

Learning Motivation and its Relationship With Writing Achievement at the State Senior High School 8 Jambi City

Mira Ermita^{1*}, Halimah²

¹ Universitas Panca Sakti Bekasi

² Universitas Suryakencana

Corresponding Author : MiraErmita: miraermita@panca-sakti.ac.id

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ABSTRACT

This study examines the relationship between learning motivation and students' English writing achievement. This study uses a descriptive method with correlational analysis. The respondents of the study were grade X students at The State Senior High School 8 Jambi City in the 2024/2025 Academic Year. The sampling technique was a random technique, obtaining 34 students. Data collection was carried out by distributing questionnaires to determine students' English learning motivation and writing tests were conducted to determine students' writing achievement. The type of writing test given is a descriptive type. Meanwhile, to measure the correlation of research data, the researcher used Pearson-Product Moment with calculations using SPSS 25. The results of the study showed a strong relationship between motivation and students' writing achievement.

INTRODUCTION

In the ESL/EFL context, writing is an important skill that students must have (Romrome & Bato, 2023). Writing skills are one of the English language skills that must be mastered by students in a Foreign Language. Writing skills are productive skills because these skills produce products in the form of writing in learning English as a Foreign Language (Sa'diyah & Cahyono, 2019). English as a Foreign Language students are required to master English quickly; therefore, students are required to make some breakthroughs to improve their writing skills. However, students consider writing to be a difficult skill to master (Göçen, 2019). Writing is a slow-developing skill compared to other skills because the writing process requires time, practice, experience, and strategies to express ideas in written language. Prastikawati et al., (2020), also claimed that students are expected to be able to express their ideas freely in writing because writing is a complex skill consisting of a combination of three competencies, namely effective, communicative, and physical. According to (Setyowati et al., 2022) In the writing process, students are required to apply various skills such as choosing grammar, making arguments, making plans, creating organizations, and proper fluctuation rules.

Chanyoo (2018) argues that writing is one form of communication in human life because writing skills are inseparable from human life. By writing, humans can strengthen learning, thinking, and reflection on Language and communication. If you have writing skills, you automatically have the potential to write. Writing is a form of communication because students can express their feelings and ideas on paper. Through well-structured texts, students gain their knowledge and beliefs in the form of arguments. One of the important components of applied linguistics is writing (Abbas & Tawfeeq, 2018) and writing is one of the English language skills that EFL students must learn (Ratminingsih et al., 2018).

To achieve academic position and educational success, writing is the main criterion that must be possessed (Kamariah et al., 2018). Writing is a collection or series of symbols that function as a means of conveying meaning for various purposes; therefore, it is an important part of everyday life. According to Niño & Páez, (2018), written production can increase if the development of advanced language skills and learning progress because writing is related to learning and language. Meanwhile, Urrutia & Gutierrez, (2011) argued that writing is the production of graphic symbols and can be more. In this case, we must consider the formal aspect of their use so that the resulting writing is coherent.

Writing is a complex activity when viewed from a teaching and learning perspective, through writing humans can convey ideas, and feelings and even convince other people. Writing is formed from words, phrases, and sentences so that writing can be understood and accepted by society, the writing produced must follow certain language rules (Jam & Shahin, 2012).

The written form produced can be text, messages, or emails. Aljatila, (2015) stated that writing skills are skills in forming words, selecting sentences, using spelling and punctuation, and being skilled in expressing ideas and thoughts accurately, logically, and consistently. For readers to read and understand the message or news contained in the writing, the writing must be well and carefully composed. In addition, the writer must also pay attention to the language, spelling, and words used so that the writing produced is effective to read.

One type of text is descriptive text. Descriptive text is a text that is often used in the field of learning. Descriptive text is one of the basic skills in the field of writing that language users must master. Descriptive texts can be unlimited categories or classifications of experiences, observations, and interactions, and allow us to know them objectively or subjectively based on the author's intent. Descriptive texts are divided into several types, namely: (1) descriptive stories, (2) information reports, (3) literary descriptions, and (4) classification of a process (Knapp & Watkins, 2005). The description comes from English, namely descriptive, which is related to the verb to describe (Finoza, 2013). The purpose of writing descriptive text is to provide information. This type of text describes a particular thing such as a person, animal, or place.

Descriptive text is text that aims to provide details about an object so that it can influence emotions and create the reader's imagination so that they can feel what the writer is conveying (Aji, 2013). Dadi (2015) states descriptive text is a type of text that describes rather than just tells. Writing descriptive text can describe people, animals, places, processes, qualities, or procedures in detail. Writing descriptive text requires knowledge and skills such as generic structure, linguistic features, and social functions.

According to Miy, (2012), descriptive text has the following characteristics: it provides clear information, provides detailed explanations, the text is equipped with descriptive comments regarding the object being described, uses present tense and past tense, and uses adjectives. Aljatila (2015) according to experts, the characteristics of descriptive text are that it describes an object, details the object, the reader feels it themselves, and can be absorbed by the reader's five senses. Knapp & Watkins (2005) also explain that descriptive texts must have grammatical characteristics such as using present tense and past tense, relational verbs, action verbs, mental verbs, adjectives, adverbs, sentences, and paragraphs related to the topic being described.

To achieve good learning achievement, students must have learning motivation. One of the success factors in learning a foreign language is learning motivation (Ahmed & Al-Ward, 2020). Students who have strong learning motivation will have an impact on increasing student learning enthusiasm and achieving satisfactory student learning outcomes (Elizabeth & Ena, 2019).

Every student has motivation within themselves, by having motivation will encourage students' interest in learning and carrying out their duties as

students. Therefore, student learning outcomes and interests are influenced by motivation (Hia, 2021). Learning motivation is one of the important aspects that students must have because motivation contributes to the success of student learning (Mulyaningsih et al., 2022). Motivation is divided into two types, namely intrinsic motivation and extrinsic motivation (Janah & Cahyono, 2022).

The reason for doing something because of need or desire and trying to develop oneself to achieve goals is called intrinsic motivation. Efforts made because of stimulation from external factors such as rewards, environment, or punishment are called extrinsic motivation (Elizabeth & Ena, 2019). Both are the basis of the interaction between internal desires and external influences that shape students' motivational abilities in learning English (Hasanudin et al., 2024). Several factors that influence students' learning motivation are themselves, their families, and the school environment.

The major factor that contributes to students' second language acquisition is their motivation to learn English (Amalia et al., 2023). Therefore, students must have learning motivation to achieve learning success, it is important for students to have strong learning motivation (Purwanti et al., 2018). In the field, many students are found to have no motivation to learn which results in their learning outcomes declining, therefore schools are expected to take action so that students have the motivation to learn. For students who have strong motivation, they are expected to be more diligent in the learning process to achieve learning goals. Motivation has an impact on students' attitudes when carrying out learning activities because motivation is the drive to take action that is the basis of a person's behavior (Zulherman et al., 2023).

METHOD

This research uses a quantitative research type, with a correlational research method. According to (Gay et al., 2012) correlational research is a type of descriptive research because correlational research is related to conditions in the field with the aim of seeing the relationship between variables. Researchers use this research to determine the relationship between two variables, namely the independent variable/X (motivation) and the dependent variable/Y (writing achievement).

Students of class X at The State Senior High School 8 Jambi City as the population in the study, with a total of 10 classes. This study used random sampling. The researcher obtained 34 students as respondents because according to Gay et al., (2012) generally in correlation research the sample used is at least 30 participants. Students were given a 20-item motivation questionnaire, each student answered the statements given based on themselves. To measure students' motivation to learn English, researchers use the Likert Scale which has a score of 1-5, as shown in Table 1 below:

Table 1. Motivation scores

Answer	Scores
Always	5
Often	4
Sometimes	3
Seldom	2
Never	1

According to Fraenkel et al., (2012) state that reliability refers to the consistency of the scores produced. There are 20 statement items to measure students' motivation to learn English, this is done to see the internal consistency of the reliability level. In determining and analyzing the reliability of the questionnaire on students' English learning motivation, the researcher used Cronbach's Alpha SPSS 25. With the provisions of decision-making: students' English learning motivation is reliable if the p-output result is > 0.05 and students' English learning motivation is unreliable if the p-output result is < 0.05 . While the results of the student's English learning motivation questionnaire obtained were 0.897, which means 20 items are reliable.

Table 3. Reliability of the Questionnaire of the Student Motivation

Table 2. Reliability

Statistics

Cronbach's Alpha	N of Items
.897	20

The researcher gave a descriptive writing test to students because it was based on the independent curriculum used at The State Senior High School 8 Jambi City. The theme used was describing the closest person or oneself.

RESULT AND DISCUSSION

The recapitulation results of the student's motivation and writing achievement questionnaire can be seen in the table below:

Table 3. Recapitulation Result of Students' Motivation and Writing Achievement

Students' Codes	Motivation	Writing Achievement	Students' Codes	Motivation	Writing Achievement
S1	3,4	70	S18	3,5	75
S2	3,7	75	S19	3,75	70
S3	3,65	80	S20	3,15	70
S4	3,8	80	S21	3	75
S5	3,9	85	S22	3,95	80
S6	4,05	80	S23	3,6	80
S7	3,05	75	S24	4	75
S8	4	80	S25	4,1	80
S9	3,25	70	S26	3,15	70

S10	4,25	80	S27	3,95	75
S11	4,2	80	S28	4,65	85
S12	3,5	75	S29	4,25	75
S13	3,75	80	S30	3,5	75
S14	4,45	75	S31	2,75	60
S15	3,55	75	S32	2,95	60
S16	3,6	80	S33	3,8	80
S17	3,65	75	S34	3,35	70

Based on descriptive statistics, the students' motivation scores are 55-93, with a mean value of 73.62 and a standard deviation of 8.893. Furthermore, the descriptive statistics of students' motivation are shown in the following table:

Table 4. Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Motivation	34	55	93	73.62	8.893
Valid N (listwise)	34				

The descriptive statistical analysis of students' writing achievement scores is between 60-85, with a mean writing achievement score of 75.59 and a standard deviation value of 5.743. For more details, the descriptive statistics of students' writing achievement are shown in the table below:

Tabel 5. Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Writing Achievement	34	60	85	75.59	5.743
Valid N (listwise)	34				

The normality test was conducted in this study with the aim of seeing and assessing the normality of the data. The normality test used was Shapiro-Wilk. With the provision that if the value > 0.05 is called normally distributed and the value < 0.05 is not normally distributed. From the research data, the writing achievement value was obtained $0.001 < 0.05$, meaning that the research data is

not normally distributed. While motivation $0.994 > 0.05$ means that the research data is normally distributed. For more details, see the table below:

Table 6. Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Writing Achievement	.224	34	.000	.867	34	.001
Motivation	.077	34	.200*	.991	34	.994

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

In addition to the normality test, the researcher also conducted a linearity test, the linearity test was conducted using SPSS 25. With the decision-making guideline if the probability > 0.05 , then it is concluded that the two variables are linear. The results of the linearity test produced is $0.129 > 0.05$ meaning that there is a linear relationship between students' motivation and writing achievement. For more clarity, see the table below:

Table 7. ANOVA Table

		Sum of Squares	df	Mean Square	F	Sig.
Writing Achievement Motivation	Between Groups (Combined)	988.235	23	42.967	4.297	.010
	* Linearity	549.556	1	549.556	54.956	.000
	Deviation from Linearity	438.679	22	19.940	1.994	.129
Within Groups		100.000	10	10.000		
Total		1088.235	33			

The purpose of this study was to determine whether there is a positive relationship between motivation and students' writing achievement, for that the researcher used the Pearson Product Moment correlation test. With the provision of decision making if the Sig. Value < 0.05 then the two variables can be said to be correlated but if the Sig. Value > 0.05 then the two variables are not correlated. While from the research data obtained the Sig. Value $0.000 < 0.05$ means that the two variables are correlated with a Person Correlation Value of 0.711 which means that the two variables are strongly correlated with a positive relationship. For more details, see the table below:

Table 8. Correlations

		Motivatio n	Writing Achievement
Motivation	Pearson Correlation	1	.711**
	Sig. (2-tailed)		.000
	N	34	34
Writing Achievement	Pearson Correlation	.711**	1
	Sig. (2-tailed)	.000	
	N	34	34

** . Correlation is significant at the 0.01 level (2-tailed).

In addition, the results of the correlation significance coefficient are determined through a significance test, this is very important because it is used for decision-making in testing the hypothesis, namely by using the t-test. By deciding if the Sig. Value <0.05 there is a significant impact between the two variables, but if the Sig. Value > 0.05 there is no significant impact between the two variables. From the results of the research data obtained Sig. Value 0.000 <0.05 then it is said there is a significant impact between motivation and student writing achievement. In other words, the Alternative Hypothesis (Ha) which states that there is a correlation between motivation and writing achievement in class X English at The State Senior High School 8 Jambi City is accepted. On the other hand, the Null Hypothesis (H0) is rejected.

Table.9 Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients		Sig.
		B	Std. Error	Beta	t	
1	(Constant)	41.808	5.954		7.022	.000
	Motivatio n	.459	.080	.711	5.714	.000

a. Dependent Variable: Writing Achievement

To determine the percentage of the influence of motivation on students' writing achievement, an R-square calculation was carried out with the results showing that students' motivation had a significant influence because the value provided a variance of 50.5% on writing achievement.

Table 10. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.711 ^a	.505	.490	4.103

a. Predictors: (Constant), Motivation

CONCLUSION

There are two conclusions from the results of the study above, namely the first shows that there is a good correlation between learning motivation and students' writing achievement at The State Senior High School 8 Jambi City. Second, learning motivation has a strong influence on students' writing achievement. These results reveal the importance of the relationship between motivation and students' writing achievement. This shows that if students have high motivation, they will also have high writing performance. Students tend to succeed in writing if they feel happy and motivated in every writing process.

The factor that is the basis for the success or failure of students in learning a language, especially English, is the affective side of the student. The affective side will function well according to the needs of students, especially in language, but students must have writing skills, especially writing in English. Students can develop their language skills independently; this can be done if students are willing to look for opportunities or chances to practice so that their language skills can develop well. In English learning, students are said to have good text-writing skills if they can use English in writing that follows the rules of writing, context, and topics specified.

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