sup>

### 3) Herzberg's Two-Factor Theory

*Herzberg's theory* is also known as *two-factor theory*. This theory is commonly related to Maslow's theory of the hierarchy of needs. Herzberg started the study of job satisfaction in the 1950s in Pittsburg. He conducted a study to examine the relationship between job satisfaction and productivity. He found that “the opposite

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<sup>55</sup> Siagian, *Teori Motivasi dan Aplikasinya*, ..., p.166-167.

of satisfaction is not dissatisfaction but no satisfaction. And then, the opposite of dissatisfaction is no dissatisfaction”. Based on these findings Herzberg created his *theory of motivator and hygiene factors*. Both factors can motivate workers/learners but they work for different reasons.

A teacher needs to emphasize in the factors that generate satisfaction, namely by strengthening intrinsic motivational factors. Intrinsic factors that cause satisfaction with their work like achievement, recognition, advancement, work itself, growth, responsibility, etc. Those are called *motivator factors*. They challenge a person to develop their talents and fulfill their potential. *Hygiene* is a factor that pleases students so the students are calm in learning but not yet satisfied with their respective jobs. Extrinsic characteristics cause dissatisfaction like regulations. *Hygiene factors* are those that don't cause satisfaction but if they are lacking, it causes job dissatisfaction. *Hygiene factors* tend to cause only short-term satisfaction to the workers while *motivator factors* most probably cause longer-term job satisfaction.<sup>56</sup>

#### 4) McClelland's Theory of Needs

McClelland's theory was developed by David McClelland and his colleagues. McClelland emphasized

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<sup>56</sup> Siagian, *Teori Motivasi dan Aplikasinya*,..., p.164-165.

the importance of the need for achievement. People who have a need for achievement are those who attempt to find challenges, tasks that are quite difficult, and they are able to do it well, expect possible feedback, and are easily bored with continuous success. This theory focuses on three needs: the need for achievement, the need for power, and the need for affiliation. They are as follow:

a) Need for Achievement

McClelland explains that every individual has a strong drive to succeed in every aspect of his life such as success in education, work, etc. Otherwise, no one is happy to face failure. The need for achievement is usually reflected in the incentive to achieve progress and personal fulfillment rather than gain an appreciation and achievement in accordance with established standards. Then, this causes him to do something more efficient than ever before. This first thrust can be called the *nAch* that is the need for achievement.

A person with a big *nAch* is trying to do something better than others. The person usually tries to find a situation in which he can demonstrate his superiority as in decision making. The person likes a job that is likely to succeed but is not happy with a job that is too heavy or too light. This means the person is not happy to take risks. They only have strong impulse

to responsibly to the success and failure to carry out tasks/work, and not to throw responsibility to others.

b) Need for Power

The need for power (*nPo*) is the desire to have influence, to be influential, and to control other individuals. This is the need for power and autonomy. Every time someone relies on others for something, the influence of the person to whom someone else is dependent on him already means that *nPo* was fulfillment. Individuals with high *nPo*, prefer to be responsible, strive to influence other individuals, happy to be placed in a competitive situation, and status-oriented, and more likely to be more concerned with authority and influence than effective performance.

c) Need for Affiliation

The third necessity is *nAff*. This is the need to obtain good social relationships in the work environment. The need is characterized by having a high motive for friendship, preferring cooperative situations (rather than competitive), and wanting relationships involving high levels of mutual understanding. McClelland says that most people have and show a combination of these three characteristics,

and this difference also affects how person style behaves.<sup>57</sup>

**c. Motivation in Learning**

The motivation of learning is the driving force of the individual to conduct learning activities to increase knowledge, skills, and experience. According to Alizadeh, “in second language learning to state that a learner will be successful with the right motivation. All learners, teachers, material developers, and researchers agree that motivation is an important part of mastering a second or foreign language”<sup>58</sup>. In learning activities, motivation can be said as the overall power of the students within the learning process, which guarantees the continuity of learning activities and which gives direction to learning activities, so that the objectives of the learning subject can be achieved. The motivation grows because there is a desire to be able to know and understand something, encourage and direct students' interest in learning so that they are serious about learning and motivated to achieve achievement.

There are some behavioral indicators of highly motivated students. First is *an attendance and discipline*. Motivated students are who attend class, pay attention, and

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<sup>57</sup> Siagian, *Teori Motivasi dan Aplikasinya*,..., p.167-170.

<sup>58</sup> Mitra Alizadeh, “The Impact of Motivation on English Language Learning”, available at [www.ijreeonline.com](http://www.ijreeonline.com), *International Journal of Research in English Education*, (Vol. 1, No. 1; 2016), p.11.



are not disruptive. Second is *a participation and completion of work*. Motivated students who begin assignments with little prompting, follow directions, participate in classroom discussions, and complete tasks on time. The third is the *task persistence and acceptance of errors*; how long a student stays with a task, especially a difficult one, is an important indicator of motivation. Highly motivated students persist and try different solutions before seeking help when they have difficulty with a task. The fourth is *the quality of task involvement*. Students can either invest effort in learning or find shortcuts to get the task done without expending a great deal of effort.<sup>59</sup> The amount and quality of effort students expend on learning tasks is an important indicator of motivation. The fifth is *an independent learning*. Students who are willing to learn more than is required are reluctant to stop working on a task, even when it is time to move on to something new. They also may bring in materials from home, complete work that is not required, or ask questions to learn more about a topic. The last is *an interest and liking*. Highly motivated students enjoy learning, show enthusiasm, and take pride in their work.<sup>60</sup> Highly motivated students are willing to invest effort and to use the skills they have acquired.

The essence of learning motivation is the encouragement that comes from inside and outside of students

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<sup>59</sup> Mecee and McColske, *Improving Student Motivation...*, p.17.

<sup>60</sup> Mecee and McColske, *Improving Student Motivation...*, p.18.

who are learning to make changes in behavior in general and the desire to learn more enthusiastically. Alizadeh explains that the combination of attempt and desire to obtain the language learning objective and desirable attitudes toward language learning refers to motivation.<sup>61</sup>

#### **d. Source of Motivation**

Student motivation is often divided into two sources that have influence in learning and student performance. Those are intrinsic motivation and extrinsic motivation which need to be used in the teaching and learning process in order to foster the spirit of learning because students often do not understand for the purpose of learning. Dörnyei and Ushioda explain that *intrinsic motivation* (IM) deals with attitude performed for its own sake in order to experience enjoyment and happiness, such as the enjoyment of performing a specific activity or fulfilling the curiosity of the individual. Then, *extrinsic motivation* is involving a conduct as a means for a separable end, such as getting an extrinsic reward (e.g. excellent grades) or avoiding punishment.<sup>62</sup> With motivation, students can develop activities and initiatives, can direct and maintain perseverance in learning activities. So, the motivation for the lesson needs to be raised by the teacher so

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<sup>61</sup> Alizadeh, “The Impact of Motivation on English Language Learning”, ..., p.11.

<sup>62</sup> Dörnyei and Ushioda, *Teaching and Researching Motivation...*, p.23.

that students have the desire to learn. So, motivation always determines the intensity of student learning efforts. Therefore, teachers must be able to increase learning motivation.<sup>63</sup>

#### 1) Intrinsic motivation

Student personality is an important factor in intrinsic motivation. Intrinsically motivated students actively engage themselves in learning out of curiosity, interest, or enjoyment, or in order to achieve their own intellectual and personal goals. Intrinsic motivation refers to motivation that is driven by an interest or enjoyment in the task itself, and exists within the individual rather than relying on any external pressure.<sup>64</sup> The characteristics and personality of each student will influence student achievement. Each student also has a level of difference in terms of ability.

The things that can cause intrinsic motivation include; (1) there is a need in an individual who will make the individual do and try, (2) the existence of knowledge about the progress/results of their own achievements will encourage individuals to learn harder and more diligently,

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<sup>63</sup> Muhammad Fathurohman and Sulistyorini, *Belajar dan Pembelajaran Meningkatkan Mutu Pembelajaran sesuai Standar Nasional*, (Yogyakarta:Teras, 2012), p.150.

<sup>64</sup> Cori Brewster and Jennifer Fager, *Increasing Student Engagement And Motivation: From Time-On-Task To Homework*, (North West: Educational Laboratory, 2000), p.7.

and (3) there are aspirations that will encourage someone to learn continuously to realize their goals.<sup>65</sup> The intrinsic factors are more emphasize on internal factors, motives that become active do not need to be stimulated from the outside because in each individual there is an urge to do something.

There are three subtypes of intrinsic motivation. They are (1) to study; to participate in an activity for the enjoyment and satisfaction of knowing something different and to satisfy individual's curiosity and to discover the world, (2) to achieve; to join in an activity to satisfy oneself and to deal with difficulties and to achieve or create something, (3) to experience stimulation; involving pleasant sensations in an activity.<sup>66</sup>

There are some characteristics of intrinsically motivated students. Firstly, they are earning higher grades and achievement test scores, on average than extrinsically-motivated students. Furthermore, they are better personally adjusted to school. Besides, they employ more demanded effort strategies which enable them to process information more deeply. Moreover, they are more likely to feel confident about their ability to learn new material. Hence, they are more likely to engage in tasks that are moderately challenging, whereas extrinsically oriented

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<sup>65</sup> Fathurohman and Sulistyorini, *Belajar dan Pembelajaran...*, p.149.

<sup>66</sup> Dörnyei and Ushioda, *Teaching and Researching Motivation...*, p.23.

students gravitate toward tasks that are low in degree of difficulty. Then, they use more logical information-gathering and decision-making strategies than do extrinsically-motivated students. Where they retain information and concepts longer and are less likely to need remedial courses and review. They are more likely to persist with and complete assigned tasks. At last, they are more likely to be lifelong learners, continuing to educate themselves outside the formal school setting long after external motivators such as grades and diplomas are removed.<sup>67</sup>

## 2) Extrinsic motivation

Extrinsic motivation comes in the anticipation of a reward from outside and beyond the individual. Common extrinsic motivations are rewards like money and grades, coercion and threat of punishment, and even certain types of positive feedback. Competition is in general extrinsic because it encourages the performer to win and beat others, not to enjoy the intrinsic rewards of the activity. A crowd cheering on the individual and trophies are also extrinsic incentives. Students' punishment avoidance is also extrinsically motivated as a challenge that can build their

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<sup>67</sup> Brewster and Fager, *Increasing Student Engagement And Motivation...*, p.8.

sense of competence and self-determination so numerous intrinsic benefits can ultimately accrue them.<sup>68</sup>

The extrinsic motivation divide into four types. *External regulation* relates to the least self-determination form of extrinsic motivation that comes completely from internal sources such as rewards or threats (e.g. the praise of teachers or parental confrontation). *Introjected regulation* includes guidelines that the student accepts as standards to be followed to avoid feeling guilty (e.g. rules against playing truant). *Identified regulation* happens when the individual engages in an activity because he or she values and identifies with the conduct and considers its usefulness (e.g. learning a language needed to pursue one's hobbies or interests). *Integrated regulation* is the most sophisticated form of extrinsic motivation, involving choosing conduct that is fully assimilated to the other values, needs and identity of the individual (e.g. learning English because skills are part of an educated cosmopolitan culture that has been embraced).<sup>69</sup>

Some schools give an extrinsic motivation for doing the desired behavior. The goal is to get students to do the behavior long enough that they can experience the joy —the intrinsic value—of activities for themselves. After some time of practicing the behavior, the intrinsic

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<sup>68</sup> Brown, *Teaching by Principles...*, p.76.

<sup>69</sup> Dörnyei and Ushioda, *Teaching and Researching Motivation...*, p.24.

motivation grows, and become enough to encourage students to engage in the behavior on their own. According to Brooks et.al quoted in Brewster and Fager, that school practices seek to motivate students extrinsically include publicly recognizing students for academic achievements; giving out stickers, candy, and other rewards; and taking away privileges, such as recess, on the basis of students' academic performance<sup>70</sup>. In addition, Dörnyei and Ushioda stated that extrinsic motivation traditionally has been seen as something that can undermine intrinsic motivation: several studies have verified that learners will lose their natural inherent interest in an activity if they have to do so in order to satisfy certain extrinsic needs.<sup>71</sup>

The students choose to do the activities because they find it is fun. Then, no more rewards (extrinsic motivation) are required. The things can cause extrinsic motivation, namely (1) rewards that can be a motivation for students to learn better, (2) punishment which is a driving force to make students study harder so they will no longer be punished, and (3) competition that will be an encouragement for students to study harder so they will not compete with their friends.<sup>72</sup>

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<sup>70</sup> Brewster and Fager, *Increasing Student Engagement And Motivation...*, p.7-9.

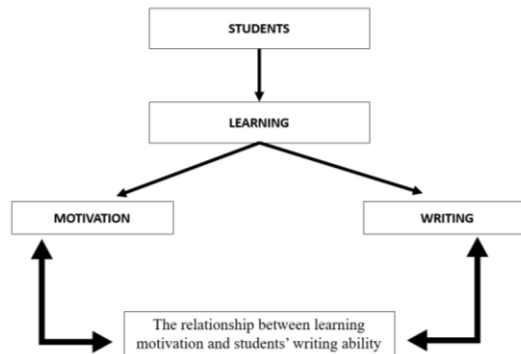
<sup>71</sup> Dörnyei and Ushioda, *Teaching and Researching Motivation...*, p.24.

<sup>72</sup> Fathurohman and Sulistyorini, *Belajar dan Pembelajaran...*, p.150.

## B. Conceptual Framework

There are two variables in this research. They are independent variable (X) and dependent variable (Y). The independent (X) is the students' learning motivation and the dependent (Y) is the writing ability.

**Figure 2.2 Conceptual Framework of Students' Learning**



Learning is the main activity that have done by every student to change their behavior as a result of individual experience while interaction in their environment which included cognitive, affective, and psychomotor. There are various factors, variables, and the decisive constraint success learning language. One of factors that influence learning is motivation.

Motivation is an inner power reinforcing any person to do something. Furthermore, the students' motivation in this research is the positive power or attitude that come from inside and outside of the students and it can change those students to be better than before in writing activity. Moreover, writing is activity to transfer messages by



arranging the words in written form. It means the students' writing motivation is an inner power inside and outside of the students to do writing activity.

Writing is one of the four language skills which is very important to learn. As it know, writing is not easy. The students will find many problems in writing, because it has get structure, organization, pronunciation, diction, spelling, and vocabulary. Especially in writing, the students are expected to be able to express their ideas systematically into written forms.

Furthermore, Motivation and learning are two things that influence each other. Motivation will enable the students to solve the problems. Motivation is one of factors affect the sense of learners' feeling and their interest of mastery and control over the learning activity to develop students' ability in the four skill of English language. The students who have high motivation will be more active in writing. They will adjust themselves to the learning condition with the teacher's guidance. And at least, the students will be interested in writing. It can assume that the student's learning motivation has correlation with the students' writing ability. So, the higher the students' learning motivation, the better the students' writing ability. On the contrary, the lower the students' learning motivation, the worse the students' writing ability.

### C. Previous Research

Considering the topic which will be discussed in this research, there are some researchers who have conducted the research that related to this research. They are:

The first is the journal entitled “*The Influence of Learning Motivation and Learning Environment on Undergraduate Students’ Learning Achievement of Management of Islamic Education, Study Program of Iain Batusangkar in 2016*” by Nova Asvio, Arpinus, and Suharmon from IAIN Batusangkar, 2017.<sup>73</sup> This previous research was aimed to investigate the influences of students' learning motivation and learning environment on students' learning achievement. The objective of this previous research was to identify the effect of learning motivation and learning environment on undergraduate students' achievement of Islamic Education Management of the State Institute for Islamic Study Batusangkar in 2016. This previous research was concerned about the correlational study of quantitative research. There are 129 students as a sample in this previous research, and a questionnaire was used as an instrument. This previous research was found that there were a positive significant influence on students' learning motivation and learning environment

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<sup>73</sup> Nova Asvio, Arpinus, and Suharmon, “The Influence of Learning Motivation and Learning Environment on Undergraduate Students’ Learning Achievement of Management of Islamic Education”, Study Program of Iain Batusangkar In 2016, IAIN Batusangkar, *Noble Academic Publisher, Noble International Journal of Social Sciences Research*, (Vol. 2, No. 2, 2017) pp. 16-31, ISSN(p): 2522-6789, ISSN(e): 2519-9722.

on students' learning achievement. This was proved by  $F_{count} = 57,63 > F_{table} = 3,07$ .

The similarity between previous research and this research was to investigate the influence of learning motivation on students' achievement. Both of the researches were used the questionnaire as an instrument to collect the data and linear regression analysis to analyze the data. The difference was the subject of both of the researches. The previous research was undergraduate students of Islamic Education Management of the State Institute for Islamic Study (IAIN) Batusangkar by using simple random sampling technique. Otherwise, this research focuses on a tenth grade of Computer Network Engineering at Sakti Gemolong vocational school students by using purposive sampling technique. The previous research was used descriptive quantitative research, but this research just used quantitative research.

The second is the journal entitled "*The Influence of the CIRC and TTW Learning Model and Learning Motivation toward Grade 8 Students' Report Writing Skills at SMP Muhammadiyah Padang*" by Diana Kartika and Yetty Morelent from Indonesian Language Education, Graduate Program, Bung Hatta University, 2018.<sup>74</sup> There is four main purpose of this previous research. First, the research was to find out whether the CIRC and TTW learning models have a

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<sup>74</sup> Diana Kartika and Yetty Morelent, "The Influence of the CIRC and TTW Learning Model and Learning Motivation toward Grade 8 Students' Report Writing Skills at SMP Muhammadiyah Padang", Indonesian Language Education of Bung Hatta University, *Academy Publications: Theory and Practice in Language Studies*, (Vol. 8, No. 3, 2018), pp. 278-284, SSN 1799-2591.

significant influence on the highly motivated students' ability to write reports. Second, the researcher wants to explore whether the CIRC and TTW learning models have a significant influence on the highly motivated students' ability to write reports. Third, the previous research was to analyze whether the CIRC and TTW learning models have a significant influence on the ability to write reports of the students with low motivation. And fourth, it was to identify whether there is an influence on the interaction between the use of CIRC type learning model and TTW and learning motivation toward their ability to write the report. The researcher was found out that there was a significant influence on the use of CIRC and TTW type learning model with the students' motivation to learn the skills of writing reports. Secondly, there was a significant influence on the use of CIRC and TTW learning models on the highly motivated students' report writing skills. Thirdly, there was a significant influence on the use of CIRC and TTW learning models on the lowly motivated students' report writing skills. Finally, there was the interaction of the use of learning models of CIR and TTE types with their learning motivation on their report writing skills. The report writing tests, questionnaires and interviews were used as instruments of data collection.

The research was conducted within randomized control group pretest-posttest experimental designs whose participants were Grade 8 students of Muhammadiyah Junior High School Padang. Meanwhile, this research just used quantitative research and survey method with statistical analysis and simple linear regression which focuses on tenth-grade students of Computer Network Engineering at

Sakti Gemolong vocational school students that sample by using purposive sampling technique. The previous research was focused on report writing skill but this research is on recount text writing ability and investigating the influence of learning motivation toward writing ability on the tenth grade of TKJ SMK Sakti Gemolong.

The last is the journal article entitled “*Learning motivation and student achievement: description analysis and relationships both*” by Ari Riswanto from STKIP PGRI Sukabumi, 2017.<sup>75</sup> The study was focused on the matters relating to the motivation to learn and student achievement with the aim of strengthening the importance of motivation in the learning process so that a clear relationship with student achievement. This previous research was used descriptive analysis and simple correlation as a method to collect data from the 97 students taking the course introduction to Microeconomics and Indonesian. The researcher was found that the students have a good record if it has a well and motivated as well. Moreover, this previous research was concluded that their tie's difference between learning motivation and achievement of students on two different courses.

This was qualitative research that used descriptive analysis and simple correlation method. In other hands, this research is quantitative research and survey method which used statistical analysis and simple linear regression. The similarity of the research is

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<sup>75</sup> Ari Riswanto, “Learning motivation and student achievement: description analysis and relationships both”, STKIP PGRI Sukabumi, *Couns-Edu: The International Journal of Counseling and Education*, (Vol.2, No.1, 2017), pp. 42-47, ISSN(p): 2548-348X, ISSN(e): 2548-3498.

both of the researchers are concerned in learning motivation. The concern of previous research was the relationship between learning motivation and students' achievement. Meanwhile, this research concerned about the influence of learning motivation toward students' writing ability of recount text.

#### **D. Hypothesis**

Muijs explains that Hypothesis is a temporary answer that is still need proved the truth in the field. The literacy meaning of words " hypo = weak ", and "thesis = truth". There are two kinds of hypothesis namely the null hypothesis ( $H_0$ ) which states nothing, and the alternative hypothesis ( $H_a/H_1$ ) which states circumstances.<sup>76</sup> Hypothesis formulation build based on study theoretical and findings of previous research which relevant to the research problem that explains the topic problems in research. The hypothesis could give limits and minimize the range of research and focus room work research. The alternative hypothesis of this research is "There is an influence of the students' learning writing motivation of recount text to students' writing ability".

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<sup>76</sup> Daniel Muijs, *Doing Quantitative Research in Education with SPSS*, (London: SAGE Publications Ltd, 2014), p.16.

## CHAPTER III

### RESEARCH METHOD

The chapter consists of research design, the setting of the research, population and sample, variable and indicators, the instruments and data collection techniques, as well as data analysis techniques. Each of them is presented in the following discussion.

#### **A. Research Design**

This research used a quantitative approach with a correlational study. Muijs states that most of the data collected are numerical as an instrument to analyze information in the research<sup>77</sup>. Then, the correlational study was most appropriate for this study because it allows two variables to show if they have a positive or negative relationship and examines the hypothesis. *Product moment technique* used to estimate the degree of relationship between two variables. *Regression Coefficient technique* used to estimate the degree of relationship between two variables using regression one predictor analysis, consisting of one criterion and one predictor (simple linear regression).

The researcher collecting the data used survey in the field by giving questionnaires and test to the respondents. Survey method is suitable for this research which wants to measure individuals' attitudes, activities, opinions, and beliefs. The researcher used a cross-sectional survey. Through this method, the data collected from the

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<sup>77</sup> Muijs, *Doing Quantitative Research in Education with SPSS, ...*, p.1-2.

respondents in a brief time period.<sup>78</sup> The research wanted to find out the influence of students' motivation in learning writing recount text toward their writing ability. Then, the researcher did research at tenth-grade students in writing recount texts of Computer Network Engineering at Sakti Gemolong Vocational School.

## **B. Research Setting**

To accomplish the research, this research conducted at tenth-grade Computer Network Engineering (TKJ) of Sakti Gemolong Vocational School Sragen in the academic year of 2017/2018 on November 1<sup>st</sup> – 23<sup>rd</sup> 2018, because it is a well-known school in Sragen and the researcher has studied there.

## **C. Population and Sample**

A population is all of objects or subjects that have certain characteristics which will be examined by the researcher.<sup>79</sup> The population of this research is all students at tenth grade of TKJ SMK Sakti Gemolong. The population is 142 students. There are four classes. Each class consists around 35-36 students. Sapsford and Jupp explain that sample is the set of elements of number and characteristics in the population that will be observed<sup>80</sup>. This research uses *Non-probability sample*. The researcher took X TKJ B which

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<sup>78</sup> Larry B. Christensen et.al., *Research Methods, Design, and Analysis, Eleventh Edition*, (Boston: Pearson, 2011), p.333-335.

<sup>79</sup> Wayne K. Hoy and Curt M. Adams, *Quantitative Research in Education: A Primer*, Second Ed, (Los Angles: SAGE Publications Inc, 2016), p.86.

<sup>80</sup> Roger Sapsford and Victor Jupp, *Data Collection and Analysis*, Second Ed, (London: SAGE Publications Inc, 2006), p.26.



consists of 36 students as the sample by using *purposive sampling technique*.

The purposive sampling is the process of selecting a sample by taking the subject that based on specific purposes not based on level area<sup>81</sup>. The purposes of using this technique was the recommendation of English teacher in SMK Sakti Gemolong to take a sample in X TKJ B, and for the research, purpose to know the influence of students' motivation in learning writing recount text toward their writing ability.

#### **D. Variable and Indicator**

Variable is the attribute or characteristics or value from people, object or activity which has variation that decided by the researcher to be studied and concluded.<sup>82</sup> This research assessed the influence of students' motivation in learning writing recount text to their writing ability. This study had two variables:

##### 1. Independent variable (X)

An independent variable in this study was the influence of students' motivation in learning writing of recount text. The indicators used as a reference for student learning motivation are as follows:

- a. There is an attitude of curiosity and needs of students towards a material.

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<sup>81</sup> Ranjit Kumar, *Research Methodology: A step-by-step guide for beginners*, 3<sup>rd</sup> Edition, (New Delhi: SAGE Publicationss India Pvt Ltd, 2011), p.207.

<sup>82</sup> Sugiyono, *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, dan R&D)*, (Bandung: Alfabeta, 2017), p.61.

- b. There is a spirit of students in following the learning process.
  - c. There is enthusiasm for students to complete tasks or exercises.
  - d. There are conducive environmental conditions for learning well.
2. Dependent variable (Y)

The dependent variable in this study was the students' writing ability in recount text with indicators as follow:

- a. Students are able to write recount text inappropriate generic structure;
- b. Students are able to use language feature correctly in recount text;
- c. Students are able to express their ideas by well-organized writing well.

#### **E. Data Collection Technique**

To collect the data, the researcher used some techniques as follow:

##### **1. Questionnaire**

A questionnaire is a list of questions or statements provided to others who are willing to respond (respondents) as requested by the researcher. The questionnaire used to measure an independent variable (X) – learning motivation. There are two types of items used for questionnaires. An enclosed or selected-response or forced-choice items for which the respondent selects from two or more options, and open-ended items which the respondents construct a response that the individual more freedom

of response.<sup>83</sup> This research used an enclosed-ended questionnaire to know students' motivation in learning writing recount text. It can be seen in appendix 4.

The respondents asked to choose one answer that suits the characteristic of them by giving the checklist (√). A *Likert scale model* used to measure attitude, opinion, and perception of people (respondent) in the research. The responses of each item had a range from very agree to very disagree. Each response had a score for statistical analysis. The students have to answer by choosing five responses in table below.<sup>84</sup>

**Table 3.1. Likert Scale of Negative Statements**

Categories	Responses	Score
Very positive	Very agree/Sangat Setuju (SS)	1
Positive	Agree/Setuju (S)	2
Neutral	Less agree/Kurang Setuju (KS)	3
Negative	Disagree/Tidak Setuju (TS)	4
Very negative	Very disagree/Sangat Tidak Setuju (STS)	5

**Table 3.2. Likert Scale of Positive Statements**

Categories	Responses	Score
Very positive	Very agree/Sangat Setuju (SS)	5

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<sup>83</sup> Kumar, *Research Methodology: A step-by-step guide for beginners, ...*, p.145-151.

<sup>84</sup> Kumar, *Research Methodology: A step-by-step guide for beginners, ...*, p.170-172.

Positive	Agree/Setuju (S)	4
Neutral	Less agree/Kurang Setuju (KS)	3
Negative	Disagree/Tidak Setuju (TS)	2
Very negative	Very disagree/Sangat Tidak Setuju (STS)	1

## 2. Test

This research collected the data through a test to measure students' writing ability of recount text. A test is a set of questions and exercises used to measure the achievement or ability of the individual or group<sup>85</sup>. In this research, the respondents asked to compose a simple recount text given by the researcher. The researcher used the result of the test to analyze students' students' ability in writing recount text.

The researcher used analytical scoring to assess students' task. There are five major aspects in analytical scoring for writing test: content, organization, vocabulary, language use or grammar, and mechanics. The five aspects have a different weight to emphasize first content (30 points), then syntax (25 points), and next organization (20 points) and vocabulary (20 points), and mechanics (5 points).<sup>86</sup> The scoring guidance can be seen in appendix 6.

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<sup>85</sup> Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: PT Rineka Cipta, 2006), p.158.

<sup>86</sup> Brown, *Language Assessment...*, p.244-246.

### 3. Documentation

According to Sugiyono, “Documents are records of past events. Documents can take the form of writing, pictures, or monumental works from someone.<sup>87</sup>” The documentation needed to help the researcher get more information about the subject such as a school profile, students score, and the number of students to determine the sample in this research. Arikunto said that the documentation method is used to look for the form of the note, transcript, book, newspaper, magazine, inscription, notes of the meeting, agenda, etc<sup>88</sup>.

#### F. Research Instrument

An instrument is a tool to measure variables in the research. Arikunto defines that a research instrument is a tool or facility which used by the researcher to make the collection of the data easier, systematically, complete, and easy to analyze<sup>89</sup>. According to Sugiyono, “Instrument of quantitative research can be a test, interview guideline, observation guideline, and questionnaire.<sup>90</sup>” Before arranging research instrument, the researcher has to know how many variables in their research. The number of variables can affect the number of instrument needed. There are two instruments in this research. Those are the questionnaire and test.

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<sup>87</sup> Sugiyono, *Metode Penelitian Pendidikan...*, p.326.

<sup>88</sup> Arikunto, *Prosedur Penelitian...*, p.274.

<sup>89</sup> Arikunto, *Prosedur Penelitian...*, p.203.

<sup>90</sup> Sugiyono, *Metode Penelitian Pendidikan...*, p.305.

First, the guidelines of the questionnaire formulated based on indicators then arrange the instruments. By using *Likert scale*, variables in the instrument explained the indicators of the variable. Then, the indicators would be a criterion to arrange the items of instrument that can be statements or questions. The statement divided into 15 negative and 16 positive statements. The negative statements (-) are the statement number 1, 3, 5, 8, 9, 14, 17, 18, 20, 22, 23, 26, 28, 29, and 30. In other hands, the positive statements are the statement number 2, 4, 6, 7, 10, 11, 12, 13, 15, 16, 19, 21, 24, 25, and 31. The questionnaire form can be seen in appendix 4. The instrument lattice for measuring student learning motivation can be seen in appendix 3. Second, the kind of test used in this research was a written test. The respondents asked to compose a recount text. They could choose one of the topics provided by the researcher. The written test form can be seen in appendix 5.

## **G. Data Analysis Technique**

Data analyzing is one critical step in the research. After the researcher got the data based on the instruments of this research, the data have to be analyzed. The researcher should decide the analysis design clearly. The data analysis in this research was statistical analysis. The steps taken are as follows:

### **1. Preliminary Analysis**

#### **a. Test of Validity**

Valid means that the instrument can be used to measure what should be measured. To test the validity of the

instrument, the researcher used *product-moment correlation*.

The formula is as follow:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\}\{N \sum Y^2 - (\sum Y)^2\}}} \quad ^{91}$$

Information,

$r_{xy}$  = the correlation coefficient between variable X and variable Y

$N$  = the number of students in each group

$X$  = the score of each component of the test

$Y$  = the total score of the correct answer

$\sum X$  = the sum of total X score in each item

$\sum Y$  = the sum of total Y score from each student

$\sum XY$  = the sum of multiple scores from each student with the total score

$\sum X^2$  = the sum of the square score in each component of questionnaire

$\sum Y^2$  = the sum square of the total from each in the group.

After that, the result of  $r_{ecount}$  consulted to  $r_{table}$  – the critical score for an r-product moment at 5% alpha level and N as same the number of the respondent. The categories of the obtained coefficient of correlation are: when  $r_{count} > r_{table}$ ; it means that the instrument is valid. And, when  $r_{count} < r_{table}$ ; it means that the instrument is invalid.

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<sup>91</sup> Arikunto, *Prosedur Penelitian...*, p.170.

b. Test of Reliability

Reliable instrument means that the instrument can be used to measure the same object in several times which will have the same data or result. The researcher used *Alpha Cronbach formula* to test the reliability of the instrument.

$$r_{11} = \left( \frac{k}{k-1} \right) \left( 1 - \frac{\sum \sigma_b^2}{\sigma_t^2} \right)^{92}$$

Information,

$r_{11}$  = index reliability

$k$  = number of items

$\sum \sigma_b^2$  = total of each items variance

$\sigma_t^2$  = total variance

To find out the variance of each item, the formula is:

$$\sigma_b^2 = \frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N}$$

To find out the total variance, the formula was:

$$\sigma_t^2 = \frac{\sum Y^2 - \frac{(Y)^2}{N}}{N}$$

After that, the categories of reliable instruments are: when  $r_{11} \geq 0,70$ ; it means that the instrument is reliable. And, when  $r_{11} \leq 0,70$ ; it means that the instrument is unreliable.

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<sup>92</sup> Arikunto, *Prosedur Penelitian...*, p.196.



c. Test of Normality

Normality test used to know whether the data have normal distribution or not then technique statistical analysis data can be used. The research used *Chi Quadrant* to test the normality of data. These are some steps in the normality test as follow:<sup>93</sup>

- 1) Arrange the data to a table of the frequency distribution.
- 2) Determine the range of interval class (R), the number of interval class (K), and the extension of interval class (I).

The formula:

$$R = H - L + 1$$

$$K = 1 + 3,3 \log N$$

$$I = \frac{R}{K}$$

Information,

$H$  = the highest score

$L$  = the lowest score

$N$  = amount of respondent

- 3) Determine frequency in each interval lass, then count mean ( $\bar{x}$ ) and variants ( $s$ )

The formula:

$$\bar{x} = \frac{\sum F_i x_i}{\sum F_i}$$

$$s^2 = \frac{n \sum F_i x_i - (\sum F_i x_i)^2}{n(n - 1)}$$

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<sup>93</sup> Sujana, *Metode Statistika*, (Bandung: Tarsito, 2005), p.47

- 4) Count *z score*

The formula:

$$z_i = \frac{x_i - \bar{x}}{s}$$

- 5) Count expected frequency ( $O_i$ ) based on  $N$  (the amount of respondent) x the amount of area under the normal curve in the interval.

- 6) Count *Chi Quadrat*. The formula:

$$\chi^2 = \sum_{i=1}^k \frac{(O_i - E_i)^2}{E_i}$$

Information,

$\chi^2$  = Chi Quadrat score

$O_i$  = frequency of observation result

$E_i$  = expected frequency

$k$  = the number of interval class

- 7) Test criterion: when  $\chi_{count}^2 \leq \chi_{table}^2$  with  $dk$  (freedom degree) =  $k - 3$  and 5% significant level, it means the data have a normal distribution.

## 2. Introductory Analysis

Introductory analysis is to simplify the data in order to be able to be read and interpret easily. There are two data namely:

- a. Independent Variable

The researcher categorized the scores resulted of questionnaire or independent variable (X) of this research, it is students' learning motivation in writing recount text.

b. Dependent Variable

The researcher categorized the scores resulted of test or independent variable (Y) of this research. The dependent variable was students' ability in writing recount text.

At the first, the writer puts in the data that collected into the table distribution. After that, the scores are put in the score table of each data collection. Then, finding interval and the quality score of each variable by following steps as follow:

- a. Finding out the highest score ( $H$ ) and the lowest score ( $L$ )
- b. Look for Class Interval ( $I$ ).
- c. Look for the distribution frequency of each variables.
- d. Look for the average of score ( $M$ ) and deviation standard ( $SD$ ).<sup>94</sup>

$$M = M' + \frac{\sum fx}{N}$$
$$SD = i \sqrt{\frac{\sum fx^2}{N} - \frac{(\sum fx)^2}{N}}$$

- e. Determine the quality of the students' learning motivation and writing ability. The formula is as follow:

$$M + 1,5 (SD)$$

$$M + 0,5 (SD)$$

$$M - 0,5 (SD)$$

$$M - 1,5 (SD)$$

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<sup>94</sup> Anas Sudijono, *Pengantar Statistik Pendidikan*, (Jakarta: RajaGrafindo Persada, 2004), p.171-175.

### 3. Hypothesis Analysis

This analysis used to know the truth of the hypothesis by continuing the result of the questionnaire. It means the researcher analyzed quantitatively by using *regression a predictor technique*.

- a. Look for the regression similarity by using the formula:

$$\hat{Y} = a + bX$$

To look for the coefficient of  $a$  and  $b$  in the similarity can be used the following formula:

$$a = \frac{\sum Y - b \sum X}{n}$$

$$b = \frac{n \cdot [\sum XY] - [\sum X][\sum Y]}{n \cdot \sum X^2 - (\sum X)^2} \quad 95$$

Information,

$\hat{Y}$  = subject of the dependent variable that has predicted

$a$  = percentage “ $Y$ ” when percentage “ $X = 0$  (a constant)”

$b$  = regression of coefficient that showing the increase or decrease dependent variable based on an independent variable.

$X$  = subject on an independent variable that has a particular value.<sup>96</sup>

- b. Significance and linearity of regression

One of the assumptions of regression analysis is linearity. If the regression line between  $X$  and  $Y$  does not form

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<sup>95</sup> Ridwan and Sunarto, *Pengantar Statistika Untuk Penelitian Pendidikan, Sosial, Ekonomi, Komunikasi, dan Bisnis*, (Bandung: Alfabeta, 2009), p. 97

<sup>96</sup> Sugiyono, *Statistik Untuk Penelitian*, (Bandung: Alfabeta, 2015), p.261.

a linear line, then the regression analysis cannot continue. Regression linearity test was using the formula *analysis of variance (ANOVA) simple linear regression*.

**Table 3.3. The list of ANOVA variance analysis<sup>97</sup>**

Source of Variance	dk	JK	KT	F
Total	n	$\sum Y^2$	$\sum Y^2$	-
Coefisien (a)	1	$JK(a)$	$JK(a)$	
Regresi (b a)	1	$JK(b a)$	$S_{reg}^2 = JK(b a)$	$\frac{S_{reg}^2}{S_{sis}^2}$
Sisa	n-2	$JK(S)$	$S_{sis}^2 = \frac{JK(S)}{n-2}$	-
Tuna cocok	k-2	$JK(TC)$	$S_{TC}^2 = \frac{JK(TC)}{k-2}$	$\frac{S_{TC}^2}{S_G^2}$
Galat	n-k	$JK(G)$	$S_G^2 = \frac{JK(G)}{n-k}$	

Information,

$JK(T)$  = the amount of total quadrat

$$JK(T) = \sum Y^2$$

$JK(a)$  = the amount of coefficient quadrat  $a$

$$JK(a) = \frac{(\sum Y)^2}{n}$$

$JK(b|a)$  = the amount of regression quadrat (b|a)

$$JK(b|a) = b \left\{ \sum XY - \frac{(\sum X)(\sum Y)}{n} \right\}$$

$JK(S)$  = The amount of sisa quadrat

$$JK(S) = JK(T) - JK(a) - JK(b|a)$$

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<sup>97</sup> Sugiyono, *Statistika Untuk Penelitian, ..., p.266*.

$JK(G)$  = The amount of galat quadrat

$$JK(G) = JK(S) - JK(TC)$$

$JK(TC)$  = The amount of tuna cocok quadrat

$$JK(TC) = JK(S) - \sum JK(G)$$

Hypothesis:

1) Significance Test

$H_0$  : the regression coefficient is meaningless ( $b = 0$ )

$H_a$  : direction regression coefficient means ( $b \neq 0$ )

To test the hypothesis used  $F = \frac{S_{reg}^2}{S_{sis}^2} (F_{count})$

compared with  $F_{tabel}$  for the level of error 5% with  $dk$  numerator = 1 and  $dk$  denominator ( $n-2$ ). If  $F_{count} > F_{tabel}$  then the regression coefficient means ( $b \neq 0$ ).

2) Linearity Test

$H_0$  : linear regression

$H_a$  : non-linear regression

To test the hypothesis used  $F = \frac{S_{TC}^2}{S_e^2} (F_{count})$

compared with  $F_{tabel}$  for the level of error 5% with  $dk$  numerator ( $k-2$ ) and  $dk$  denominator ( $n-k$ ). If  $F_{count} < F_{tabel}$  then the linear regression.<sup>98</sup>

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<sup>98</sup> Sugiyono, *Statistika Untuk Penelitian*, ..., p.273-274.

c. Correlation Coefficients on Simple Linear Regression

This correlation coefficient calculated by *product-moment correlation* using the formula:

$$r = \frac{n \sum X_1 Y - (\sum X_1)(\sum Y)}{\sqrt{\{n \sum X_1^2 - (\sum X_1)^2\} \{n \sum Y^2 - (\sum Y)^2\}}}$$

The criteria for the correlation coefficient are as follows:<sup>99</sup>

$0,00 \leq r_{xy} < 0,20$  = low

$0,20 \leq r_{xy} < 0,40$  = medium

$0,40 \leq r_{xy} < 0,60$  = quite high

$0,60 \leq r_{xy} < 0,80$  = high

$0,80 \leq r_{xy} < 1,00$  = very high

d. Test the significance Correlation Coefficient

The test conducted to determine the correlation coefficient that means that the relationship between the variables studied the relationship. The test carried out by the correlation coefficient measuring hypothesis test as follows:<sup>100</sup>

1) Determine the formulation of statistical hypotheses in accordance with the proposed hypothesis, namely:

$H_0$  : the correlation coefficient is not significant

$H_a$  : the correlation coefficient is significant

2) Determine the real level  $\alpha = 5\%$  and  $dk = n - 2$

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<sup>99</sup> Muijs, *Doing Quantitative Research in Education with SPSS, ...*, p.143-145.

<sup>100</sup> Sambas Ali Muhidin and Maman Abdurrahman, *Analisis Korelasi, Regresi dan Jalur dalam Penelitian*, (Bandung: Pustaka Setia, 2007), p.128.

- 3) Determine the data calculating the statistical test used by the formula:

$$t = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

- 4) Compare the value of  $t$  obtained with value  $t_{tabel}$  with criterion: If  $t_{count} \geq t_{tabel}$  then  $H_0$  rejected.

- 5) Make conclusions

e. Determination Coefficient on Simple Linear Regression

The coefficient of determination was the coefficient that states what percentage of the influence of variable X to Y. The formula used was as follows:<sup>101</sup>

$$KP = r^2 \times 100\%$$

Information,

$KP$  = the amount of determinant coefficient (determinant)

$r$  = correlation coefficient

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<sup>101</sup> Riduwan, *Dasar-Dasar Statistika*, (Bandung: Alfabeta, 2003), p.288.



## **CHAPTER IV**

### **RESEARCH FINDING AND DISCUSSION**

In this chapter showed the result of data collections and data analyses to get the answer of research problem. It included some topics: research finding, discussion, and limitation of the research.

#### **A. Research Finding**

After the researcher observed and collected some data, in this chapter, the researcher did analysis which refers to the statistical data analysis to find out the influence of learning motivation toward students' writing abilities of recount text. In collecting the data, the researcher used questionnaire to measure students' learning motivation, and written test to measure students' writing ability that given to the respondents/students as the research sample, and documentation to get transcript of students' score.

The questionnaire was tested before in class X BKP B. All students of X BKP B did the questionnaire. Next, the result of questionnaire analyzed using validity and reliability test. It aimed to get valid and reliable instruments. The questionnaire has 285 point as highest score and 57 point as lowest score. The questionnaire consists of 57 questions. The questionnaire can be seen in appendix 9. Each question has 5 alternative responses with score that are very agree has 5 points, agree has 4 points, less agree has 3 points, disagree has 2 points, and very disagree has 1 point. While, the highest score in the written test is 100. The scoring guideline of the written test can be seen in appendix 6. After getting valid and reliable instrument, the researcher did the collection data. Then, the researcher gave the valid

instrument of the questionnaire to the students of X TKJ B as sample class. They were 36 students of SMK Sakti Gemolong. After that, the researcher did normality test by using the data of X TKJ midterm scores to know the normality distribution of the students' motivation.

The next step is analyzing the data. The analysis data are as follow:

## 1. Preliminary Analysis

### a. Validity Test

Based on the test of X BKP B, the result of  $r_{xy}$  ( $r_{count}$ ) consulted to  $r_{table} = 0,334$  – the critical score for r-product moment at 5% alpha level and  $N = 35$ . When  $r_{count} > r_{table}$  ; it means that the instrument is valid.

**Table 4.1. The Validity Analysis of Questionnaire Stage 1**

Question	$r_{count}$	$r_{table}$	Criteria
1	0,119	0,334	INVALID
2	0,393	0,334	VALID
3	0,368	0,334	VALID
4	0,434	0,334	VALID
5	0,399	0,334	VALID
6	0,363	0,334	VALID
7	0,162	0,334	INVALID
8	0,434	0,334	VALID
9	0,035	0,334	VALID
10	0,378	0,334	VALID
11	0,379	0,334	INVALID
12	0,142	0,334	INVALID
13	-0,169	0,334	INVALID
14	0,105	0,334	INVALID
15	0,372	0,334	VALID
16	0,402	0,334	VALID
17	0,336	0,334	VALID
18	0,446	0,334	VALID

19	0,437	0,334	VALID
20	0,362	0,334	VALID
21	0,236	0,334	INVALID
22	0,305	0,334	INVALID
23	0,303	0,334	INVALID
24	0,280	0,334	INVALID
25	0,356	0,334	VALID
26	-0,125	0,334	INVALID
27	0,380	0,334	VALID
28	0,345	0,334	VALID
29	0,360	0,334	VALID
30	-0,230	0,334	INVALID
31	-0,027	0,334	INVALID
32	0,060	0,334	INVALID
33	0,346	0,334	VALID
34	0,370	0,334	VALID
35	0,151	0,334	INVALID
36	0,374	0,334	VALID
37	0,579	0,334	VALID
38	-0,077	0,334	INVALID
39	0,086	0,334	INVALID
40	0,427	0,334	VALID
41	0,402	0,334	VALID
42	0,284	0,334	INVALID
43	0,145	0,334	VALID
44	0,400	0,334	VALID
45	0,338	0,334	INVALID
46	-0,057	0,334	INVALID
47	0,216	0,334	INVALID
48	0,214	0,334	INVALID
49	0,537	0,334	VALID
50	0,377	0,334	VALID
51	0,534	0,334	VALID
52	0,154	0,334	INVALID
53	0,437	0,334	VALID
54	0,215	0,334	INVALID
55	0,556	0,334	VALID
56	0,331	0,334	INVALID
57	0,227	0,334	INVALID

Based on the table above, there are 26 invalid questions, and 31 valid questions. The complete analysis of the data can be seen in appendix 10. After that, the 31 valid questions tested and analyzed again. The following are the result of the second trial calculation.

**Table 4.2. The Validity Analysis of Questionnaire Stage 2**

<b>Question</b>	<b><i>r<sub>count</sub></i></b>	<b><i>r<sub>table</sub></i></b>	<b>Criteria</b>
1	0,416	0,334	VALID
2	0,350	0,334	VALID
3	0,509	0,334	VALID
4	0,339	0,334	VALID
5	0,455	0,334	VALID
6	0,463	0,334	VALID
7	0,395	0,334	VALID
8	0,461	0,334	VALID
9	0,415	0,334	VALID
10	0,448	0,334	VALID
11	0,3342	0,334	VALID
12	0,486	0,334	VALID
13	0,458	0,334	VALID
14	0,404	0,334	VALID
15	0,367	0,334	VALID
16	0,482	0,334	VALID
17	0,388	0,334	VALID
18	0,371	0,334	VALID
19	0,357	0,334	VALID
20	0,412	0,334	VALID
21	0,411	0,334	VALID
22	0,568	0,334	VALID
23	0,443	0,334	VALID
24	0,3342	0,334	VALID
25	0,371	0,334	VALID
26	0,346	0,334	VALID
27	0,530	0,334	VALID
28	0,385	0,334	VALID
29	0,473	0,334	VALID

30	0,466	0,334	VALID
31	0,500	0,334	VALID

The complete analysis can be seen in appendix 11. Based on the table above, all of 31 questions are valid in the analysis stage 2.

b. Test of Reliability

The result of analysis the reliability coefficient of students' learning motivation with 31 questions is  $r_{11} = 0,834$  and  $r_{table} = 0,334$ . The computation is as follow:

$$r_{11} = \left[ \frac{k}{k-1} \right] \left[ 1 - \frac{\sum \sigma_i^2}{\sigma_t^2} \right]$$

$$r_{11} = \left[ \frac{31}{31-1} \right] \left[ 1 - \frac{29,087395}{151,081} \right] = 0,834$$

It can be concluded that  $r_{11} > r_{table}$ , it means that the instrument is reliable. The complete analysis can be seen in appendix 11.

c. Test of Normality

The researcher used the students' result of midterm in this analysis. The data can be seen in appendix 12. When  $\chi^2_{count} \leq \chi^2_{table}$  with  $dk$  (freedom degree) =  $k - 3 = 7 - 3 = 4$  and 5% significant level. It is  $\chi^2_{table} = 9,4877$ , it means the data have normal distribution. The result of normality test is as follow:

**Table 4.3. The Normality Test Data Result**

Class	$\chi^2_{count}$	$dk$	$\chi^2_{table}$	Criteria
X TKJ A	1,00441	4	9,4877	Normal

X TKJ B	2,18081	4	9,4877	Normal
X TKJ C	0,59781	4	9,4877	Normal
X TKJ D	1,91879	4	9,4877	Normal

The complete competition can be seen in appendix

13. The researcher took X TKJ B purposely as a sample.

## 2. Introductory Analysis

Here the result of the questionnaire and written test from the students. This data used as a primary data for hypothesis test.

**Table 4.4. The Score of Students' Learning Motivation (X) and Students' Writing Ability (Y) in X TKJ B (S)**

No.	Code	Score	
		Students' learning motivation (X)	Students' writing ability (Y)
1	S-01	130	89
2	S-02	100	70
3	S-03	125	89
4	S-04	125	70
5	S-05	100	77
6	S-06	125	70
7	S-07	125	78
8	S-08	125	82
9	S-09	93	70
10	S-10	93	70
11	S-11	134	87
12	S-12	130	75
13	S-13	125	66
14	S-14	98	80
15	S-15	130	100
16	S-16	130	90
17	S-17	130	100
18	S-18	130	95
19	S-19	134	80
20	S-20	134	95
21	S-21	134	90
22	S-22	134	95

23	S-23	93	73
24	S-24	100	70
25	S-25	93	70
26	S-26	98	98
27	S-27	98	93
28	S-28	93	71
29	S-29	100	65
30	S-30	100	88
31	S-31	100	71
32	S-32	93	67
33	S-33	93	67
34	S-34	100	70
35	S-35	98	98
36	S-36	134	100
N		36	
The Highest Score (H)		134	100
The Lowest Score (L)		93	65
Total ( $\Sigma$ )		4077	2919
Mean ( $\bar{X}$ )		113,25	81,08

Based on the table above, the highest score of students' learning motivation is 134, and the students' writing ability is 100. The lowest score of students' learning motivation is 93, and the students' writing ability is 65. The average of students' learning motivation is 113,25, and 81,08 for students' writing ability. The next step was to find the distribution frequency of the variables.

a. Students' Learning Motivation

The variable was students' learning motivation. These data were acquired by holding a test and examining them. The data were analyzed by arranging the data to table

of frequency distribution. First was determining the range of interval class ( $R$ ), the number of interval class ( $K$ ), and the extensive of interval class ( $i$ ). The formula:

$$K = 1 + 3,322 \log N = 1 + 3,322 \log 36$$

$$K = 6,17004$$

$$K = 6$$

$$R = H - L + 1 = 134 - 93 + 1$$

$$R = 42$$

$$i = \frac{R}{K} = \frac{42}{6} = 7$$

Information,

$H$  = the highest score

$L$  = the lowest score

$N$  = amount of respondent

$X$  = the average of interval

$M'$  = the average of students' score

**Table 4.5. Distribution Frequency of Students' Learning Motivation**

No.	Interval	$f$	$X$	$x$	$fx$	$x^2$	$fx^2$
1	128-134	12	131	2	24	4	48
2	121-127	6	124	1	6	1	6
<b>3</b>	<b>114-120</b>	<b>0</b>	<b>117</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>4</b>	<b>107-113</b>	<b>0</b>	<b>110</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
5	100-106	7	103	-1	-7	1	7
6	93-99	11	96	-2	-22	4	44
Total		$N = 36$			$\sum fx = 1$		$\sum f \cdot x^2 = 105$



$$M = M' + i \left( \frac{\sum fx}{N} \right) = 113,25 + 0,194 = 113,44$$

$$SD = i \sqrt{\frac{\sum f \cdot x^2}{N} - \frac{(\sum fx)^2}{N}} = 7\sqrt{2,88} = 11,90$$

Determining the category of students' writing ability of recount text by using five scale standard:

$$M + 1,5SD = 113,44 + 1,5(11,89) = 113,44 + 17,85 = 131,29$$

$$M + 0,5SD = 113,44 + 0,5(11,89) = 113,44 + 5,95 = 119,39$$

$$M - 0,5SD = 113,44 - 0,5(11,89) = 113,44 - 5,95 = 117,50$$

$$M - 1,5SD = 113,44 - 1,5(11,89) = 113,44 - 17,85 = 95,60$$

Based on the calculation above, the next step was making the category. The result was:

**Table 4.6. The Value of Students' Learning Motivation Distribution Frequency**

Interval	Category
131 - above	Very High
119 - 130	High
107 - 118	Medium
95 - 106	Low
below - 94	Very Low

The table above showed that students' learning motivation was medium since the average of the score was 113,25 which was in the interval 107-113 and 114-120.

b. Students' Writing Ability

The next variable was students' writing ability of recount text. These data were acquired by holding a test and examining them. The data were analyzed by arranging to

table of frequency distribution. First was determining the range of interval class ( $R$ ), the number of interval class ( $K$ ), and the extensive of interval class ( $i$ ). The formula:

$$K = 1 + 3,322 \log N = 1 + 3,322 \log 36$$

$$K = 6,170037$$

$$K = 6$$

$$R = H - L + 1 = 100 - 65 + 1$$

$$R = 36$$

$$i = \frac{R}{K} = \frac{36}{6} = 6$$

**Table 4.7. Distribution Frequency of Students' Writing Ability of Recount Text**

No.	Interval	$f$	$X$	$x$	$fx$	$x^2$	$f \cdot x^2$
1	95-100	5	97,5	3	15	9	45
2	89-94	8	91,5	2	16	4	32
3	83-88	2	85,5	1	2	1	2
<b>4</b>	<b>77-82</b>	<b>5</b>	<b>79,5</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
5	71-76	4	73,5	-1	-4	1	4
6	65-70	12	67,5	-2	-24	4	48
Total		$N = 36$			$\sum fx = 5$		$\sum f \cdot x^2 = 131$

$$M = M' + i \left( \frac{\sum fx}{N} \right) = 81,90 + 0,833 = 81,92$$

$$SD = i \sqrt{\frac{\sum f \cdot x^2}{N} - \frac{(\sum fx)^2}{N}} = 6\sqrt{2,95} = 10,01$$

Determining the category of students' writing ability of recount text by using five scale standard:

$$M + 1,5SD = 81,92 + 1,5(10,01) = 81,92 + 15,44 = 97,36$$

$$M + 0,5SD = 81,92 + 0,5(10,01) = 81,92 + 5,14 = 87,06$$

$$M - 0,5SD = 81,92 - 0,5(10,01) = 81,92 - 5,14 = 76,77$$

$$M - 1,5SD = 81,92 - 1,5(10,01) = 81,92 - 15,44 = 66,47$$

Based on the calculation above, the next step was making the category. The result was:

**Table 4.8. The Value of Students' Writing Ability of Recount Text Distribution Frequency**

Interval	Category
97 - above	Very Good
87 - 96	Good
76 - 86	Medium
66 - 75	Low
below - 65	Very Low

The table above showed that students' writing ability of recount text was medium since the average of the score was 81,08 which was in the interval 76-86.

### 3. Hypothesis Analysis

The analysis used to attest this at the hypothesis is accepted or rejected. In this research, the hypothesis is that there is a positive influence of learning motivation toward their writing ability of recount text at Tenth grade Computer Network Engineering of Vocational School Sakti Gemolong in the academic year of 2018/2019. The tabulation made up to assist in analyzing. The data can be seen in appendix 14.

To test the hypothesis that has conducted and to know the result of hypothesis, the researcher did regression analysis to measure degree of the students' learning motivation and the

students' writing abilities relationship. These are the regression similarity.

$$\hat{Y} = a + bX$$

With coefficient  $a$  and  $b$  with calculated as follow:

$$b = \frac{n \cdot [\sum XY] - [\sum X][\sum Y]}{n \cdot \sum X^2 - (\sum X)^2}$$

$$b = \frac{36 \cdot [334189] - [4077][2919]}{36 \cdot 471845 - (2919)^2}$$

$$b = \frac{12030804 - 11900763}{16986420 - 16621929}$$

$$b = \frac{130041}{364491}$$

$$b = 0,357$$

$$a = \frac{\sum Y - b \sum X}{n}$$

$$a = \frac{2919 - 0,35677 \cdot 4077}{36}$$

$$a = \frac{1464,431}{36}$$

$$a = 40,6787$$

So, the regression similarity is  $\hat{Y} = a + bX_2 = 40,679 + 0,357X = 40,679 + 0,357(4077) = 1495,25$ .

The simple linear equation between the students' learning motivation toward their writing ability acquired  $Y = 40,679 + 0,357X = 1495,25$ . It means that if the degrees of students' learning motivation are higher, so the writing ability is also higher. The data can be seen in appendix 14.

The significance and linearity test of equation is regression the number of equation. Based on the data collected from the results of test learning motivation towards students' writing abilities are obtained the following data:

**Table 4.9. The ANOVA Table of X and Y**

Source of Variance	<i>dk</i>	<i>JK</i>	<i>KT</i>	<i>F</i>
Total	36	241619	-	
Coefficient (a)	1	236682,250	236682,250	
Regression (b/a)	1	644,541	1288,758	12,011
Sisa	34	3647,992	107,294	
Tuna Cocok	4	93,647	13,608	0,147
Galat	30	3554,345	92,732	

Based on the table above,  $F_{count} = 12,011$  compared with  $F_{tabel}$  for the level of error 5% *dk* with numerator = 1 and *dk* denominator =  $n - 2 = 36 - 2 = 34$  is 4,13. The hypothesis is that there is a positive and significant influence of students' learning motivation towards their writing ability. It concluded  $F_{count} > F_{tabel}$  is  $12,011 > 4,13$ , it means the significant value. So, the hypothesis is accepted. The complete analysis can be seen in appendix 14.

Whereas, in the linearity test,  $F_{count} = 0,147$  compared with  $F_{tabel}$  for the level of error 5% with *dk* numerator ( $k - 2$ ) and *dk* denominator ( $n - k$ ) is 2,69. It concluded that  $F_{count} < F_{tabel}$  is  $0,147 < 2,69$ , it means the regression is linear. So, the

hypothesis is accepted. The complete analysis can be seen in appendix 15.

To find out the correlation coefficient between students' learning motivation and students' writing ability, so this correlation coefficient is calculated by *product-moment* correlation.

$$r = \frac{n \sum XY - (\sum X)(\sum Y)}{\sqrt{\{n \sum X^2 - (\sum X)^2\}\{n \sum Y^2 - (\sum Y)^2\}}}$$

$$r = \frac{36 (334189) - (4077)(2919)}{\sqrt{\{36 (471845) - (4077)^2\}\{36 (2411619) - (2919)^2\}}}$$

$$r = 0,511$$

From the computation above, it is found that the correlation coefficient is 0,511. It concluded that  $0,40 \leq r_{xy} < 0,60$  is  $0,40 \leq 0,511 < 0,60$ , there is quite high correlation between students' learning motivation and students' writing ability.

The formulation of statistical hypotheses in accordance with the proposed hypothesis is namely:

$H_0$  : the correlation coefficient is not significant

$H_a$  : the correlation coefficient is significant

After that, measure the significant of the correlation with *t-test* calculation is as following:

$$t = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

$$t = \frac{0,511\sqrt{36-2}}{\sqrt{1-(0,511)^2}}$$

$$t = 3,466$$

So, from the computation above,  $t_{count} = 3,466$  compared with  $F_{tabel}$  for the level of error 5% with  $dk$  numerator = 1 and  $dk$  denominator =  $n - 2 = 36 - 2 = 34$  is 1,690. It concluded that  $t_{count} > t_{tabel}$  is  $3,466 > 1,690$ . So,  $H_0$  is rejected, it means the correlation coefficient between students' learning motivation and students' writing ability is significant.

After the significant of correlation coefficient test, the researcher did analysis the coefficient of determination. The coefficient of determination is the coefficient that states what percentage of the influence of variable X (students' learning motivation) to Y (students' writing ability).

$$KP = r^2 \times 100\%$$

$$KP = 0,261 \times 100\%$$

$$KP = 26,11$$

It means that the influence of students' learning motivation toward students' writing ability is 26,11%.

## **B. Discussion**

Motivation is one of the significant elements of writing in relation to the above explanation. Students will be hard to do writing activity without a strong motive. Motivation is, theoretically, all the internal force that strengthens any individual to do something. Writing motivation is a force within which successful writing activity is determined. In writing, learners need motivation because they will be actively engaged in writing activity with motivation. Although many issues such as grammar structure, diction, spelling, vocabulary, and

punctuation will be found. The students can create a nice structure in writing. It shows that students need motivation in writing.

There are two variables in this research, an independent variable and a dependent variable. The independent variable (X) in this research is students' learning motivation. The dependent variable (Y) is students' writing ability of recount text which influenced by students' learning motivation. The data collected by using questionnaire and test. The data analysis used product-moment correlation and regression analysis.

Based on the research finding, it showed that students' learning motivation was medium since the average of the score was 113,25 which was in the interval 107-118, and students' writing ability of recount text was medium since the average of the score was 81,08 which was in the interval 76-86.

According to the finding, the result was showed that the learning motivation give a positive and significant influence on the students' writing ability of recount text. Thus, the motivation to learn is one of the important variables that should be considered to improve the students' writing ability of recount text. This finding is in line with the results of the study conducted by Bakar that there was a positive and significant influence of the learning motivation on the students' productive competencies of West Sumatra vocational high school students<sup>102</sup>. This finding is also consistent with the results of research conducted by Asvio et.al concluded that the motivation to learn has a

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<sup>102</sup> Bakar, "The Effect of Learning Motivation on Student's...", 2014.



positive and significant influence on undergraduate students' learning achievement of Islamic Education Management of IAIN Batusangkar<sup>103</sup>. The learning motivation has important role in students' learning behavior. By looking at the result the researcher assumed that motivation influenced the students' writing ability and the students who had higher motivation tended to have better writing ability.

The results indicate that variable X (learning motivation) is significantly in influencing variable Y (writing ability). There are five stages in simple regression linear test on variable X and Y. First is looking for the regression similarity. The regression similarity is  $\hat{Y} = a + bX_2 = 40,679 + 0,357X_2$ . The result of regression is 1495,25. So, if the degrees of students' learning motivation are higher, so the writing ability of recount text is also higher. Second is determining significance and linearity of regression. Based on the ANOVA table in the previous subchapter, there is a significant and linear regression influence of learning motivation on students' writing ability of recount text. Third stage is calculating correlation coefficient on simple linear regression by using product-moment correlation. The researcher found that the correlation coefficient is  $0,40 \leq 0,511 < 0,60$ . It concluded that there is quite high correlation between students' learning motivation and students' writing ability of recount text. Fourth is the significance correlation coefficient test. Based on the analysis

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<sup>103</sup> Nova Asvio, Arpinus, and Suharmon, "The Influence of Learning Motivation and Learning Environment ...", Vol. 2, No. 2, 2017.

concluded that the correlation coefficient between students' learning motivation and students' writing ability of recount text is a significant with  $t_{count} > t_{tabel}$  is  $3,466 > 1,690$ . The last stage is determining coefficient on simple linear regression. There are 26,11% coefficient influence of students' learning motivation toward students' writing ability of recount text. The alternative hypothesis ( $H_a$ ) is accepted, and null hypothesis ( $H_o$ ) is rejected.

These results build on existing evidence of motivation, like intelligence, that cannot be noted directly on the basis of explanation. Only by noting the behavior of a person, a sort of motion as part of the elements of teaching, desire, emotion, need, interest, curiosity, and psychology can motivation be inferred. In this realm, motivation is the internal force that comes from within and outside a individual to achieve their objective, and it has a position as the beneficial force or attitude towards learning to write, particularly in writing motivation. It is very important to support the writing ability.

Students will take longer to learn to write than to learn to talk, as writing needs more precision and variety. Many learners have difficulty learning to write because writing requires not only excellent vocabulary construction and grammatical function, but also a good arrangement of words and phrases to create a good sentence for a good written language. Even though, in teaching learning activity the learners have the same therapy, but in writing they have distinct outcomes and performance.

There were two factors that could influence the students' writing ability besides motivation and they were related to one

another, they were: internal factor and external factor. The internal factor meant the factor which was came from the writer himself/herself or usually known as personal factor, because the factor has existed inside the writer. This factor dealt with self-motivation and interest. The external factor had close relationship to the writing ability test and also the teacher. They were related to one another. The students' achievement in writing depended on the level of the difficulty of the text. Thus, it could influence the students' achievement if the text given was not at the right level of the difficulty of the writer. The teacher should have been careful in choosing topic for the text and giving the tasks because they were related to the students' writing ability or the students. However, motivation itself could not be ignored in teaching learning process. Motivation played a role in decision to write. From the analysis of result it showed that motivation was one of factors influencing writing ability improvement.

Each student has diverse knowledge, abilities, skills, and aspirations experience and comes from distinct social, regional, and political backgrounds that can influence their learning motive. Some students who have plenty of ability because of best education and others are vice versa. Effective classroom learning relies on the capacity of the teacher, which generates interest in subject matter. There is no magical formula to access precise student motivation level other than extrinsic motivation and intrinsic motivation questionnaire.

This study revealed some insightful findings in the relationship between learning motivation and writing ability,

however, like any other research papers there were also some limitations. The generalizability of the results is limited by the small sample size in this study certainly decreased the statistical power in the quantitative measures. The participants in this study were vocational high school students. More research is needed with additional participants to gain a clearer understanding of how different learning motivation and writing ability of other type school's students. Moreover, this study was limited to students in specific grade levels, also limiting its findings. Consequently, the results could have been more generalizable. In addition, there was a need to analyze more about students' learning motivation on same or different skill in order to gain satisfied result in students' achievement. So, the more optimal result will be gained.

As with much of educational research, several limitations and delimitations apply. One of the major limitations was the research design. Correlational research is not experimental and can only provide inferences about the relation between or among variables. Grand generalizations cannot be determined, but results can be used to provide more information to students and teachers. Though less robust than findings from a cause and effect study, results can provide a platform for future research.

The results of this study yield important information that raise additional questions for further research. Yet, further research in this area is needed. Moreover, more work is needed in the area of causal attributions. Although it is difficult to measure, this motivational factor is intertwined with others and may provide teachers with

important information about student writing motivation. A comparison of high and low achievers is also needed for elementary students. Some work related to the attributional theory has suggested that high achievers tend to attribute success and failure to ability, whereas lower achievers tend to attribute success and failure to effort. These generalizations have not been made for writing specific tasks, so more research is needed. Additionally, more research is needed to examine possible covariates related to writing motivation and achievement. The educational level of parents and other demographic information should be considered, as well as factors related to lunch status. A larger sample of students who receive free lunch and students who are ineligible for this program should be examined in order to compare these two populations. These covariates are important considerations for future research.



## CHAPTER V

### CONCLUSION AND SUGGESTION

Based on the data of research finding, this chapter presented two sections: conclusions, and suggestions. Those two sections are presented below.

#### **A. Conclusion**

After calculating the data, the researcher found that the quality of students' learning motivation in writing recount text of tenth grade students of Computer Network Engineering B class in the academic year of 2018/2019 was medium based on the category table 4.6 about the students' learning motivation average score was 113,25, which was in the range of medium (107-118). Moreover, from the analysis of students' writing ability of recount text, the researcher found that the quality of writing ability of tenth grade students of Computer Network Engineering B in the academic year 2018/2019 was also medium. Based on the category table 4.8, the average score was 81,08, which was in the range of medium (76-86).

At last, based on the data that has described in the previous chapters that null hypothesis is rejected and the alternative hypothesis is accepted. In this research, it found that there was a significant correlation and effect of students' learning motivation on students' writing ability of recount text. It can be seen from the result of discussion. The researcher inferred that there is a significant and positive influence between variable X and Y. This means that if the motivation to learn increased, the students' writing ability of recount text is raised.

## **B. Suggestion**

Based on the whole result of the study, the researcher suggests that schools should cultivate a good studying culture, through subtle suggestions, inspiring students to learn on improving students' motivation: additionally, schools can be establishing a healthy competition mechanism, awarding scholarships to students with good learning standing, or providing a portion of the class fees as rewards, build good atmosphere in the school environment. Whereas, Teachers should stimulate students' motivation in learning, so they can be more active and better progress in learning English. The teachers should give more encouragement to the students beside giving or transferring knowledge. The teachers should be more creative and using various teaching method. Moreover, Students should practice writing and make it habit. The most important is that they desired to learn writing. Since the sampling method of this research is convenience sampling of the non-random sampling method, the sampled subjects lack diversification, or are too focused on a certain group. In addition, this research recommends that future researchers choose a different sampling method for their sampling selection, so it helps obtain the result that is closer to the actual situation.



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*Appendix 1*

**List of X BKP B Students**

<b>No.</b>	<b>Name</b>	<b>Code</b>
1	ANGGA AJI W	A01
2	ANTONI ANGGA SAPUTRA	A02
3	APRIANA KUSNAIDI	A03
4	ARUM PUTRI DAMAYANTI	A04
5	ARYA ADYTIA SAPUTRA	A05
6	ATIKA SARI	A06
7	AZIZ SAPUTRO	A07
8	BELLY WAHYU M	A08
9	CHELSA NAZARIN STEVIARTY	A09
10	DANANG KURNIAWAN	A10
11	DELA AYU PUSPITA P	A11
12	DODI BAHARI	A12
13	DWI AMBARWATI	A13
14	DWI WULANDARI	A14
15	EKO ADI P	A15
16	EKO SAPUTRO	A16
17	ELI PUTRI AYU KURNIA S	A17
18	FERY ADI NUGROHO	A18
19	FINKY FAIZ FADHLY	A19
20	IKA KURNIAWATI	A20
21	INOVA ARTI ILHAMI	A21
22	LANGGENG R S	A22
23	LINGGA CANDRA MAHENDRA	A23
24	MUHAMMAD IBTU MAULANA	A24
25	MUHAMMAD FADHIL R	A25
26	MUTI HANIFAH	A26
27	NAUFAL AL HUDALIYAHYA	A27
28	NINDA LESTARI	A28

29	NURCHOLIS ANWAR	A29
30	PUTRA INSAN NURROCHMAN	A30
31	QOSIM A	A31
32	RESI CAHYA B	A32
33	TRI INDRA PRASETIYA	A33
34	VIKI BIMA SAPUTRO	A34
35	YOGA ADI PUTRA	A35



Appendix 2

**List of X TKJ B Students**

<b>No.</b>	<b>Name</b>	<b>Code</b>
1	AHMAD IBNU ABDURROHMAN	S-01
2	AMANDA PUTRI MAHARANI	S-02
3	ANGGITA DYAH ANGGRAINI	S-03
4	ANGGRAYNI DITA PRABASWARI	S-04
5	ASIH MURNIYATI	S-05
6	BERLIANA TIARA CINDI	S-06
7	DANIA YUYUN TATA	S-07
8	DEVINA ASHARA PUTRI	S-08
9	DIAN ARINI	S-09
10	ENDANG SETIANINGRUM	S-10
11	ERNA AGUSTINA	S-11
12	ERNI NURJANAH	S-12
13	FARIDA KHUSNUL KHOTIMAH	S-13
14	FITRI SULISTYOWATI	S-14
15	GANANG AJI SUSENO	S-15
16	HELDA AMELIA	S-16
17	HESTY AMBAR PRASTYWI	S-17
18	IBRA DEY ROZA	S-18
19	IKE MAWARSARI	S-19
20	INTAN DAYU PERTIWI	S-20
21	INTAN SAPUTRI	S-21
22	MITA AYU MAHARANI	S-22
23	MUH DWI RAMA FATHUROHMAN	S-23
24	MUHAMMAD HANIF AR RIFAI	S-24
25	MUHAMMAD ZUHDI SABERI	S-25
26	NUR HALIMAH	S-26
27	PIPIT SETIYAWATI	S-27
28	RANGGA PRADANA	S-28

29	RIZKI PUTRI ARDIYANI	S-29
30	SHELA ANIK SEPTIYOWATI	S-30
31	SHILVIA MARETA ANGELICA	S-31
32	ULFI ARUM SARI	S-32
33	VIKA KURNIAWATI	S-33
34	WINDA AGESTRIA	S-34
35	YESSY CHENCY AFRITA	S-35
36	ZUNIAH MIFTAHUL JANNAH	S-36

*Appendix 3*

**Lattice of Learning Motivation Scale**

No	Indicators of Learning Motivation	List of Questions
1	There is an attitude of curiosity and needs of students towards a material.	1,2,3,4,5,6,7,8,9,10
2	There is a spirit of students in following the learning process.	11,12,13,14,15,16,17,18
3	There is enthusiasm for students to complete tasks or exercises.	19,20,21,22,23,24
4	There are conducive environmental conditions for learning well.	25,26,27,28,29,30,31

*Appendix 4*

**Final Questionnaire of Learning Motivation**

Nama :  
No. Presensi :  
Kelas :  
Sekolah :

**Petunjuk Pengisian:**

1. Tulislah nama, kelas, dan nama sekolah adik-adik terlebih dahulu.
2. Pilihlah salah satu jawaban dengan memberikan tanda (√) pada setiap alternative jawaban Sangat setuju, setuju, kurang setuju, tidak setuju, dan sangat tidak setuju yang sesuai dengan perasaan atau keadaan yang siswa alami. Mohon siswa sekalian membaca dengan cermat dari setiap pertanyaan sebelum menjawab
3. Jawaban siswa sekalian dijamin kerahasiaanya. Dan tidak ada pengaruhnya dengan keberadaan siswa sekalian di sekolah.
4. Periksa kembali jawaban anda sebelum dikumpulkan.
5. Keterangan Pilihan jawaban:  
SS : Sangat Setuju  
S : Setuju  
KS : Kurang Setuju  
TS : Tidak Setuju  
STS : Sangat Tidak Setuju
6. Apabila siswa sekalian ingin memperbaiki/menganti jawaban maka berikan tanda garis dua (=) pada jawaban yang ingin diperbaiki atau diganti kemudian (√) jawaban yang siswa inginkan.

*Selamat mengerjakan!*

No.	Pernyataan	Pilihan Jawaban				
		SS	S	KS	TS	STS
1	Saya malas menulis karangan karena itu adalah hal yang sulit dan membosankan					
2	Saya giat menulis diary setiap hari, untuk melatih kemampuan menulis saya					
3	Saya hanya diam dan tidak memperhatikan guru pada saat mata pelajaran menulis teks bahasa Inggris					
4	Saya bertanya kepada guru/teman yang lebih mengerti tentang materi teks bahasa Inggris yang belum saya mengerti					
5	Saya malu bertanya kepada guru tentang materi bahasa Inggris yang belum saya mengerti					
6	Saya belajar tentang materi bahasa yang akan diajarkan oleh guru, agar mudah menerima materi pembelajaran					
7	Saya selalu ingin mendapatkan nilai yang terbaik dalam bahasa Inggris					
8	Ketika mendapatkan nilai yang rendah, saya jadi malas belajar					
9	Saya belajar menulis cerita pengalaman yang runtut, agar mendapat hadiah dari guru					
10	Saya pikir pembelajaran recount text bahasa Inggris itu penting karena saya bisa menggunakannya dalam kehidupan sehari-hari saya.					
11	Saya lebih semangat mengikuti pembelajaran bahasa Inggris karena guru saya sering memberikan penghargaan (nilai atau pujian) ketika mengajar bahasa Inggris.					
12	Saya menjadi semangat belajar karena guru sering memberikan motivasi kepada saya					

13	Saya menjadi semangat belajar ketika guru menyampaikan materi dengan suara yang jelas					
14	Saya bosan jika belajar mata pelajaran bahasa Inggris karena guru mengajar bahasa Inggris tidak kreatif (monoton)					
15	Saya senang bekerja dan belajar pada pembelajaran bahasa Inggris karena isinya menarik					
16	Ketika saya keliru dan dikritik oleh guru, saya sangat senang karena itu menambah ilmu saya.					
17	Saya malas mengikuti pelajaran bahasa Inggris karena guru bahasa Inggris galak					
18	Saya malas belajar ketika guru menyampaikan materi dengan ceramah					
19	Saya mengerjakan PR bahasa Inggris tepat waktu					
20	Saya mengerjakan PR bahasa Inggris saya karena takut dihukum					
21	Saya belajar bersama dengan teman-teman untuk mengerjakan PR yang sulit					
22	Saya merasa kecewa, jika tulisan cerita pengalaman saya tidak dinilai oleh guru					
23	Saya tidak mengumpulkan tugas jika guru lupa					
24	Saya semangat belajar karena orang tua melengkapi fasilitas belajar dengan nyaman					
25	Saya semangat belajar karena orang tua membimbing dan membantu saya jika ada materi yang belum saya mengerti					
26	Saya malas belajar karena orang tua saya tidak menyuruh saya belajar					
27	Kelas yang rapi dan bersih membuat saya semangat belajar					

28	Saya tidak nyaman belajar dengan kondisi kelas yang ramai					
29	Fasilitas sekolah seperti internet dan buku bahasa Inggris kurang memadai untuk mendukung proses belajar saya.					
30	Saya merasa terkucilkan ketika berada di lingkungan sekolah sehingga hal itu mempengaruhi prestasi saya					
31	Lingkungan sekolah yang bersih dan tertata membuat saya fokus dan nyaman belajar di sekolah					

Appendix 5

**Written Test Form**

Nama:

Kelas:

1. Write down your identity include: name and class.
2. Write a simple recount text with your own word. Choose one of the following topics below:
  - a. Sweetest Moments in the School
  - b. My Unforgettable Experience
  - c. My Wonderful Holiday
3. Write your recount text as a set of instruction includes three parts that consists of 150-250 words, they are:
  - a. Orientation (who/where/when)
  - b. Event 1, 2, 3,...,etc.
  - c. Re-orientation
4. Look up your dictionary if you need it.

*Good Luck!*

Title	
Orientation	
Events	
Re-Orientation	



Appendix 6

**Scoring Guidance and the Explanation of Criteria in Writing Test**

No.	Item analysis	Score	Criteria
1.	Organization	18-20	<b>Excellent</b> : Appropriate title, effective introductory paragraph, topic is stated, leads to body; transitional expression used; arrangement of material shows plan; supporting evidence given for generalization; conclusion logical and complete.
		15-17	<b>Good</b> : Adequate title, introduction and conclusion; body of essay is acceptable, but some evidence may be lacking, some ideas aren't fully developed; sequence is logical but transitional expression may be absent or misused.
		12-14	<b>Adequate</b> : Mediocre or scant introduction or conclusion; problem with the order of ideas in body; the generalizations may not be fully supported by the evidence given; problem of organization interfere.
		6-11	<b>Fair</b> : Shaky or minimally recognizable introduction; organization can barely be seen; severe problems with ordering of ideas; lack of supporting evidence; conclusion weak or illogical; inadequate effort at organization.
		1-5	<b>Poor</b> : Absence of introduction or conclusion; no apparent organization of body; severe lack of supporting evidence; writer has not made any effort to organize the composition.
2.	Content	18-20	<b>Excellent</b> : Essay addresses the assigned topic; the ideas are concrete and

			thoroughly developed; no extraneous material; essay reflects thought.
		15-17	<b>Good</b> : Essay addresses the issues but misses some points; ideas could be more fully developed; some extraneous material is present.
		12-14	<b>Adequate</b> : Development of ideas not complete or essay is somewhat off the topic; paragraphs aren't divided exactly right.
		6-11	<b>Fair</b> : Ideas incomplete; essay does not reflect careful thinking or was hurriedly written; inadequate effort in area of content.
		1-5	<b>Poor</b> : essay is completely inadequate and does not reflect college-level work; no apparent effort to consider the topic carefully.
3.	Grammar	18-20	<b>Excellent</b> : Native-like fluency in English grammar; correct use of relative clauses, preposition, modals, articles, verb forms, and tense sequencing; no fragment or run-on sentences.
		15-17	<b>Good</b> : Advanced proficiency in English grammar; some grammar problems don't influence communication, although the reader is aware of them; no fragment or run-on sentences.
		12-14	<b>Adequate</b> : Ideas are getting to the reader, but grammar problems are apparent and have negative effect on communication; run-on sentences and fragments present.
		6-11	<b>Fair</b> : Numerous serious grammar problems interfere with communication of the writer's ideas; grammar review of some areas clearly needed; difficult to read sentences.
		1-5	<b>Poor</b> : severe grammar problems interfere

			greatly with the message; reader can't understand what the writer was trying to say; unintelligible sentence structure.
4.	Punctuation, spelling, and mechanics	18-20	<b>Excellent</b> : Correct using of English writing conventions: left and right margins, all needed capitals, paragraphs indented, punctuation and spelling; very neat.
		15-17	<b>Good</b> : Some problem with convention or punctuations; occasional spelling errors; left margin correct; paper is neat and legible.
		12-14	<b>Adequate</b> : Uses general writing conventions but has errors; spelling problem distract reader; punctuation errors interfere with ideas.
		6-11	<b>Fair</b> : Parts of essay legible; error in sentence punctuation and final punctuation; unacceptable to educated reader.
		1-5	<b>Poor</b> : Complete disregard for English writing conventions; paper illegible; obvious capital missing, no margins, sever spelling problem.
5.	Vocabulary	18-20	<b>Excellent</b> : Precise vocabulary usage; usage of parallel structures; concise; register good.
		15-17	<b>Good</b> :Attempts variety; good vocabulary; register ok; style fairly concise.
		12-14	<b>Adequate</b> : Some vocabulary misused; lack awareness of register; may be too wordy.
		6-11	<b>Fair</b> : Poor expression of ideas; problem in vocabulary; lack variety of structure.
		1-5	<b>Poor</b> : Inappropriate use of vocabulary; no concept of register or sentence variety

Appendix 7

The Result of X TKJ B Students' Final Questionnaire

No.	Code	Questions																														Total	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30		31
1	S-01	5	5	4	4	3	4	5	4	5	4	5	4	4	3	4	5	3	4	5	4	5	3	3	5	5	3	5	5	4	3	5	130
2	S-02	2	1	3	4	2	4	4	2	1	2	2	3	4	4	3	4	4	4	3	4	5	2	2	4	4	4	4	4	4	3	4	100
3	S-03	5	3	4	5	3	4	4	3	3	4	3	5	5	4	4	5	3	4	4	5	4	3	4	4	5	4	4	5	3	4	5	125
4	S-04	4	1	4	4	4	2	5	4	3	3	3	4	4	5	4	4	5	5	4	5	4	4	4	4	5	5	4	5	4	4	5	125
5	S-05	4	2	3	4	3	3	4	4	3	3	3	4	4	4	3	4	3	4	2	3	2	3	3	2	3	1	4	4	4	3	4	100
6	S-06	3	5	4	5	4	2	5	4	3	4	4	5	5	4	4	5	5	4	3	5	4	5	1	5	5	4	4	4	5	1	4	125
7	S-07	4	3	4	4	4	3	5	4	3	4	4	5	5	5	4	5	4	5	4	5	4	3	4	5	4	4	4	4	3	1	5	125
8	S-08	4	2	3	5	3	4	5	2	4	4	5	4	5	4	3	4	5	5	3	5	5	2	2	4	4	5	5	4	5	5	5	125
9	S-09	5	2	2	4	1	2	4	3	2	4	4	4	4	2	4	4	5	2	3	2	2	2	2	4	2	2	4	4	2	2	4	93
10	S-10	2	2	1	4	2	3	1	2	1	4	3	4	4	1	3	4	4	3	4	5	5	1	1	5	5	5	5	1	3	1	4	93
11	S-11	4	5	4	5	4	5	5	4	4	5	4	4	4	5	5	5	5	5	5	5	5	3	2	5	5	2	5	5	4	1	5	134
12	S-12	3	5	4	5	4	5	5	2	4	3	4	5	4	5	5	5	3	4	5	4	5	2	3	4	5	4	5	4	5	4	5	130
13	S-13	4	5	4	5	4	4	5	4	4	5	3	5	4	2	3	4	4	3	3	4	4	4	4	5	5	4	4	5	3	3	5	125
14	S-14	4	3	3	5	4	4	4	1	2	4	4	5	2	4	3	4	2	2	3	4	2	3	2	4	2	3	4	2	3	3	3	98
15	S-15	5	5	3	5	3	3	5	3	4	4	5	5	4	4	5	5	5	4	4	5	4	3	2	4	5	5	4	4	3	5	5	130
16	S-16	5	5	4	5	4	3	4	4	3	4	4	5	5	3	4	3	4	5	4	4	5	4	4	4	3	4	5	5	4	5	5	130
17	S-17	5	5	2	5	4	4	5	2	2	5	4	4	5	2	4	5	3	4	4	5	4	4	5	4	5	5	4	5	5	5	5	130

18	S-18	3	5	4	5	4	5	4	3	3	3	4	5	5	4	5	4	3	4	5	4	5	3	5	5	4	5	4	5	5	3	4	130	
19	S-19	5	4	5	4	4	5	4	4	3	5	4	5	4	5	3	4	4	3	4	5	4	5	5	3	4	5	5	5	4	5	5	134	
20	S-20	5	5	3	4	5	5	5	4	4	5	5	4	4	5	4	4	4	4	3	4	4	3	4	5	5	4	5	4	5	5	4	134	
21	S-21	5	4	3	4	3	4	5	5	3	4	5	5	4	5	4	4	4	5	5	4	5	3	2	5	5	5	5	5	4	5	5	134	
22	S-22	4	5	4	5	3	4	5	3	4	4	4	5	4	5	4	4	5	4	5	5	5	5	4	4	4	4	5	4	5	4	4	134	
23	S-23	3	2	1	5	3	4	5	3	3	4	3	4	2	3	2	4	4	1	3	3	2	1	2	4	4	2	5	4	2	1	4	93	
24	S-24	3	2	1	4	3	3	5	2	1	4	3	4	4	2	3	3	2	4	3	5	4	4	2	4	3	2	5	4	4	3	4	100	
25	S-25	1	2	1	4	2	3	3	3	2	4	3	4	5	4	3	4	1	1	2	4	3	1	1	5	3	4	5	5	5	1	4	93	
26	S-26	2	2	1	4	2	3	4	1	1	4	3	4	4	2	3	4	2	2	3	4	5	3	2	5	5	2	4	5	3	4	5	98	
27	S-27	4	1	4	4	1	3	5	2	1	4	1	4	4	3	1	2	4	5	3	3	5	3	4	4	3	4	4	2	5	2	3	98	
28	S-28	4	1	2	2	3	4	4	3	1	4	3	5	4	3	4	2	3	3	2	3	1	4	3	2	1	1	5	5	4	3	4	93	
29	S-29	3	4	3	5	2	4	4	2	1	4	1	4	4	3	4	2	3	4	2	1	5	1	1	4	4	4	5	5	5	1	5	100	
30	S-30	3	3	2	4	3	4	5	3	3	3	2	4	4	2	3	4	2	4	4	2	5	1	2	3	4	4	4	5	2	1	5	100	
31	S-31	4	3	2	2	4	2	5	2	5	2	4	3	5	5	4	3	4	1	5	5	2	2	2	4	2	2	4	3	2	2	5	100	
32	S-32	2	2	1	3	4	4	2	2	1	4	1	5	3	4	2	3	3	4	2	2	5	1	4	5	1	5	4	5	3	1	5	93	
33	S-33	4	1	1	4	3	2	4	4	1	3	2	4	4	1	2	4	4	1	2	4	4	3	3	4	3	4	4	4	3	2	4	93	
34	S-34	4	1	2	4	1	3	5	2	1	4	4	5	5	3	4	2	4	5	3	5	5	3	3	4	3	4	1	1	5	1	3	100	
35	S-35	4	1	4	4	4	2	5	4	2	3	2	4	4	2	4	2	4	4	4	3	2	1	4	2	3	4	4	4	3	1	4	98	
36	S-36	5	4	3	5	4	3	5	5	5	4	5	5	5	5	4	4	5	4	5	4	5	4	5	2	3	5	2	5	3	5	5	5	134
<b>Total</b>		<b>136</b>	<b>111</b>	<b>103</b>	<b>154</b>	<b>114</b>	<b>126</b>	<b>159</b>	<b>109</b>	<b>96</b>	<b>138</b>	<b>123</b>	<b>158</b>	<b>150</b>	<b>127</b>	<b>128</b>	<b>138</b>	<b>132</b>	<b>130</b>	<b>128</b>	<b>144</b>	<b>145</b>	<b>99</b>	<b>104</b>	<b>149</b>	<b>135</b>	<b>135</b>	<b>154</b>	<b>151</b>	<b>137</b>	<b>103</b>	<b>161</b>	<b>4077</b>	

*Appendix 8*

**The Lattice of Trial Questionnaire**

No.	Indicators of Learning Motivation	List of Questions
1.	There is an attitude of curiosity and needs of students towards a material	1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16
2.	There is a spirit of students in following the learning process	17,18,19,20,21,22,23,24,25,26,27,28,29,30
3.	There is enthusiasm for students to complete tasks or exercises	26,27,28,29,30,31,32,33,34,35,36,37,38,39,40
4.	There are conducive environmental conditions for learning well	41,42,43,44,45,46,47,48,49,50,51,52,53,54,56,57

Appendix 9

**Trial Questionnaire**

No .	Pernyataan	Pilihan Jawaban				
		SS	S	KS	T S	ST S
<b>A</b>	<b>Adanya sikap keingintahuan dan kebutuhan siswa terhadap belajar dan materi</b>					
1	Saya sangat senang mengikuti pelajaran menulis teks bahasa Inggris karena isinya menarik					
2	Saya malas menulis karangan karena itu adalah hal yang sulit dan membosankan					
3	Saya giat menulis diary setiap hari, untuk melatih kemampuan menulis saya					
4	Saya hanya diam dan tidak memperhatikan guru pada saat mata pelajaran menulis teks bahasa Inggris					
5	Saya bertanya kepada guru/teman yang lebih mengerti tentang materi teks bahasa Inggris yang belum saya mengerti					
6	Saya malu bertanya kepada guru tentang materi bahasa Inggris yang belum saya mengerti					
7	Meskipun saya kurang menguasai pelajaran yang diberikan oleh guru, saya berusaha mengerjakan semampu saya					
8	Saya belajar tentang materi bahasa yang akan diajarkan oleh guru, agar mudah menerima materi pembelajaran					
9	Saya giat latihan menulis cerita, agar mendapat nilai bagus					
10	Saya selalu ingin mendapatkan nilai yang terbaik dalam bahasa Inggris					
11	Saya menjadi tidak semangat belajar					

	ketika mendapatkan nilai yang rendah					
12	Saya tidak peduli ketika saya mendapatkan nilai yang buruk di ulangan bahasa Inggris					
13	Saya mencatat materi yang diajarkan guru tanpa terpaksa					
14	Saya tidak suka mengulang kembali pelajaran bahasa Inggris di rumah.					
15	Saya belajar menulis cerita pengalaman yang runtut, agar mendapat hadiah dari guru					
16	Saya pikir pembelajaran recount text bahasa Inggris itu penting karena saya bisa menggunakannya dalam kehidupan sehari-hari saya.					
<b>B</b>	<b>Adanya semangat siswa dalam mengikuti proses pembelajaran</b>					
17	Saya lebih semangat mengikuti pembelajaran bahasa Inggris karena guru saya sering memberikan penghargaan (nilai atau pujian) ketika mengajar bahasa Inggris.					
18	Saya menjadi semangat belajar karena guru sering memberikan motivasi kepada saya					
19	Saya menjadi semangat belajar ketika guru menyampaikan materi dengan suara yang jelas					
20	Saya bosan jika belajar mata pelajaran bahasa Inggris karena guru mengajar bahasa Inggris tidak kreatif (monoton)					
21	Guru bahasa Inggris saya menggunakan metode mengajar yang variatif, kreatif, dan inovatif					
22	Saya senang jika guru tidak hadir untuk mengajar bahasa Inggris					
23	Saya menyimak materi yang sedang					



	diajarkan guru dengan senang hati					
24	Saya merasa tegang dan cemas di dalam kelas ketika pelajaran bahasa Inggris					
25	Saya senang bekerja dan belajar pada pembelajaran bahasa Inggris karena isinya menarik					
26	Guru selalu memberikan evaluasi terhadap kinerja saya di kelas.					
27	Ketika saya keliru dan dikritik oleh guru, saya sangat senang karena itu menambah ilmu saya.					
28	Saya sedih ditegur oleh guru ketika saya tidak memperhatikan pembelajaran					
29	Saya malas belajar ketika guru menyampaikan materi dengan ceramah					
30	Kegiatan diskusi membuat saya tertarik mengikuti pelajaran di kelas					
<b>C</b>	<b>Adanya semangat siswa untuk menyelesaikan tugas-tugas atau latihan-latihan</b>					
31	Saya senang mengerjakan tugas bahasa Inggris secara mandiri					
32	Sebelum tugas dikumpulkan, saya memeriksanya terlebih dahulu					
33	Saya mengerjakan PR bahasa Inggris tepat waktu					
34	Saya mengerjakan PR bahasa Inggris saya karena takut dihukum					
35	Saya mudah menyerah menyelesaikan tugas atau PR yang diberikan oleh guru					
36	Saya belajar bersama dengan teman-teman untuk mengerjakan PR yang sulit					
37	Saya tidak peduli walau nilai saya lebih rendah dari teman-teman					
38	Saya merasa kecewa, jika tulisan cerita pengalaman saya tidak dinilai oleh guru					
39	Saya tidak mengerjakan tugas karena					

	guru tidak memeriksa tugas saya					
40	Saya tidak mengerjakan tugas karena guru sering lupa					
<b>D</b>	<b>Adanya kondisi lingkungan yang kondusif untuk belajar dengan baik</b>					
41	Saya semangat belajar karena orang tua melengkapi fasilitas belajar dengan nyaman					
42	Orang tua menegur saya jika saya belajar sampai larut malam					
43	Orang tua saya melarang untuk belajar dan menyuruh saya untuk selalu mengerjakan pekerjaan rumah seperti : menyapu, mencuci, mengepel					
44	Orang tua membimbing dan membantu saya jika ada materi yang belum saya mengerti					
45	Saya belajar jika orang tua saya menyuruh saya belajar					
46	Saya merasa percaya bahwa belajar merupakan suatu kebutuhan tanpa harus disuruh orang tua					
47	Saya mengulangi materi yang diajarkan oleh guru agar lebih paham					
48	Kondisi rumah yang tidak nyaman membuat saya malas belajar					
49	Kelas yang rapi dan bersih membuat saya semangat belajar					
50	Saya tidak nyaman belajar dengan kondisi kelas yang ramai					
51	Fasilitas sekolah seperti internet dan buku bahasa Inggris kurang memadai untuk mendukung proses belajar saya.					
52	Fasilitas sekolah seperti internet dan buku bahasa Inggris sudah memadai untuk mendukung proses belajar saya.					

53	Saya merasa terkucilkan ketika berada di lingkungan sekolah sehingga hal itu mempengaruhi prestasi saya					
54	Saya merasa nyaman di sekolah karena guru dan teman-teman bersikap baik dan ramah kepada saya					
55	Lingkungan sekolah yng bersih dan tertata membuat saya focus dan nyaman belajar di sekolah					
56	Ketika saya menggunakan social media, saya lebih suka menggunakan bahasa Indonesia daripada Inggris					
57	Saya menggunakan bahasa Inggris di social media untuk melatih kemampuan menulis saya					

Appendix 10

The Analysis of Trial Questionnaire Stage 1

No.	Code	Question													
		1	2	5	4	5	6	7	8	9	10	11	12	13	14
1	A01	4	3	5	2	5	2	4	4	4	5	3	2	4	1
2	A02	4	2	3	1	5	2	4	3	2	5	2	1	5	2
3	A03	4	3	4	4	5	2	4	4	4	4	3	3	5	3
4	A04	4	3	2	2	5	2	4	5	4	5	1	2	5	4
5	A05	4	4	4	1	5	4	5	5	3	5	3	2	4	4
6	A06	4	3	4	2	4	3	4	4	4	4	2	2	4	2
7	A07	3	3	5	2	5	2	4	3	3	5	2	2	5	3
8	A08	4	3	1	3	5	1	5	4	4	5	1	1	5	2
9	A09	4	2	3	1	4	2	4	3	4	2	2	2	5	2
10	A10	4	2	4	2	4	3	4	4	4	5	3	1	5	3
11	A11	4	2	3	1	5	1	5	4	4	4	1	3	5	2
12	A12	4	2	3	2	4	2	4	4	4	3	2	1	4	3
13	A13	4	3	2	2	4	3	5	4	3	5	2	1	4	2
14	A14	4	1	3	1	5	1	5	4	3	4	5	1	4	2
15	A15	4	3	5	3	4	3	5	5	4	5	2	2	4	2
16	A16	4	2	3	1	4	1	3	4	2	3	1	1	5	4
17	A17	4	4	4	3	5	4	5	5	3	5	3	3	5	3

18	A18	4	2	3	2	4	2	5	4	4	4	2	1	5	1
19	A19	3	5	4	2	5	2	2	3	4	4	1	2	4	5
20	A20	5	2	5	2	5	2	4	5	4	5	2	2	5	1
21	A21	5	3	4	1	4	2	5	4	4	5	1	2	5	1
22	A22	3	3	2	2	4	4	4	3	2	4	2	2	4	4
23	A23	4	3	2	1	5	3	4	4	4	5	3	1	5	4
24	A24	4	5	3	3	5	1	3	4	4	5	1	1	5	1
25	A25	4	3	5	3	5	3	5	5	4	5	3	3	4	3
26	A26	5	1	4	2	4	2	4	4	4	4	1	3	4	2
27	A27	4	2	2	1	5	1	4	5	5	5	2	1	5	2
28	A28	5	1	4	2	4	2	3	4	4	4	1	3	4	2
29	A29	4	4	2	1	5	1	4	4	3	5	1	1	5	2
30	A30	4	3	3	2	4	4	4	1	2	5	4	2	4	1
31	A31	4	3	1	4	5	4	3	4	2	3	4	2	3	4
32	A32	4	5	3	2	4	2	2	5	3	4	2	2	5	5
33	A33	4	2	2	2	4	2	3	3	3	4	2	1	5	2
34	A34	4	3	5	1	5	4	4	4	2	3	3	2	4	4
35	A35	4	2	2	1	4	2	4	1	3	2	1	5	5	3
$\sum X$		141	97	114	67	159	81	141	136	120	150	74	66	159	91
$\sum X^2$		19881	9409	12996	4489	25281	6561	19881	18496	14400	22500	5476	4356	25281	8281
$r_{xy}$		0,119	0,363	0,368	0,434	0,4	0,364	0,163	0,435	0,035	0,378	0,38	0,142	-0,17	0,106

<b>r table</b>	0,334	0,334	0,334	0,334	0,334	0,334	0,334	0,334	0,334	0,334	0,334	0,334	0,334	0,334
<b>Criteria</b>	INVALID	VALID	VALID	VALID	VALID	VALID	INVALID	VALID	INVALID	VALID	VALID	INVALID	INVALID	INVALID

Question														
15	16	17	18	19	20	21	22	23	24	25	26	27	28	29
3	4	4	4	4	4	4	3	4	3	4	3	4	2	3
2	3	4	5	5	1	5	4	5	3	3	4	4	2	2
4	5	4	4	4	3	4	4	4	3	4	4	4	5	3
2	4	3	5	4	3	4	1	5	3	4	4	5	4	1
3	4	4	5	4	4	5	4	5	3	3	5	5	4	5
2	4	3	4	4	3	4	3	4	3	4	3	4	3	3
2	3	3	4	4	3	5	3	4	3	3	4	4	4	3
4	4	5	5	5	1	4	1	4	3	4	4	4	1	3
1	4	3	4	4	1	4	1	4	1	3	3	4	4	5
3	5	3	4	4	3	4	2	4	3	4	5	5	3	2
1	5	4	4	5	5	4	2	5	2	4	4	5	1	5
3	4	4	4	4	3	4	3	4	1	5	5	5	1	2
1	3	3	4	4	4	4	2	4	2	3	3	4	4	4
1	4	2	4	5	3	3	3	5	1	4	4	4	3	5
3	4	3	4	4	2	5	2	4	2	4	4	4	2	3

2	2	4	4	5	1	4	2	4	2	3	4	4	2	5
1	5	4	4	4	1	5	3	5	4	3	1	5	3	5
4	5	5	4	5	4	4	1	4	1	4	4	4	1	3
1	3	1	3	4	3	5	4	4	1	5	4	2	1	5
4	4	4	4	5	2	5	3	5	2	4	4	5	4	3
2	5	4	4	4	2	5	3	4	2	4	4	5	5	1
2	4	4	3	3	3	4	5	3	3	3	4	4	5	3
3	4	4	4	4	3	4	1	5	2	3	4	4	5	2
2	4	3	5	5	4	5	4	5	4	4	4	4	2	5
4	4	4	4	4	3	4	3	5	3	4	4	5	5	3
2	4	4	4	5	1	4	2	4	1	4	4	4	1	3
3	5	3	5	4	2	4	2	5	3	4	4	4	1	1
2	4	4	4	5	1	4	2	4	1	4	4	4	2	2
2	4	4	4	2	1	4	1	5	1	3	5	4	5	1
2	3	5	4	4	5	5	3	4	3	4	4	4	2	5
5	5	5	5	5	2	4	4	4	3	2	3	5	5	5
5	5	5	5	5	4	4	5	4	3	5	4	4	5	4
3	4	3	4	3	2	4	2	4	2	2	4	5	3	1
2	5	3	4	4	3	4	3	4	5	3	3	4	2	2
3	2	4	2	1	1	5	4	4	4	1	4	4	2	1
89	141	129	144	145	91	150	95	151	86	125	135	149	104	109
7921	19881	16641	20736	21025	8281	22500	9025	22801	7396	15625	18225	22201	10816	11881

0,372	0,402	0,337	0,447	0,438	0,362	0,237	0,306	0,303	0,281	0,357	-0,126	0,381	0,346	0,361
0,334	0,334	0,334	0,334	0,334	0,334	0,334	0,334	0,334	0,334	0,334	0,334	0,334	0,334	0,334
VALID	VALID	VALID	VALID	VALID	VALID	INVALID	INVALID	INVALID	INVALID	VALID	INVALID	VALID	VALID	VALID

Question														
30	31	32	33	34	35	36	37	38	39	40	41	42	43	44
5	4	4	4	2	4	4	1	3	4	2	4	3	4	2
5	4	4	4	4	2	2	1	4	4	3	5	4	4	1
3	3	4	3	3	2	5	3	3	4	3	4	4	5	1
4	4	5	4	2	1	4	2	4	2	2	4	4	4	1
3	4	4	3	4	3	4	3	4	4	3	4	4	3	2
4	4	4	4	2	3	4	3	3	4	2	4	3	4	1
3	3	5	4	3	3	5	2	4	3	2	4	5	2	2
5	4	4	4	4	2	4	4	2	4	2	4	3	4	3
4	5	5	4	5	1	5	1	3	5	1	5	1	5	1
4	4	5	4	2	2	5	2	2	4	1	4	3	4	2
3	4	5	5	1	1	5	5	5	5	1	5	3	5	1
4	4	3	4	2	2	4	2	4	5	2	4	4	5	2
4	3	4	4	3	2	4	2	4	4	2	4	4	4	2
3	5	5	4	1	5	4	1	4	3	1	4	3	2	1



4	4	4	4	3	2	4	2	3	2	2	4	3	4	2
5	4	4	3	2	2	4	1	5	4	2	4	2	4	1
3	3	5	3	3	2	5	4	2	3	1	3	3	5	3
4	4	5	3	1	3	4	1	5	4	1	4	3	4	1
5	1	5	2	3	2	3	1	4	4	2	4	5	4	5
4	4	5	4	1	3	5	3	3	4	3	5	3	4	3
3	5	4	5	3	1	5	1	4	4	2	5	4	5	2
3	3	4	3	2	2	5	2	2	4	2	2	4	3	1
4	3	4	3	4	3	4	4	3	4	2	4	3	4	1
4	4	5	1	1	1	5	1	2	4	2	5	3	5	3
4	4	5	5	4	3	4	4	3	4	3	5	5	3	3
4	3	5	4	2	3	4	2	4	4	2	4	4	4	2
3	5	5	4	4	1	3	1	2	4	1	4	3	5	1
4	4	3	2	2	3	4	2	5	4	2	4	4	4	2
4	4	5	3	2	2	4	1	4	4	2	4	4	3	1
3	3	5	5	5	2	5	2	4	4	2	4	2	4	2
4	4	3	1	5	5	4	3	4		4	5	5	4	4
4	3	4	5	2	1	4	2	4	5	2	5	4	4	2
4	4	4	3	2	1	3	1	3	4	2	4	2	4	1
4	4	4	5	3	1	5	4	4	3	3	4	3	4	2
4	3	4	1	1	2	3	1	4	4	2	4	4	3	2
135	131	153	124	93	78	146	75	123	137	71	146	121	139	66

18225	17161	23409	15376	8649	6084	21316	5625	15129	18769	5041	21316	14641	19321	4356
-0,231	-0,028	0,061	0,347	0,371	0,151	0,374	0,579	-0,078	0,087	0,427	0,403	0,284	0,145	0,401
0,334	0,334	0,334	0,334	0,334	0,334	0,334	0,334	0,334	0,334	0,334	0,334	0,334	0,334	0,334
INVALID	INVALID	INVALID	VALID	VALID	INVALID	VALID	VALID	INVALID	INVALID	VALID	VALID	INVALID	INVALID	VALID

Question													$\Sigma Y$	$\Sigma Y^2$
45	46	47	48	49	50	51	52	53	54	55	56	57		
1	5	4	2	4	3	4	4	3	4	4	3	3	195	38025
4	5	4	2	5	4	5	4	1	4	5	5	4	196	38416
3	5	4	3	5	3	5	3	3	3	5	5	2	210	44100
2	5	5	3	5	1	5	4	3	3	5	4	4	196	38416
2	5	3	3	4	3	5	4	3	3	4	4	3	214	45796
3	4	4	2	4	2	4	4	3	3	4	3	4	190	36100
2	5	4	3	5	2	5	4	3	4	5	4	3	198	39204
4	4	3	3	4	2	5	4	1	4	4	4	4	195	38025
1	5	5	5	5	1	5	5	1	4	5	5	1	185	34225
2	5	4	1	4	2	4	3	2	4	4	5	4	194	37636
1	5	5	5	5	1	5	5	2	4	5	4	5	206	42436
3	5	4	4	5	2	4	5	3	2	4	4	3	193	37249
2	4	4	4	4	2	4	4	2	3	4	4	3	187	34969

1	5	4	2	4	1	5	3	1	4	5	4	4	183	33489
2	4	4	2	5	3	5	4	3	3	5	4	4	196	38416
3	5	4	3	4	3	4	4	1	2	4	4	4	178	31684
3	5	5	4	5	3	5	5	2	4	4	5	3	210	44100
4	5	3	1	5	1	3	3	2	4	4	4	3	185	34225
4	3	5	4	2	2	3	3	5	4	4	4	4	189	35721
3	5	5	5	5	3	5	5	2	4	5	4	4	216	46656
2	5	5	2	5	3	5	5	2	4	5	2	5	203	41209
3	4	3	3	3	2	5	4	3	3	3	4	2	180	32400
2	4	4	3	5	2	4	4	1	3	4	4	3	193	37249
2	5	4	1	5	1	5	4	1	5	4	5	1	194	37636
5	5	4	3	5	3	5	4	4	4	5	5	3	228	51984
2	5	4	3	4	2	4	4	2	2	4	4	3	185	34225
2	5	5	2	5	1	5	5	1	3	4	4	3	185	34225
2	5	4	3	4	2	4	4	3	2	4	4	4	184	33856
3	5	3	2	4	3	4	4	1	2	4	5	3	178	31684
5	5	5	4	5	2	5	4	4	4	5	5	5	210	44100
4	2	3	4	5	4	4	1	2	5	4	5	5	216	46656
4	4	4	2	5	2	5	5	4	1	5	5	3	215	46225
2	4	4	3	4	2	2	3	2	3	4	4	3	167	27889
2	5	2	1	5	3	4	4	2	2	4	4	4	194	37636
3	5	3	3	3	2	4	3	1	4	3	3	3	163	26569

93	162	140	100	156	78	155	138	79	117	151	146	119	6811	1332431
8649	26244	19600	10000	24336	6084	24025	19044	6241	13689	22801	21316	14161		
0,339	-0,057	0,216	0,215	0,537	0,377	0,535	0,154	0,437	0,216	0,557	0,332	0,228		
0,334	0,334	0,334	0,334	0,334	0,334	0,334	0,334	0,334	0,334	0,334	0,334	0,334		
VALID	INVALID	INVALID	INVALID	VALID	VALID	VALID	INVALID	VALID	INVALID	VALID	INVALID	INVALID		

*Appendix 11*

**The Analysis of Trial Questionnaire Stage 2**

No.	Code	Question																
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
1	A01	3	5	2	5	2	4	5	3	3	4	4	4	4	4	4	4	2
2	A02	2	3	1	5	2	3	5	2	2	3	4	5	5	1	3	4	2
3	A03	3	4	4	5	2	4	4	3	4	5	4	4	4	3	4	4	5
4	A04	3	2	2	5	2	5	5	1	2	4	3	5	4	3	4	5	4
5	A05	4	4	1	5	4	5	5	3	3	4	4	5	4	4	3	5	4
6	A06	3	4	2	4	3	4	4	2	2	4	3	4	4	3	4	4	3
7	A07	3	5	2	5	2	3	5	2	2	3	3	4	4	3	3	4	4
8	A08	3	1	3	5	1	4	5	1	4	4	5	5	5	1	4	4	1
9	A09	2	3	1	4	2	3	2	2	1	4	3	4	4	1	3	4	4
10	A10	2	4	2	4	3	4	5	3	3	5	3	4	4	3	4	5	3
11	A11	2	3	1	5	1	4	4	1	1	5	4	4	5	5	4	5	1
12	A12	2	3	2	4	2	4	3	2	3	4	4	4	4	3	5	5	1
13	A13	3	2	2	4	3	4	5	2	1	3	3	4	4	4	3	4	4
14	A14	1	3	1	5	1	4	4	5	1	4	2	4	5	3	4	4	3
15	A15	3	5	3	4	3	5	5	2	3	4	3	4	4	2	4	4	2
16	A16	2	3	1	4	1	4	3	1	2	2	4	4	5	1	3	4	2

17	A17	4	4	3	5	4	5	5	3	1	5	4	4	4	1	3	5	3
18	A18	2	3	2	4	2	4	4	2	4	5	5	4	5	4	4	4	1
19	A19	5	4	2	5	2	3	4	1	1	3	1	3	4	3	5	2	1
20	A20	2	5	2	5	2	5	5	2	4	4	4	4	5	2	4	5	4
21	A21	3	4	1	4	2	4	5	1	2	5	4	4	4	2	4	5	5
22	A22	3	2	2	4	4	3	4	2	2	4	4	3	3	3	3	4	5
23	A23	3	2	1	5	3	4	5	3	3	4	4	4	4	3	3	4	5
24	A24	5	3	3	5	1	4	5	1	2	4	3	5	5	4	4	4	2
25	A25	3	5	3	5	3	5	5	3	4	4	4	4	4	3	4	5	5
26	A26	1	4	2	4	2	4	4	1	2	4	4	4	5	1	4	4	1
27	A27	2	2	1	5	1	5	5	2	3	5	3	5	4	2	4	4	1
28	A28	1	4	2	4	2	4	4	1	2	4	4	4	5	1	4	4	2
29	A29	4	2	1	5	1	4	5	1	2	4	4	4	2	1	3	4	5
30	A30	3	3	2	4	4	1	5	4	2	3	5	4	4	5	4	4	2
31	A31	3	1	4	5	4	4	3	4	5	5	5	5	5	2	2	5	5
32	A32	5	3	2	4	2	5	4	2	5	5	5	5	5	4	5	4	5
33	A33	2	2	2	4	2	3	4	2	3	4	3	4	3	2	2	2	3
34	A34	3	5	1	5	4	4	3	3	2	5	3	4	4	3	3	4	2
35	A35	2	2	1	4	2	1	2	1	3	2	4	2	1	1	1	4	2
$\Sigma X$		97	114	67	159	81	136	150	74	89	141	129	144	145	91	125	66	93
$\Sigma X^2$		9409	12996	4489	25281	6561	18496	22500	5476	7921	19881	16641	20736	21025	8281	15625	4356	8649

<b>r xy</b>	0,416	0,351	0,51	0,339	0,455	0,464	0,396	0,462	0,416	0,449	0,334	0,487	0,458	0,404	0,368	0,372	0,347
<b>r table</b>	0,334	0,334	0,334	0,334	0,334	0,334	0,334	0,334	0,334	0,334	0,334	0,334	0,334	0,334	0,334	0,334	0,334
<b>Criteria</b>	VALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID
<b>Variance (<math>\sigma_b^2</math>)</b>	1,064	1,373	0,728	0,255	0,987	0,928	0,798	1,045	1,255	0,676	0,751	0,398	0,773	1,482	0,723	0,928	1,173

Question														$\Sigma Y$	$\Sigma Y^2$
18	19	20	21	22	23	24	25	26	27	28	29	30	31		
3	4	2	4	1	2	4	2	1	4	3	4	3	4	103	10609
2	4	4	2	1	3	5	1	4	5	4	5	1	5	98	9604
3	3	3	5	3	3	4	1	3	5	3	5	3	5	115	13225
1	4	2	4	2	2	4	1	2	5	1	5	3	5	100	10000
5	3	4	4	3	3	4	2	2	4	3	5	3	4	116	13456
3	4	2	4	3	2	4	1	3	4	2	4	3	4	100	10000
3	4	3	5	2	2	4	2	2	5	2	5	3	5	104	10816
3	4	4	4	4	2	4	3	4	4	2	5	1	4	104	10816
5	4	5	5	1	1	5	1	1	5	1	5	1	5	92	8464
2	4	2	5	2	1	4	2	2	4	2	4	2	4	101	10201
5	5	1	5	5	1	5	1	1	5	1	5	2	5	102	10404

2	4	2	4	2	2	4	2	3	5	2	4	3	4	98	9604
4	4	3	4	2	2	4	2	2	4	2	4	2	4	98	9604
5	4	1	4	1	1	4	1	1	4	1	5	1	5	92	8464
3	4	3	4	2	2	4	2	2	5	3	5	3	5	107	11449
5	3	2	4	1	2	4	1	3	4	3	4	1	4	87	7569
5	3	3	5	4	1	3	3	3	5	3	5	2	4	112	12544
3	3	1	4	1	1	4	1	4	5	1	3	2	4	96	9216
5	2	3	3	1	2	4	5	4	2	2	3	5	4	94	8836
3	4	1	5	3	3	5	3	3	5	3	5	2	5	114	12996
1	5	3	5	1	2	5	2	2	5	3	5	2	5	105	11025
3	3	2	5	2	2	2	1	3	3	2	5	3	3	94	8836
2	3	4	4	4	2	4	1	2	5	2	4	1	4	102	10404
5	1	1	5	1	2	5	3	2	5	1	5	1	4	101	10201
3	5	4	4	4	3	5	3	5	5	3	5	4	5	127	16129
3	4	2	4	2	2	4	2	2	4	2	4	2	4	92	8464
1	4	4	3	1	1	4	1	2	5	1	5	1	4	91	8281
2	2	2	4	2	2	4	2	2	4	2	4	3	4	91	8281
1	3	2	4	1	2	2	1	3	4	3	4	1	4	87	7569
5	5	5	5	2	2	4	2	5	5	2	5	4	5	115	13225
5	1	5	4	3	4	5	4	4	5	4	4	2	4	121	14641
4	5	2	4	2	2	5	2	4	5	2	5	4	5	121	14641



1	3	2	3	1	2	4	1	2	4	2	2	2	4	80	6400
2	5	3	5	4	3	4	2	2	5	3	4	2	4	106	11236
1	1	1	3	1	2	4	2	3	3	2	4	1	3	66	4356
109	124	93	146	75	71	144	66	93	156	78	155	79	151	3532	
11881	15376	8649	21316	5625	5041	20736	4356	8649	24336	6084	24025	6241	22801		
0,372	0,358	0,413	0,412	0,569	0,444	0,344	0,372	0,347	0,531	0,385	0,474	0,466	0,501		
0,334	0,334	0,334	0,334	0,334	0,334	0,334	0,334	0,334	0,334	0,334	0,334	0,334	0,334		
VALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID		
2,104	1,255	1,467	0,558	1,361	0,499	0,516	0,928	1,173	0,55	0,711	0,546	1,138	0,339	<b>151,081</b>	

$\sum \sigma_b^2$	=	29,087
$\sum \sigma_t^2$	=	151,081

*Appendix 12*

**The list of Students' X TKJ Score in Midterm Test**

No.	X TKJ A	X TKJ B	X TKJ C	X TKJ D
1	86	70	86	78
2	94	82	70	85
3	84	87	72	94
4	70	94	94	85
5	70	95	82	70
6	70	80	82	90
7	86	70	82	90
8	83	74	94	94
9	72	82	72	86
10	82	74	86	78
11	80	74	86	86
12	72	75	82	82
13	96	94	82	90
14	86	75	82	70
15	82	96	82	82
16	83	78	82	70
17	74	80	74	82
18	92	78	74	86
19	74	85	86	70
20	74	87	94	70
21	80	82	82	70
22	77	82	90	74
23	77	78	82	90
24	82	94	77	74
25	85	86	90	74
26	82	90	80	85
27	86	78	78	85
28	82	86	78	78
29	78	90	78	94
30	82	90	78	86
31	78	78	80	78
32	80	85	86	82
33	85	86	78	85
34	80	82	78	78
35	80	93	80	82
36	82	93		

## Normality Test

### Hypothesis

$H_0$  = The data have normal distribution

$H_a$  = The data have not normal distribution

Hypothesis test

$$\chi^2 = \sum_{i=1}^k \frac{(O_i - E_i)^2}{E_i}$$

### Criteria

$H_0$  is accepted if  $\chi_{count}^2 \leq \chi_{table}^2$

### Information

$Bk$  = lower class limit -0,5 or upper class limit+0

$$Z_i = \frac{Bk - X}{S}$$

$P(Z_i)$  =  $Z_i$  score in the below of standard normal curve from  $O$  to  $Z$

The large of area (Luas Daerah) =  $P(Z_1) - P(Z_2)$

$E_i$  = the large of area  $\times N$

$O_i = f_i$

For  $\alpha = 5\%$ , with  $dk = 7 - 3 = 4$  is got  $\chi^2$  table = 3,8415

## Normality Test of X TKJ A

### Hypothesis test

The highest score = 96

The lowest score = 70

Range score ( $R$ ) =  $96 - 70 = 26$

Total Class ( $Bk$ ) =  $1 + 3,3 \log 36 = 6,1358 = 7$  Classes

Class length ( $P$ ) =  $26/7 = 3,7143 = 4$  Classes

### Helper table to compute Mean and Deviation Standard

No.	X	$X - \bar{X}$	$(X - \bar{X})^2$
1	86	5,278	27,855
2	94	13,278	176,299
3	84	3,278	10,744
4	70	-10,722	114,966
5	70	-10,722	114,966
6	70	-10,722	114,966
7	86	5,278	27,855
8	83	2,278	5,188
9	72	-8,722	76,077
10	82	1,278	1,633
11	80	-0,722	0,522
12	72	-8,722	76,077
13	96	15,278	233,410
14	86	5,278	27,855
15	82	1,278	1,633
16	83	2,278	5,188
17	74	-6,722	45,188
18	92	-8,722	76,077
19	74	15,278	233,410
20	74	5,278	27,855
21	80	1,278	1,633
22	77	2,278	5,188
23	77	-6,722	45,188
24	82	11,278	127,188
25	85	-6,722	45,188
26	82	-6,722	45,188
27	86	-0,722	0,522
28	82	-3,722	13,855

29	78	-3,722	13,855
30	82	1,278	1,633
31	78	4,278	18,299
32	80	1,278	1,633
33	85	5,278	27,855
34	80	1,278	1,633
35	80	-2,722	7,410
36	82	1,278	1,633
$\Sigma$	2906		1755,667

$$\text{Mean } (\bar{X}) = \frac{\Sigma X}{N} = \frac{2910}{36} = 80,722$$

$$\text{Deviation Standard } (S) = \sqrt{\frac{\Sigma(X_2 - \bar{X})^2}{N-1}} = 6,911$$

No.	Kelas	Bk	Zi	P(Zi)	Luas Daerah	O <sub>i1</sub>	E <sub>i1</sub>	$\frac{(O_i - E_i)^2}{E_i}$	E <sub>i2</sub>	O <sub>i2</sub>	$\frac{(O_i - E_i)^2}{E_i}$
1		69,5	-1,624	0,448							
	70-73				0,096	5	3,449	0,698	9,659	10	0,01202
2		73,5	-1,045	0,352							
	74-77				0,173	5	6,210	0,236			
3		77,5	-0,466	0,179							
	78-81				0,135	7	4,848	0,955	15,652	19	0,71620
4		81,5	0,113	0,045							
	82-85				0,300	12	10,804	0,132			
5		85,5	0,691	0,255							
	86-89				0,143	4	5,136	0,251	8,535	7	0,27618
6		89,5	1,270	0,398							
	90-93				0,070	1	2,513	0,911			
7		93,5	1,849	0,468							
	94-97				0,025	2	0,887	1,396			
		97,5	2,428	0,492							
<b>Jumlah</b>						<b>36</b>		4,579			<b>1,00441</b>

Because  $\chi^2$  count  $<$   $\chi^2$  table, so the data have normal distribution

## Normality Test of X TKJ B

### Hypothesis test

The highest score = 96

The lowest score = 70

Range score ( $R$ ) =  $96 - 70 = 26$

Total Class ( $Bk$ ) =  $1 + 3,3 \log 36 = 6,1358 = 7$  Class

Class Length ( $P$ ) =  $26/7 = 3,7143 = 4$  kelas

### Helper table to compute Mean and Deviation Standard

No.	X	$X - \bar{X}$	$(X - \bar{X})^2$
1	70	-13,417	180,007
2	82	-1,417	2,007
3	87	3,583	12,840
4	94	10,583	112,007
5	95	11,583	134,174
6	80	-3,417	11,674
7	70	-13,417	180,007
8	74	-9,417	88,674
9	82	-1,417	2,007
10	74	-9,417	88,674
11	74	-9,417	88,674
12	75	-8,417	70,840
13	94	10,583	112,007
14	75	-8,417	70,840
15	96	12,583	158,340
16	78	-5,417	29,340
17	80	-3,417	11,674
18	78	-8,417	70,840
19	85	10,583	112,007
20	87	-8,417	70,840
21	82	12,583	158,340
22	82	-5,417	29,340
23	78	-3,417	11,674
24	94	-5,417	29,340
25	86	1,583	2,507
26	90	3,583	12,840
27	78	-1,417	2,007
28	86	-1,417	2,007

29	90	-5,417	29,340
30	90	10,583	112,007
31	78	2,583	6,674
32	85	6,583	43,340
33	86	-5,417	29,340
34	82	2,583	6,674
35	93	6,583	43,340
36	93	9,583	91,840
$\Sigma$	3003		2218,083

$$\text{Mean } (\bar{X}) = \frac{\Sigma X}{N} = \frac{3003}{36} = 83,417$$

$$\text{Deviation Standard } (S) = \sqrt{\frac{\Sigma(X_2 - \bar{X})^2}{N-1}} = 7,785$$

No.	Kelas	Bk	Z <sub>i</sub>	P(Z <sub>i</sub> )	Luas Daerah	O <sub>i1</sub>	E <sub>i1</sub>	$\frac{(O_i - E_i)^2}{E_i}$	E <sub>i2</sub>	O <sub>i2</sub>	$\frac{(O_i - E_i)^2}{E_i}$
1		69,5	-1,788	0,463							
	70-73				0,064	2	2,320	0,044	6,722	7	0,01153
2		73,5	-1,274	0,399							
	74-77				0,122	5	4,401	0,081			
3		77,5	-0,760	0,276							
	78-81				0,179	7	6,449	0,047	6,449	7	0,04713
4		81,5	-0,246	0,097							
	82-85				0,203	7	7,298	0,012	7,298	7	0,01217
5		85,5	0,268	0,105							
	86-89				0,177	5	6,380	0,298	6,380	5	0,29838
6		89,5	0,781	0,283							
	90-93				0,120	5	4,308	0,111	6,554	10	1,81160
7		93,5	1,295	0,402					6,722	7	0,01153
	94-97				0,062	5	2,247	3,375			
		97,5	1,809	0,465							
<b>Jumlah</b>						<b>36</b>		3,969			<b>2,18081</b>

Because  $\chi^2$  count <  $\chi^2$  table, so the data have normal distribution

## Normality Test X TKJ C

### Hypothesis test

The highest score = 94

The lowest score = 70

Range score ( $R$ ) =  $94 - 70 = 24$

Total Class ( $Bk$ ) =  $1 + 3,3 \log 35 = 6,0954 = 7$  Class

Class Length ( $P$ ) =  $26/7 = 3,4286 = 4$  kelas

### Helper table to compute Mean and Deviation Standard

No.	X	$X - \bar{X}$	$(X - \bar{X})^2$
1	86	4,314	18,613
2	70	-11,686	136,556
3	72	-9,686	93,813
4	94	12,314	151,642
5	82	0,314	0,099
6	82	0,314	0,099
7	82	0,314	0,099
8	94	12,314	151,642
9	72	-9,686	93,813
10	86	4,314	18,613
11	86	4,314	18,613
12	82	0,314	0,099
13	82	0,314	0,099
14	82	0,314	0,099
15	82	0,314	0,099
16	82	0,314	0,099
17	74	-7,686	59,070
18	74	0,314	0,099
19	86	0,314	0,099
20	94	0,314	0,099
21	82	0,314	0,099
22	90	0,314	0,099
23	82	-7,686	59,070
24	77	-7,686	59,070
25	90	4,314	18,613
26	80	12,314	151,642
27	78	0,314	0,099
28	78	8,314	69,127



29	78	0,314	0,099
30	78	-4,686	21,956
31	80	8,314	69,127
32	86	-1,686	2,842
33	78	-3,686	13,584
34	78	-3,686	13,584
35	80	-3,686	13,584
$\Sigma$	2859		1236,057

$$\text{Mean } (\bar{X}) = \frac{\Sigma X}{N} = \frac{2859}{35} = 81,686$$

$$\text{Deviation Standard } (S) = \sqrt{\frac{\Sigma(X_2 - \bar{X})^2}{N-1}} = 5,858$$

No.	Kelas	Bk	Zi	P(Zi)	Luas Daerah	O <sub>i1</sub>	E <sub>i1</sub>	$\frac{(O_i - E_i)^2}{E_i}$	E <sub>i2</sub>	O <sub>i2</sub>	$\frac{(O_i - E_i)^2}{E_i}$
1		69,5	-2,080	0,481							
	70-73				0,062	3	2,246	0,253	7,873	6	0,44560
2		73,5	-1,397	0,419							
	74-77				0,156	3	5,627	1,226			
3		77,5	-0,715	0,263							
	78-81				0,250	9	8,997	0,000	8,997	9	0,00000
4		81,5	-0,032	0,013							
	82-85				0,255	10	9,186	0,072	9,186	10	0,07216
5		85,5	0,651	0,243							
	86-89				0,166	5	5,989	0,163	9,144	10	0,08005
6		89,5	1,334	0,409							
	90-93				0,069	2	2,493	0,097			
7		93,5	2,017	0,478							
	94-97				0,018	3	0,662	8,258			
		97,5	2,700	0,497							
<b>Jumlah</b>						<b>35</b>		10,070			<b>0,59781</b>

Because  $\chi^2$  count <  $\chi^2$  table, so the data have normal distribution

## Normality Test X TKJ D

### Hypothesis test

The highest score = 94

The lowest score = 70

Range score ( $R$ ) =  $94 - 70 = 24$

Total Class ( $Bk$ ) =  $1 + 3,3 \log 35 = 6,0954 = 7$  Class

Class Length ( $P$ ) =  $26/7 = 3,4286 = 4$  kelas

### Helper table to compute Mean and Deviation Standard

No.	X	$X - \bar{X}$	$(X - \bar{X})^2$
1	78	-3,514	12,350
2	85	3,486	12,150
3	94	12,486	155,893
4	85	3,486	12,150
5	70	-11,514	132,579
6	90	8,486	72,007
7	90	8,486	72,007
8	94	12,486	155,893
9	86	4,486	20,122
10	78	-3,514	12,350
11	86	4,486	20,122
12	82	0,486	0,236
13	90	8,486	72,007
14	70	-11,514	132,579
15	82	0,486	0,236
16	70	-11,514	132,579
17	82	0,486	0,236
18	86	0,486	0,236
19	70	8,486	72,007
20	70	-11,514	132,579
21	70	0,486	0,236
22	74	-11,514	132,579
23	90	0,486	0,236
24	74	4,486	20,122
25	74	-11,514	132,579
26	85	-11,514	132,579
27	85	-11,514	132,579
28	78	-7,514	56,464
29	94	8,486	72,007

30	86	-7,514	56,464
31	78	-7,514	56,464
32	82	3,486	12,150
33	85	3,486	12,150
34	78	-3,514	12,350
35	82	12,486	155,893
$\Sigma$	2853		2205,171

$$\text{Mean } (\bar{X}) = \frac{\Sigma X}{N} = \frac{2853}{35} = 81,514$$

$$\text{Deviation Standard } (S) = \sqrt{\frac{\Sigma(X_2 - \bar{X})^2}{N-1}} = 7,874$$

No.	Kelas	Bk	Zi	P(Zi)	Luas Daerah	O <sub>i1</sub>	E <sub>i1</sub>	$\frac{(O_i - E_i)^2}{E_i}$	E <sub>i2</sub>	O <sub>i2</sub>	$\frac{(O_i - E_i)^2}{E_i}$
1		69,5	-1,526	0,436							
	70-73				0,091	6	3,271	2,277	15,687	14	0,18136
2		73,5	-1,018	0,346							
	74-77				0,151	3	5,425	1,084			
3		77,5	-0,510	0,195							
	78-81				0,194	5	6,990	0,567	6,990	5	0,56675
4		81,5	-0,002	0,001							
	82-85				0,194	10	6,997	1,289	6,997	10	1,28911
5		85,5	0,506	0,194							
	86-89				0,151	4	5,440	0,381	10,267	11	0,05232
6		89,5	1,014	0,345							
	90-93				0,091	4	3,286	0,155			
7		93,5	1,522	0,436							
	94-97				0,043	3	1,541	1,380			
		97,5	2,030	0,479							
<b>Jumlah</b>						<b>35</b>		7,1341			<b>1,91879</b>

Because  $\chi^2$  count <  $\chi^2$  table, so the data have normal distribution

Appendix 14

**The Significance Regression between Variable X (Students' Learning Motivation) and Variable Y (Students' Writing Ability)**

**Significance Test**

**Hypothesis**

$H_0$  : the regression coefficient is meaningless ( $b = 0$ )

$H_a$  : direction regression coefficient means ( $b \neq 0$ )

**Helper table to calculate the amounts of regression significance**

No.	Code	X	Y	X <sup>2</sup>	Y <sup>2</sup>	XY
1	S-01	130	89	16900	7921	11570
2	S-02	100	70	10000	4900	7000
3	S-03	125	89	15625	7921	11125
4	S-04	125	70	15625	4900	8750
5	S-05	100	77	10000	5929	7700
6	S-06	125	70	15625	4900	8750
7	S-07	125	78	15625	6084	9750
8	S-08	125	82	15625	6724	10250
9	S-09	93	70	8649	4900	6510
10	S-10	93	70	8649	4900	6510
11	S-11	134	87	17956	7569	11658
12	S-12	130	75	16900	5625	9750
13	S-13	125	66	15625	4356	8250
14	S-14	98	80	9604	6400	7840
15	S-15	130	100	16900	10000	13000
16	S-16	130	90	16900	8100	11700
17	S-17	130	100	16900	10000	13000
18	S-18	130	95	16900	9025	12350
19	S-19	134	80	17956	6400	10720
20	S-20	134	95	17956	9025	12730

21	S-21	134	90	17956	8100	12060
22	S-22	134	95	17956	9025	12730
23	S-23	93	73	8649	5329	6789
24	S-24	100	70	10000	4900	7000
25	S-25	93	70	8649	4900	6510
26	S-26	98	98	9604	9604	9604
27	S-27	98	93	9604	8649	9114
28	S-28	93	71	8649	5041	6603
29	S-29	100	65	10000	4225	6500
30	S-30	100	88	10000	7744	8800
31	S-31	100	71	10000	5041	7100
32	S-32	93	67	8649	4489	6231
33	S-33	93	67	8649	4489	6231
34	S-34	100	70	10000	4900	7000
35	S-35	98	98	9604	9604	9604
36	S-36	134	100	17956	10000	13400
<b>Total (Σ)</b>		<b>4077</b>	<b>2919</b>	<b>471845</b>	<b>241619</b>	<b>334189</b>

$$JK(T) = \sum Y^2 = 241619$$

$$JK(a) = \frac{(\sum Y)^2}{n} = \frac{(2607)^2}{36} = 188790,25$$

$$JK(b|a) = b \left\{ \sum XY - \frac{(\sum X)(\sum Y)}{n} \right\} = 0,357 \left\{ 334189 - \frac{(4077)(2919)}{36} \right\} = 1288,758$$

$$JK(S) = JK(T) - JK(a) - JK(b|a) = 241619 - 188790,25 - 1288,758 = 52539,992$$

$$S_{reg}^2 = JK(b|a) = 1288,758$$

$$S_{sis}^2 = \frac{JK(S)}{n - 2} = \frac{52539,992}{36 - 2} = 1214,548$$

$$F_{reg} = \frac{S_{reg}^2}{S_{sis}^2} = \frac{1288,758}{1214,548} = 1,061$$

Appendix 15

**The Linearity Regression Variable X (Students' Learning Motivation)  
and Variable Y (Students' Writing Ability)**

**Linearity Test**

**Hypothesis**

$H_0$  : linear regression

$H_a$  : non-linear regression

**Helper table to calculate the amounts of Quadrat**

No.	Code	X	Group	n	Y	$X^2$	$Y^2$	XY	JK(G)
1	S-09	93	k1	7	70	8649	4900	6510	27,428571
2	S-10	93			70	8649	4900	6510	
3	S-23	93			73	8649	5329	6789	
4	S-25	93			70	8649	4900	6510	
5	S-28	93			71	8649	5041	6603	
6	S-32	93			67	8649	4489	6231	
7	S-33	93			67	8649	4489	6231	
8	S-26	98	k2	4	98	9604	9604	9604	2121,75
9	S-27	98			93	9604	8649	9114	
10	S-35	98			98	9604	9604	9604	
11	S-14	98			80	9604	6400	7840	
12	S-34	100	k3	7	70	10000	4900	7000	336
13	S-05	100			77	10000	5929	7700	
14	S-29	100			65	10000	4225	6500	
15	S-31	100			71	10000	5041	7100	
16	S-24	100			70	10000	4900	7000	
17	S-30	100			88	10000	7744	8800	
18	S-02	100			70	10000	4900	7000	
19	S-03	125	k4	6	89	15625	7921	11125	380,83333
20	S-08	125			82	15625	6724	10250	

21	S-13	125			66	15625	4356	8250	
22	S-04	125			70	15625	4900	8750	
23	S-06	125			70	15625	4900	8750	
24	S-07	125			78	15625	6084	9750	
25	S-12	130	k5	6	75	16900	5625	9750	437,5
26	S-15	130			100	16900	10000	13000	
27	S-16	130			90	16900	8100	11700	
28	S-17	130			100	16900	10000	13000	
29	S-18	130			95	16900	9025	12350	
30	S-01	130			89	16900	7921	11570	
31	S-11	134	k6	6	87	17956	7569	11658	250,83333
32	S-19	134			80	17956	6400	10720	
33	S-20	134			95	17956	9025	12730	
34	S-21	134			90	17956	8100	12060	
35	S-22	134			95	17956	9025	12730	
36	S-36	134			100	17956	10000	13400	
Total ( $\Sigma$ )		4077	6	36	2919	471845	241619	334189	3554,3452

$$JK(TC) = JK(S) - \sum JK(G) = 3647,992 - 3554,345 = 93,647$$

$$S_{TC}^2 = \frac{JK(TC)}{k - 2} = \frac{93,647}{6 - 2} = 13,608$$

$$S_G^2 = \frac{JK(G)}{n - k} = \frac{3554,345}{36 - 6} = 92,732$$

$$F = \frac{S_{TC}^2}{S_G^2} = \frac{13,608}{92,732} = 0,148$$

The Examples of Stuent's Work

Nama: Hesty Amber P  
 Kelas: X TKJ-B

- Write down your identity include: name and class.
- Write a simple recount text with your own word. Choose one of the following topics below:
  - Sweetest Moments in the School
  - My Unforgettable Experience
  - My Wonderful Holiday
- Write your recount text as a set of instruction includes three parts that consists of 150-250 words, they are:
  - Orientation (who/where/when)
  - Event 1, 2, 3, ... etc.
  - Re-orientation.
- Look up your dictionary if you need it.

100

Good Luck!

Title Orientation	When I was kid, I fell out of my friend's Mango tree. At that time, my friends and I wanted to eat Mango in front of my friend's house. The tree was very high - we could not climb it because at that time we were little.
Events	Because no one dared to climb the tree, I braced myself to climb the tree. I braced myself to climb it. I knew that I could not climb the tall tree. However, I want to show them that I was great. Then I climbed the tree. Having reached the top, I started looking for fruit which I would take. I saw my friends from the bottom praised me. "Great, you are awesome!" said one of my friends. "Fetch the fruit!", begged my friends. Then I tried to reach the fruit. However, when I was about to pick it up, the trunk where I stand broken. I fell from the tree. "Gubrakak" my body crashed the ground. I cried in pain.
Re-Orientation	At that moment, I was ushered by my friend to my home. They told my mother that I fell out of a mango tree. Then my mother treated my wounds.



Nama: Winda Agestia

Kelas: X TKJ 6

1. Write down your identity include: name and class.
2. Write a simple recount text with your own word. Choose one of the following topics below:
  - a. Sweetest Moments in the School
  - b. My Unforgettable Experience
  - c. My Wonderful Holiday
3. Write your recount text as a set of instruction includes three parts that consists of 150-250 words, they are:
  - a. Orientation (who/where/when)
  - b. Event 1, 2, 3, ... etc
  - c. Re-orientation
4. Look up your dictionary if you need it.

Good Luck!

100

Title	
Orientation	"3 months ago on August 29 when I had a birthday and coincided with the schedule of school activities, it was something I really didn't expect. It was like the most beautiful birthday present in my life, because I felt that the day would not be wasted instead meaningful."
Events	"At 9 o'clock in the morning when he said a prayer for me after that he was a loved one who asked me why I didn't go? And I replied that I was still looking for my lost name card. He came even though it was still too early, lending his name card to use so that I was not punished by the coach. Where his house was far away, but he was willing to come in the morning for me. Arriving on the field I immediately changed the name to my name. It was the most beautiful present on my birthday. I very grateful to him."
Re-Orientation	"That morning was a very pleasant day. Because, he did that I felt that I was made a woman who was prioritized in his life."



**PENELITI** : Duwi Ayu Arimbi  
**NIM** : 1403046082  
**JURUSAN** : Pendidikan Bahasa Inggris  
**JUDUL** : **THE INFLUENCE OF LEARNING MOTIVATION TOWARD STUDENTS' WRITING ABILITY ON RECOUNT TEXT AT TENTH GRADE TKJ OF SMK SAKTI GEMOLONG SRAGEN IN THE ACADEMIC YEAR OF 2018/2019**

**HIPOTESIS :**

- a. Hipotesis Korelasi:  
H<sub>0</sub> : Tidak ada hubungan yang signifikan antara motivasi belajar dengan kemampuan menulis.  
H<sub>1</sub> : Ada hubungan yang signifikan antara motivasi belajar dengan kemampuan menulis.
- b. Hipotesis Model Regresi  
H<sub>0</sub> : Model regresi tidak signifikan  
H<sub>1</sub> : Model regresi signifikan
- c. Hipotesis Koefisien Regresi  
H<sub>0</sub> : Koefisien regresi tidak signifikan  
H<sub>1</sub> : Koefisien regresi signifikan

**HASIL DAN ANALISIS DATA**

Descriptive Statistics

	Mean	Std. Deviation	N
Kemampuan Menulis	81.0833	11.87645	36
Motivasi Belajar	113.2500	17.00819	36



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**Correlations**

		Kemampuan Menulis	Motivasi Belajar
Pearson Correlation	Kemampuan Menulis	1.000	.511
	Motivasi Belajar	.511	1.000
Sig. (1-tailed)	Kemampuan Menulis	.	.001
	Motivasi Belajar	.001	.
N	Kemampuan Menulis	36	36
	Motivasi Belajar	36	36

Keterangan:

Sig. = 0,001 < 0,05, maka  $H_0$  ditolak artinya terdapat hubungan yang signifikan antara kemampuan menulis dengan motivasi belajar.

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.511 <sup>a</sup>	.261	.239	10.35828

a. Predictors: (Constant), Motivasi Belajar

Keterangan :

$R = 0,511$  artinya hubungan antara motivasi belajar dengan kemampuan menulis **Cukup Kuat** karena  $0,400 \leq R \leq 0,699$ , dan kontribusi motivasi belajar dalam mempengaruhi kemampuan menulis sebesar 26,1% (R square).

**ANOVA<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1288.758	1	1288.758	12.011	.001 <sup>b</sup>
	Residual	3647.992	34	107.294		
	Total	4936.750	35			

a. Dependent Variable: Kemampuan Menulis

b. Predictors: (Constant), Motivasi Belajar

Keterangan:

Sig. = 0,001 < 0,05 maka  $H_0$  ditolak, artinya model regresi  $Y = 40.679 + 0,357X$  **SIGNIFIKAN**



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Coefficients <sup>a</sup>					
Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1	(Constant)	40.679	11.785	3.452	.002
	Motivasi Belajar	.357	.103	.511	.001

a. Dependent Variable: Kemampuan Menulis

Keterangan:

Persamaan Regresi adalah  $Y = 40,679 + 0,357X$

Uji koefisien variabel (X) 0,357 : Sig. = 0,001 < 0,05, maka  $H_0$  ditolak, artinya koefisien variabel X **SIGNIFIKAN** (dalam mempengaruhi variabel Y).

Uji konstanta (40,679) : Sig. = 0,002 < 0,05, maka  $H_0$  ditolak, artinya konstanta **SIGNIFIKAN** (dalam mempengaruhi variabel Y).

Semarang, 11 Juli 2019  
a/n. Ketua Jurusan Pend. Matematika,  
Pengelola Lab. Matematika

**Ahmad Aunur Rohman**



**YAYASAN PENDIDIKAN SAKTI**  
**SEKOLAH MENENGAH KEJURUAN (SMK) SAKTI GEMOLONG**  
**KELOMPOK : TEKNOLOGI DAN INDUSTRI**  
**STATUS : TERAKREDITASI AMAT BAIK (A)**



AKTA NOTARIS NO.61 TANGGAL 23 DESEMBER 2011 NO. 227/77/TM  
NDS C : 42032330005 NSS : 322031413003 NPSN : 20312913  
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KTU/KSK/FO-016	
1 Nov 2017	1 dari 1

### SURAT – KETERANGAN

Nomor : 230 / I. 03 / 14 – SMK / D / 2018

Yang bertanda tangan dibawah ini Kepala Sekolah Menengah Kejuruan Sakti Gemolong, dengan ini menerangkan dengan sesungguhnya bahwa Mahasiswi dibawah ini :

Nama : Duwi Ayu Arimbi  
NIM : 1403046082  
Fakultas : FITK  
Program Studi : Pendidikan Bahasa Inggris  
Jenjang Program : S1  
Perguruan Tinggi : UIN Walisongo Semarang

Telah melakukan penelitian pada tanggal, 19 s.d 23 November 2018 untuk menyusun Skripsi dengan Judul “ The Influence of Students’ Learning Motivation toward Grade 10 Writing Ability of Recoun text at TKJ SMK Sakti Gemolong Sragen in Academic Year of 2018/2019<sup>o</sup>”.

Demikian surat keterangan ini diberikan untuk dapat dipergunakan sebagaimana mestinya.

Gemolong, 28 Nopember 2018



## CURRICULUM VITAE

Name : Duwi Ayu Arimbi  
Student Number : 1403046082  
Birth : Sragen, 17<sup>th</sup> June 1996  
Address : Bojong RT.12, Hadiluwih, Sumberlawang, Sragen  
E-mail : [arimbi199@gmail.com](mailto:arimbi199@gmail.com)

### Educational Background:

#### A. Formal Education

1. SDN 1 Hadiluwih
2. MTs N Model Sumbelawang
3. SMK Sakti Gemolong

#### B. Non-Formal Education

1. Ma'had Al Jamiah UIN Walisongo Semarang

Semarang, 22 July 2019

The Writer

**Duwi Ayu Arimbi**

**NIM.1403046082**