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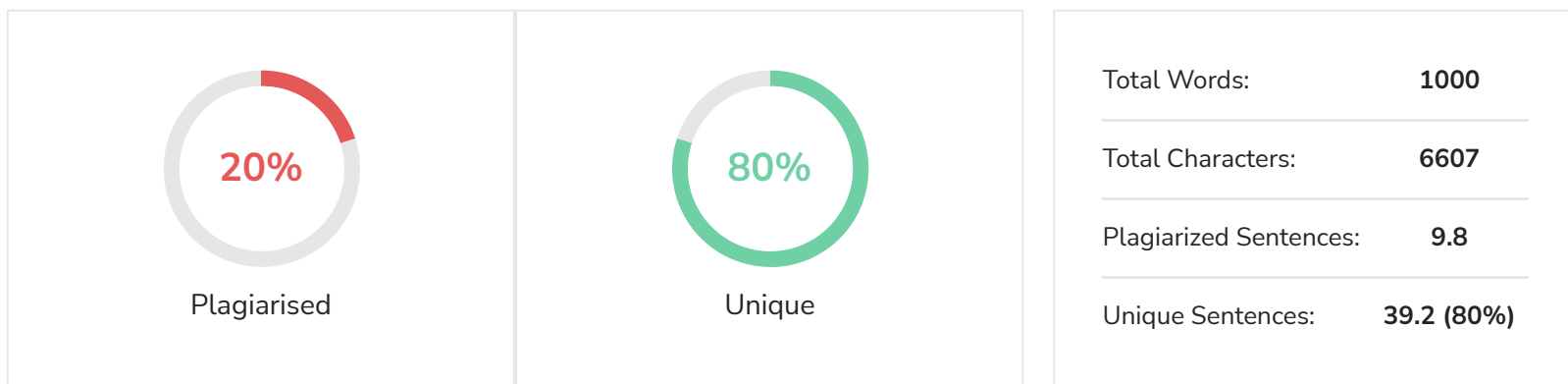
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The Correlation Between Writing Motivation and Writing Achievement

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Abstract

Motivation is an important element in learning, especially in writing. It can affect the achievement of learning. This study is conducted to analyze the correlation between students' motivation and achievement in writing. The purposes of this study are : (1) to find out the level of writing motivation of the sixth semester students of English Department of Mulawarman University. (2) to find out the level of writing achievement of the sixth semester students of English Department of Mulawarman University. (3) to find out whether there is a correlation between writing motivation and writing achievement of the sixth semester students of English Department of Mulawarman University. The researcher utilized a correlational design in this study. The population of this study was taken from the sixth semester students of English Department, whereas this study used 25 students as the sample. The instruments of this study were Academic Writing Motivation Questionnaire and score documentation of Writing. This study used an analysis of Pearson Product Moment correlation to find out the result of hypotheses. There were three result of this study. First, based on the calculation of Academic Writing Motivation questionnaire, it was shown that the level of writing motivation of the sixth semester students of English Department of Mulawarman University was in low category. Second, the analysis of writing score documentation shown that the level of students' writing achievement of the sixth semester of English Department of Mulawarman University was in low category. Third, based on the data of writing motivation and writing achievement, it was shown that r value is .902 with a significance value of .000 < 0.05, so Ho is rejected and Ha is accepted. It was assumed that writing motivation and writing achievement have a relationship.

Keywords: Correlation, writing motivation, and writing achievement

1. Introduction

Writing occupies a special role in language instruction. It necessitates the practice and comprehension of the other three language skills (Klimova, 2013). It needs the mastery of other abilities, such as metacognitive. During the process of writing, students are required to evaluate their sources before making them into coherent text. This activity covers choosing appropriate words, employing appropriate instruments, and employing good structure so those aspects produce a coherent text.

According to Sadiku (2015), someone who has strong writing skill is better at expressing themselves. We are required to be ourselves because it makes us easier in expressing ideas. On the other hand, most students feel hard to express their idea, experience, feeling, and interest in writing. As stated by Hegarty

(2000:5), writing is a difficult skill to master, so students face obstacles of varying difficulties (Bartlett, 2003; Odell and Swersey, 2003 cited in Joseph, 2010).

In writing, some students encounter difficulties that are not without reason. Several factors may contribute to the difficulties, one of which is related to the psychological factor, which is motivation. Motivation requires the desire to reach a set of goals as well as the willingness to put up effort to achieve that goal (Jodai, Zafarghandi, and Tous, 2013). Students who have high motivation will show enthusiasm and will be active in learning, especially in writing activities. So it will affect their achievement in writing. As supported by Troia et al. (2012b), motivation has a significant role in writing achievement.

Jodai, Zafarghandi, and Tous (2013) states that motivation is commonly acknowledged as one of the most important affective variables in foreign language learning. It means that motivation as the important factor that influences the learning process of writing, so it will affect writing achievement. As supported in their study, motivation is the most important factor in predicting English achievement. Their study supports that motivation is the most important factor in predicting English achievement.

2. Methods

The design of this study is correlational. A correlation statistic describes and measures the degree of correlation between two or more variables or sets of scores (Creswell, 2012 cited in Creswell (2018:49). So, this study investigated the possibility of the relationship between two variables, which is to determine the relationship between variables and to explain any results that may emerge. The researcher wishes to find out the correlation between an independent variable and a dependent variable in a correlational study.

This study conducted and aimed to find out the level of writing motivation and writing motivation of students, and to find out whether there is a correlation or not between writing motivation and writing achievement. The researcher conducted the study as follows: First, the researcher determined the sample of study. Second, the researcher shared the Academic Writing Motivation Questionnaire by Payne (2012) via Google form to students. Third, the researcher collected the score documentation of Advance English Writing from the lecturer. Fifth, the data was analysed by using a descriptive statistic in SPSS IBM 23 and calculated in a percentage form. Sixth, to determine the level of writing motivation and writing achievement, the researcher used the table of categorization by Payne (2012) and Gay (1981). Seventh, the researcher did an analysis of Person Product Moment Correlation to determine the correlation both variables.

3. Result And Discussion

After collected the Academic Writing Motivation Questionnaire from students and collected the score documentation of Advance English Writing from the lecturer, the researcher calculated and interpreted the result that was found. The explanations were given below:

1. The level of writing motivation of the sixth semester students of English Department of Mulawarman University.

Based on the analyzing data below, the result showed that there was no student in a very low motivated category. For a low category, there were 12 students (48%) belongs to this category. Next, there were 8 students (32%) in an average category, and 5 students (20%) were in a motivated category. For a high category, there was no student detected. It can be assumed that the level of writing motivation of the sixth semester students belongs to low motivated category.

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The Correlation Between Writing Motivation and Writing ...https://jurnal.fkip.unmul.ac.id › article › downloadhttps://jurnal.fkip.unmul.ac.id › article › downloadPDFby DJ Pratiwi · 2022 — (2012b), motivation has a significant role in writing achievement. Jodai, Zafarghandi, and Tous (2013) states that motivation is commonly acknowledged.

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This study is conducted to analyze the correlation between students' motivation and achievement in writing.

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(2) to find out the level of writing achievement of the sixth semester students of English Department of Mulawarman University.

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The researcher utilized a correlational design in this study.

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This study used an analysis of Pearson Product Moment correlation to find out the result of hypotheses.

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Third, based on the data of writing motivation and writing achievement, it was shown that r value is .902 with a significance value of .000 < 0.05, so Ho

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