

CHAPTER I

INTRODUCTION

This chapter consists of the background of study, research problems, objective of the research, significance of the research, scope and limitation of the research, and definition of key terms.

A. Background of Study

In Indonesia, English is taught at every level of education. However, many students still face difficulties in learning and using English, both orally and in writing. In writing activities, students focus on the idea so that they can compose structured sentences or texts. In teaching recount text, teachers often provide explanations using student worksheets. Spatial techniques are used by teachers to help students understand the material, by asking them to analyze the generic structure of the text. In the end, students are asked to compose a recount text based on their personal experience. This is important because motivated students tend to put more effort, leading to better writing outcomes. Understanding this helps educators create strategies to boost motivation and improve writing performance.

Writing is considered a form of individual empowerment because it can open social and economic opportunities.¹ Writing is often associated with the negative stigma of “illiteracy.” Basically, writing is more likely to be learned than taught is to adopt a flexible and supportive approach. This

¹ Hyland, K. (2002). *Teaching and Researching Writing*. London: Pearson Education, p. 53.

includes adapting to specific learning contexts, such as students' age, first language, experiences, writing goals, and target community. Teachers should also provide support in the form of relevant contexts, collaboration with peers, sample texts, useful feedback, and guidance in the writing process.² Students' motivation levels in Indonesia are still low, which is often caused by a lack of confidence.³ In addition, teachers also often struggle to understand students' emotions during English lessons. Therefore, it is important for educators to understand the factors that influence students' motivation. Lack of motivation can make it difficult for students to achieve effective learning.

Motivation is an essential element in students' learning, especially in improving classroom achievement. Teachers have a significant role in fostering motivation, both intrinsic and extrinsic, which can initiate and sustain goal-directed activity.⁴ Writing is not only a skill in the curriculum, but also an experience that allows students to find personal meaning through teacher guidance. Teachers' views on writing influence student's motivation. When teachers view writing as an individual ability, they tend to encourage students' motivation by providing interesting and relevant tasks.

Motivation in writing has a close correlation with students' self-confidence. Initiative-taking students tend to value writing to express,

² Hyland, K. (2002). *Teaching and Researching Writing*. London: Pearson Education, p. 78.

³ Alizadeh, M. (2016). The impact of motivation on English language learning. *International Journal of Higher Education*, 2(4), 11–15.

⁴ Schunk, D., Pintrich, P., & Meece, J. (2002). *Motivation in Education: Theory, Research, and Applications* (3rd ed.). Upper Saddle River, NJ: Pearson Merrill. Retrieved from <https://ro.uow.edu.au/jseem/vol2/iss1/6> (Accessed on 16th March 2020).

communicate, and develop ideas. Motivation determines why people do things, the effort they expend, and their perseverance.⁵ The problem of lack of motivation is often not caused by uninteresting writing tasks, but rather by a lack of support in helping students develop self-confidence. When students feel confident in writing, their motivation also increases, which in turn has a positive impact on their ability. Based on this, it can be concluded that motivation has a correlation with students' writing ability.

The results of previous research showed a significant correlation between motivation and English achievement.⁶ This research indicates that motivation has a positive effect on students' English learning outcomes. In contrast, motivation is an important variable affecting students' learning achievement, suggesting that motivation plays a significant role in learning success.⁷ However, some studies have shown that there is little to no correlation between students' learning motivation and their English achievement.⁸

With the differences in the results of several studies, the researcher feels the need to conduct further research. The researcher aims to replicate previous studies with a different variable, namely the correlation between

⁵ Dornyei, Z. (2001). *Motivational Strategies in the Language Classroom*. Honolulu: Cambridge University Press. Retrieved from <https://files.eric.ed.gov/fulltext/ED550518.pdf> (Accessed on 26th January 2021).

⁶ Mastur, R., Rofiqoh, & Suriaman, A. (2021). *Correlation between students' motivation and English achievement at secondary school level*. Proceedings of the 5th International Conference on Arts Language and Culture (ICALC 2020), 534(534), 112–119.

⁷ Rosmayanti, & Yanuarti, M. (2018). *The Role of Motivation in Student Learning Achievement*. Journal of Educational Research and Review, 10(2), 45–52.

⁸ Denarti, R., & Damayanti, I. L. (2023). *The Influence of Motivation and Achievement in Senior High School*. Premise: Journal of English Education, 12(3), 825.

writing motivation and writing achievement on recount text of 8th grade students at MTs. Sunan Kalijogo Kranding Mojo Kediri. Unlike previous studies that mostly focused on general learning motivation, this study specifically examines writing motivation. Furthermore, the research is conducted in students with an Islamic boarding school background. These contextual factors may influence both motivation and writing performance, providing a specific limitation as well as a unique contribution to the study. This analysis aims to identify which statement is true, namely whether there is a positive or negative correlation between the two variables.

B. Research Problem

Based on the background of study above, the research problem can be described as follows: “Is there any correlation between writing motivation and writing achievement on recount text of 8th grade students at MTs. Sunan Kalijogo Kranding Mojo Kediri?”

C. Objective of the Research

The objective of this research was to determine whether there is a significant correlation between writing motivation and writing achievement on recount text of 8th grade students at MTs. Sunan Kalijogo Kranding Mojo Kediri.

D. Research Hypothesis

There are two hypotheses used in this study, namely:

1. Null Hypothesis

There is no significant correlation between writing motivation and writing

achievement on recount text of 8th grade students at MTs. Sunan Kalijogo Kranding Mojo Kediri.

2. Alternative Hypothesis

There is a significant correlation writing motivation and writing achievement on recount text of 8th grade students at MTs. Sunan Kalijogo Kranding Mojo Kediri.

E. Significance of the Research

1. Theoretical Significance

This study is expected to enrich the literature regarding the correlation between writing motivation and student achievement in writing recount texts. The findings of this study can provide new insights for teachers, policy makers, and future researchers on the importance of writing motivation in improving students' achievement in writing recount texts.

2. Practical Significance

The findings of this study can be used as a reference for English teachers to develop more effective teaching strategies in improving students' learning motivation. Such strategies could include innovative approaches such as giving more frequent and relevant rewards to students who show satisfactory progress or effort in learning. Such rewards are expected to encourage students to be more motivated and enthusiastic in participating in learning activities, thus improving their achievement in writing recount texts. In addition, principals and vice principals for

curriculum can support this effort by facilitating intensive group discussions among teachers to share experiences, ideas, and effective teaching techniques. These discussions aim to improve the quality of teaching and the use of more creative and innovative learning media, to create a more interesting and motivating learning atmosphere for students.

Future researchers can use the results of this study to expand the study of the correlation between writing motivation and student achievement in writing recount texts. Similar research can be conducted with different methodologies, more varied data collection techniques, and involving participants from various backgrounds. The findings can also serve as a reference for future research to develop an understanding of writing motivation and its impact on recount writing achievement.

F. Scope and limitation of the Research

The scope of this study covers two main aspects, namely student writing motivation and student writing achievement on recount text. This study was limited to students in grade VIII at MTs. Sunan Kalijogo Kranding Mojo, focusing on whether there is a correlation between writing motivation and their writing achievement on recount text.

G. Definition of key terms

1. Motivation

Motivation is defined as “the process that initiates, guides, and

maintains goal-oriented behaviors.”⁹ The word is derived from the Latin term motives (“a moving cause”), which suggests the activating properties of the processes involved in psychological motivation.

2. Learning Motivation

Motivation is one of the most substantial psychological concepts in education and can be reflected through personal goal setting and curiosity in the subject matter.¹⁰ Learning motivation plays an essential role in self-regulated learning, where students take control of their own learning process by setting goals and applying appropriate strategies.¹¹

3. Writing

Writing is not a one-step activity; it is a continuous process that requires planning, organizing ideas, reviewing, and revising improve clarity and coherence.¹² This means that in the writing process, the writer should begin by planning the idea they want to express, then translate that idea into sentences, and arrange those sentences into a well-structured paragraph or text. This process is repeated until the writer successfully creates a meaningful paragraph or text. Writing allows knowledge to be separated from its original context and travel across space and time, emphasizing its vital role in the transmission of knowledge.¹³

⁹ Kendra Cherry, *What Is Motivation?* (2023), Verywell Mind, <https://www.verywellmind.com/what-is-motivation-2795378> (accessed April 5, 2025).

¹⁰ Rahul Kalita, *Education and Motivation: How to Make Students Interested?*, *International Journal for Multidisciplinary Research*, vol. 5, no. 2 (2023).

¹¹ Monique Boekaerts, “Self-regulation in the classroom: A Perspective on Assessment and Intervention,” *Applied Psychology: An International Review*, vol. 50, no. 3 (2001): 335–349

¹² C. A. Boardman and J. Frydenberg, *Writing to Communicate: Paragraphs and Essays* (New York: Pearson Education, Inc., 2002), 11.

¹³ Eva Cancik-Kirschbaum, *The Art of Writing: Knowledge and Memory in Ancient Civilizations*

Writing ability is one of the important skills that must be mastered in learning English. Verbal linguistic intelligence is significantly related to writing skills, indicating that writing ability plays an essential role in academic achievement.¹⁴ This shows that writing is not just a technical skill, but also the ability to convey ideas, thoughts, and feelings to others through writing, so that readers can clearly understand the ideas to be conveyed. In the context of this research, writing ability is focused on students' ability to compose paragraphs effectively and structurally.

4. Recount Text

We often want to share stories about experiences we have had, such as weekend activities or interesting events during vacations. The activity of talking or writing about past events is known as recounting. Recount text is one of the most common forms of non-fiction writing, aiming to retell past experiences or events in chronological order.¹⁵ Past experiences become the main source in composing recount and narrative texts, which for the writer can be what has been done, heard, read, or felt. Composing recounts and narratives means reliving past events in the form of stories in the present.

(Berlin: Edition Open Access, 2012).

¹⁴ Nafisa, N. A., & Putro, N. (2024). The relationship between verbal linguistic intelligence, writing self-efficacy, and writing skills among undergraduate students. *Formosa Journal of Social Research*, 3(1), 90–103.

¹⁵ Peter Knapp and Megan Watkins, *Genre, Text and Grammar: Technologies for Teaching and Assessing Writing* (Sydney: University of New South Wales Press, 2005), 224.