

CHAPTER I

INTRODUCTION

In this chapter, the researcher discusses the background of the problem, identification of the problem, limitation of the problem, formulation of the problem, research questions, the hypothesis, the Purposes of the research, the significance of the research, and the definition of key terms.

1. Background of the Problem

English is used widely by people around the world. In Indonesia, English is a foreign language. It is studied by the students at school and university in order to master the four skills. The four skills are writing, listening, speaking, and reading. The language skills are important for communication. As stated by Klimova (2014), The language skills are the aim and the means for the implementation of the communicative goal. Writing has to be taught in school because it is one of the ways to increase students' cognitive for better education.

Davoudi et al. (2015) state that writing skill is seen as a difficult skill to acquire. It was concerned primarily with formal patterns in the language itself. Writing is one of the important aspect and the hardest part to learn the English language because we have to put the ideas into written text in a complex process. That complex process in writing has to consider important aspects; content, vocabulary, language use (grammar), organization, and mechanics (Ahmadian&Hosseini, 2012).

Writing can be enjoyable if we have the ideas and the means to achieve it. We can make a logic idea about something that we want to write. We can use the language to say things in ways that make sense to us. This is vital in becoming competent in using the ideas and arguments of our subject.

Grammar is one of the important aspects to make good writing. Morenberg in Putri et al. (2016) defines grammar as a sequence process in managing words to become meaningful sentences. To increase students' writing ability, the study of grammatical concept should be integrated into learning process because the more students understand about the grammatical concept in their writing, the more readers understand about the writer's writing. In contrast, writing in the incorrect form of grammar is only confusing to the reader. In addition, Refnita (2014) states that grammar in writing emphasizes that a focus on form in the composition can help writers develop rich linguistic resources needed to express ideas effectively in addition to providing assistance in error correction.

Based on researcher observation, the second-year students of English Education Department of Bung Hatta University have been studying Writing II that is related to the kinds of paragraphs (Narrative paragraph, Descriptive paragraph, Argumentative paragraph, etc). In writing the paragraph, they have to express the idea with the considerations of content, vocabulary, language use (grammar), organization, and mechanics. One of the paragraphs that they have studied was a descriptive paragraph. It describes the things or someone in detail. One of the characteristics of this paragraph is the using of simple tense.

Furthermore, the ability to make good writing and to improve students' writing ability are influenced by others factor that is motivation. As stated by Ozturk (2014), motivation is the key point in the success learning process. With low motivation, students will get difficulties in writing. They will feel hard to write and they do not have a desire to study. Thus, Effective variables or attitudes commonly influence individuals' writing (Alluhaybi, 2015).

According to Alhodiry (2016), there are two types of motivations; Intrinsic and extrinsic motivations. Intrinsic motivation is the motivation that comes from the individual itself. On the other hand, extrinsic motivation comes from the outside like environments and society.

The interview and the observation were done to some second-year students of the English Department at Bung Hatta University on March, 14th 2019. Based on the interview and the observation, it was found that students still had difficulties in writing a paragraph, especially descriptive paragraphs.

Based on the background above, the writer is intended to research about: *“The Correlation Between Grammar Ability And Motivation Toward Students’ Descriptive Writing Ability Of The Second Year Students at English Department Of Bung Hatta University”*

1.2 Identification of the Problem

There are many kinds of writing. They are writing sentences, paragraph, and essays. In writing a paragraph, there are several kinds of the paragraph. Holes et al. (2010) state that a paragraph is a group of related statements that a writer develops about a subject. One of the types of the paragraph is a descriptive paragraph. It describes something or someone in detail.

To make a descriptive paragraph, students should pay attention to the grammar as one of the aspects of writing. As we know, the descriptive text always uses simple tense and the other language feature like linking verb, adjective, and gerund.

Based on the background of the study above, the students feel hard to study writing an especially descriptive paragraphs. The problem was that the students cannot integrate the appropriate grammar and other aspects such as vocabulary and mechanics into their writing. They feel confused to describe things or details by using the simple present tense and other aspects such as an adjective, adverbs, and linking verb. Meanwhile, to make a descriptive paragraph, the students should have the grammar ability. As stated by Nurdianingsih&Purnama (2017), The organization of paragraph always needs the proper grammar. The other problem was the low motivation in learning writing subjects. They think that writing has a complex aspect to be considered. They became lazy to study and doing practice at home. From the fact above, we can say that students who have low motivation will not study harder and practice to improve their writing skill. Motivation is affected by the two factors that are an internal and external factor. Internal factor comes from the inside of the students. Meanwhile, external factor

comes from the outside of the students. The students who have a desire to study will have a good ability in writing. Meanwhile, the students that have low motivation will think that writing is hard to learn.

1.3 Limitation of The Problem

In accordance with the problem above, there are many problems related to this study. Therefore, the researcher limits her study to: “The Correlation Between Students’ Grammar Ability and Motivation Toward Students’ Descriptive Writing Ability of The Second Year Students at English Department Of Bung Hatta University”. The researcher limited her study because the scope of writing ability is too large.

1.4 Formulation of The Problem

To conduct this research, the writer formulated the problem with the following question: “Is there any significant correlation between students’ grammar ability and motivation toward students’ descriptive writing ability of the second year students at the English Department of Bung Hatta University?”

1.5 Research Question

Based on the formulation of the problem above, there are six research questions to be answered as follows:

1. How is the students’ grammar ability?

2. How is the students' motivation in learning?
3. How is the students' descriptive writing ability?
4. Is there any significant correlation between students' grammar ability and students' descriptive writing ability of the second year students at the English Department of Bung Hatta University?
5. Is there any significant correlation between motivation and students' descriptive writing ability of the second year students at the English Department of Bung Hatta University?
6. Is there any significant correlation between students' grammar ability and motivation toward students' descriptive writing ability of the second year students at English Department of Bung Hatta University

1.6 The Hypothesis

From some related reference about grammar ability, motivation and writing ability, the hypothesis formulated as follows:

Null hypothesis (Ho):

Ho1: There is no significant correlation between students' grammar ability towards students' descriptive writing ability of the second year students at English Department of Bung Hatta University.

Ho2: There is no significant correlation between motivation towards students' descriptive writing ability of the second year students at English Department of Bung Hatta University.

Ho3: There is no significant correlation between students' grammar ability and motivation toward students' descriptive writing ability of the second year students at English Department of Bung Hatta University.

Alternative Hypothesis (Ha):

Ha1: There is a significant correlation between students' grammar ability towards students' descriptive writing ability of the second year students at English Department of Bung Hatta University

Ha2: There is a significant correlation between motivation towards students' descriptive writing ability of the second year students at English Department of Bung Hatta University

Ha3: There is a significant correlation between students' grammar ability and motivation toward students' descriptive writing ability of the second year students at English Department of Bung Hatta University

1.7 Purpose of The Research

The main purpose of the research is to find the correlation between grammar ability, motivation and writing ability. And the specific purposes are:

1. To find out the students' grammar ability.
2. To find out the students' learning motivation.
3. To find out the students' descriptive writing ability.
4. To find the correlation between students' grammar ability and students' descriptive writing ability of The Second Year Students at English Department of Bung Hatta University.

5. To find the correlation between motivation and students' descriptive writing ability of The Second Year Students at English Department of Bung Hatta University.
6. To find the correlation between students' grammar ability and motivation toward students' descriptive writing ability of the second year students at English Department of Bung Hatta University.

1.8 Significance of the Research

This study is hoped to provide useful information for students and the lecturer. The result of this study hopefully can give the students information about the correlation between students' grammar ability and motivation toward students' descriptive writing ability. For the lecturer, the result is expected to enable the lecturer to the implemented the teaching-learning process in order that students' grammar ability, motivation, and writing ability can be better.

1.9 The Definition of Key Terms

To avoid the misunderstanding about the key terms used in this research, the research defines the key terms as follows:

1. Writing is one of the ways of presenting communicative competence to convey thought via text (Huang, 2011).
2. Grammar as a sequence process in managing words becoming meaningful sentences (Morenberg in Putri et al. 2016)

3. Motivation is an inner drive, impulse, emotion or desire that moves one to a particular action(Brown in Daskalovskaa et al. ,2012)
4. A paragraph is a group of related statements that a writer develops about a subject. The paragraph consists of one main idea(Holes et al. 2010)
5. A descriptive paragraph is a paragraph which a writer tries to picture what he is describing(Husna et al. 2013)