AN UNDERGRADUATE THESIS

THE CORRELATION BETWEEN THE STUDENTS' LEARNING MOTIVATION AND WRITING SKILL AT THE SECOND SEMESTER OF ENGLISH DEPARTMENT IN IAIN METRO LAMPUNG

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STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
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THE CORRELATION BETWEEN THE STUDENTS' LEARNING MOTIVATION AND WRITING SKILL AT THE SECOND SEMESTER OF ENGLISH DEPARTMENT IN IAIN METRO LAMPUNG

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in English Department

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APPROVAL PAGE

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NOTIFICATION LETTER

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The Honorable of the Head of Faculty of
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Assalamu'alaikum, Wr. Wb

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It has been agreed so it can be continued to the Tarbiyah Faculty in order to be discussed on the Munaqosyah. Thank you very much.

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Assalamu'alaikumWr.Wb.

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Sudah kami setujui dan dapat dimunaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.

Wassalamu'alaikumWr.Wb.

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RATIFICATION PAGE

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An Undergraduate thesis entitled: **THE CORRELATION BETWEEN THE STUDENTS' LEARNING MOTIVATION AND WRITING SKILL AT THE SECOND SEMESTER OF ENGLISH DEPARTMENT IN IAIN METRO LAMPUNG** Written by Fahri Ramadhan, student number 1901052014, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teachers Training Faculty on Thursday, May 08th 2023 at 10.00- 12.00 a.m.

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ABSTRACT

THE CORRELATION BETWEEN THE STUDENTS' LEARNING MOTIVATION AND WRITING SKILL AT THE SECOND SEMESTER OF ENGLISH DEPARTMENT IN IAIN METRO LAMPUNG

By:
Fahri Ramadhan
SN. 1901052014

The objective of the research was to find whether there was correlation between the students learning motivation and writing skill at the second semester of English Department in IAIN Metro Lampung. Writing is type of communication where the writer uses language to convey their thoughts, feelings, and ideas in writing. This indicates that the students' inner urge to write is force both inside and outside of the students.

The research was quantitative research. The population of this research was the students of the second semester English Department in IAIN Metro Lampung. The sample of this research was 20 students. In taking samples, reseacher used a cluster random sampling technique. The reseacher used test, questionnaire and documentation as the data collecting method. In order to analyze the data, the researcher used Pearson Product Moment Correlation.

The finding of this research by using Pearson Product Moment Correlation formula the calculating of "$r_{observed}$" of 0.978 is higher than " r_{table}" in significant level 5% 0.456 and in the significant level 1% 0.575. As a result, it can be concluded that Ha is accepted and Ho is rejected. It means that there is significant correlation between the students learning motivation and writing skill at the second semester of English Department in IAIN Metro Lampung.

Keyword : Correlation, Learning Motivation, Writing Skill

ABSTRAK

HUBUNGAN ANTARA MOTIVASI BELAJAR DAN KETERAMPILAN MENULIS MAHASISWA SEMESTER DUA JURUSAN PENDIDIKAN BAHASA INGGRIS DI IAIN METRO LAMPUNG

Oleh:
Fahri Ramadhan
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Tujuan dari penelitian ini adalah untuk mengetahui apakah ada hubungan antara motivasi belajar mahasiswa dengan kemampuan menulis semester dua jurusan Pendidikan Bahasa Inggris IAIN Metro Lampung. Menulis adalah jenis komunikasi di mana penulis menggunakan bahasa untuk menyampaikan pikiran, perasaan dan gagasan meraka secara tertulis. Hal ini menunjukkan bahwa dorongan batin siswa untuk menulis merupakan kekuatan baik di dalam maupun di luar siswa.

Penelitian ini merupakan penelitian kuantitatif. Populasi dalam penelitian ini adalah mahasiswa semester dua jurusan Pendidikan Bahasa Inggris IAIN Metro Lampung. Sampel penelitian ini adalah 20 siswa. Dalam pengambilan sampel, peneliti menggunakan cluster random sampling teknik. Peneliti menggunakan tes, angket dan dokumentasi sebagai metode pengumpulan data. Untuk menganalisis data, peneliti menggunakan Korelasi Pearson Product Moment.

Hasil penelitian ini menunjukkan "$r_{observed}$" sebesar 0,978 menggunakan rumus Korelasi Pearson Product Moment lebih tinggi dari " r_{table}" pada taraf signifikan 5% 0,456 dan pada taraf signifikan 1% 0,575. Sehingga dapat disimpulkan bahwa Ha diterima dan Ho ditolak. Artinya ada hubungan yang signifikan antara motivasi belajar mahasiswa dengan keterampilan menulis mahasiswa semester dua jurusan Pendidikan Bahasa Inggris IAIN Metro Lampung.

Kata Kunci : Hubungan, Motivasi Belajar, Keterampilan Menulis

STATEMENT OF RESEARCH ORIGINALITY

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States that this undergraduate thesis is originally the result of the writer's research, in exeption of certain parts which are excepted from the bibliographies mentioned.

Metro, May 21, 2023
The Reseacher,

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Nama	: Fahri Ramadhan
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Menyatakan bahwa skripsi ini secara keseluruhan adalah asli hasil penelitian saya, kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, 21 Mei 2023
Peneliti,

FAHRI RAMADHAN
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MOTTO

مَنْ أَ رَا دَالدُّ نْياَ فَعَلَيْهِ بِا لْعِلْمِ ، وَ مَنْ أَ رَا دَ الاَ خِرَ ةَ فَعَلَيْهِ بِلْعِلْمِ، وَمَنْ أَرَادَ هُمَا فَعَلَيْهِ بِا لعِلْمِ.

"Whoever wants to desire the world, let him master knowledge. Whoever wants the hereafter should master knowlaedge, and whoever wants both (the world and the hereafter) should master knowledge," (HR Ahmad).

DEDICATION

This undergraduate thesis is specially dedicated to:

My beloved parents Mr. Pepen Sukarna and Mrs. Nur Yati who always pray and give me big support

My beloved friends who help me in every condition and situation

My great excellent TBI 2019 D (the wonderful class with unique type of the student).

My beloved almamater of State Institute for Islamic Studies of Metro.

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Praise is only to Allah SWT, the Lord of the Universe, the inspiration of his life, that the researcher finally could complete this undergraduate thesis entitled "The Correlation Between the Students' Learning Motivation and Writing Skill at the Second Semester of English Department in IAIN Metro Lampung" Realizing that this undergraduate thesis would not be able accomplished without any helps and supports from many helpful individuals. In this lovely chance, the researcher would like to sincerely acknowledgement his gratitude.

The first of all, the deepest gratitude would be address to my beloved parents, for understanding and supporting me to finish the undergraduate thesis soon, and always pray for me to be successful person someday (Aamiin). Next, the greatest gratitude would also be addressed to :

1. Dr. Zuhairi, M.Pd, the Dean of Tarbiyah and Teacher Training Faculty of State Institue for Islamic of Metro.
2. Andianto, M.Pd as the Head of English Education Department of IAIN Metro.
3. My adviser Eka Yuniasih, M.Pd within her activies, she was still willing to read this undergraduate thesis.
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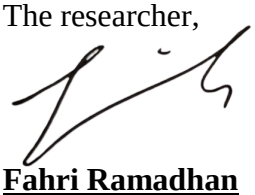
6. The last but not least, thanks for my parents (Mr. Pepen Sukarna and Mrs. Nur Yati) and all of my friends in IAIN Metro who always give me supports so I can finish this research.

Nobody is perfect. The researcher do apologizes for all mistakes that he has made in writing and presentation items. Hopefully, this undergraduate thesis can be a meaningful benefit for the researcher especially and all readers generally.

Metro, May 21, 2023
The researcher,



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CHAPTER I

INTRODUCTION

A. Background of the Study

Learning English has become really important for communication in this era. Nowadays, people are facing the 4.0 era where there is no limitation in communication. People can easily communicate each other's from nations all over the world. English as an International language has become the main language for communication. By mastering English, people will grasp a half of this world, not only in business world but also in politics and also in education.

Basically, there are four skills in English that must be mastered by students. There are listening, speaking, writing and reading. In Indonesia, it is crucial to teach writing from junior high school on up to the university level. According to the Indonesian curriculum, students are required to be proficient in academic writing, including the creation of texts, essays, and project papers. Even if they are still in college, writing is still regarded as the hardest talent for students to acquire. Moreover, writing is also skill which needs more motivation to be mastered. It has complicated compositions and processes.

It is clear that students who value and willing to use writing as a valuable activity or means of expression, communication, and elaboration are those who have high motivation when it comes to learning how to write. These

students develop sources for satisfaction, are engaged in the writing process, and are realistically self-assured. As a result, the issue of lacking motivation is not necessarily brought on by an unappealing writing assignment; rather, it is more about how students are helped during the learning process to grow their self-confidence on the page so that they can increase their enthusiasm to write. Supports the above opinion, According to Dornyei, motivation explains why people choose to undertake something, how arduously they will pursue it, and how long they will be willing to continue doing it. Because there are only two basic dimensions to human behavior—direction and size (intensity)—motivation is directly tied to the choice of an activity, the effort put into it, and the persistence with which it is pursued.[1] These justifications suggest that there is a connection between students' writing ability and their motivation to learn.

Based on pre survey by giving questionnaires to 10 students in the second semester of English education in IAIN Metro Lampung academic year 2021/2022 about difficulties in writing on November 22, 2022 there are 7 (70%) students whose writing skills are still low, 2 (20%) students whose writing skill are standard and 1 (10%) students whose writing skills are good. it found that many students still have problems in learning English, especially in writing. Based on the pre survey, several problems were found: some students have low motivation in learning writing, some students have low

[1] Zoltan Dornyei, *Motivational Strategies In The Language Classroom* (Honolulu: Cambrige University Press, 2001)

grammar in writing, some students have low vocabularies in writing, and some students have low ideas in writing.

Based on situation above the writer will conduct a research entitled:

"THE CORRELATION BETWEEN THE STUDENTS' LEARNING MOTIVATION AND WRITING SKILL AT THE SECOND SEMESTER OF ENGLISH DEPARTMENT IN IAIN METRO LAMPUNG"

B. Problem Identification

Based on problem background above, some problems can be identified:

1. Some students have low motivation in learning writing
2. Some students have low grammar in writing
3. Some students have low vocabularies in writing
4. Some students have low ideas in writing

C. Problem Limitation

In this case, the researcher focuses on problem that some students have low motivation in learning writing.

D. Problem Formulation

The problem is presented as follow:

Is there any significant correlation between the students' learning motivation and writing skill at the second semester of English Department in IAIN Metro Lampung?

E. Research Objective and Benefits

1. The objective of the study is:

To find out and know whether is there is any significant correlation between the students' learning motivation and writing skill.

2. The Benefit

a. For the Teacher

Especially teachers who teach English this reseach is expected to add insight and knowladge regarding the relationship between students learning motivation and students' writing skill. Thus providing a reference for teachers to be able to develope effective ways to increase students' morivation and writing skill.

b. For The Students

The researcher hopes that students can enrich their insight about the relationship between students learning motivation and students writing skill.

c. For the Other Researcher

The researcher hopes that this research can be useful for learning more about the relationship between learning motivation and writing skill. This study will also be useful as a previous study for students taking similar fields in their research. Besides that, this research is also expected to be used as a reference for study material for further research.

F. Prior Research

The reseacher knows that this research is not the first study in linguistics field. There are some people who have written about linguistics analysis. In this study, the reseacher takes previous studies from other studies. There are several researchers has cunducted a research that related about this research. First prior research was conducted by Indriyani, entitled "The Correlation Between Students' Motivation and Their Writing Ability at The Second Year 0f SMP It Syahruddiniyah Sungai Pagar" The objectives of the research is to identify students' motivation and students' writing ability at the second year of SMP IT Syahruddiniyah Sungai Pagar. The specific aim of this study is to find out whether or not there is a significant correlation between students' motivation and their writing ability.

The findings of the research are: According to the findings, students' motivation was rated on average at 77.48 (a good level), while their writing competence was rated at 79.52. (good level). The study discovered that there is a correlation between students' motivation and their writing skills: sig. (2-tailed) = 0.029 0.005. The researcher came to the conclusion that Ha was accepted but H0 was denied. Additionally, the researcher discovered that the correlation coefficient (r), which measures a relationship between two variables, was -0.188, indicating that there was none. According to the

research's findings, there was no conclusive link between second-year SMPIT Syahruddiniyah Sungai Pagar students' motivation and their writing skills.[2]

The second prior research was conducted by Wardani, entitled "Correlation Between Students' Learning Motivation and Writing Learning Strategies of English Department at IAIN Palangka Raya". The purpose of the study is to evaluate the relationship between IAIN Palangka Raya's English department's writing instruction methodologies and student motivation. The study's methodology was a quantitative way to identify the study's problem, and its design was a correlation design. In order to link two variables in this study—learning motivation (variable X) and writing learning strategy—the author employed a correlation design (variable Y).

All fifth semester English Department students at IAIN Palangka Raya for the academic year 2016–2017 served as the study's subject. The author employed a questionnaire about learning motivation and writing learning tactics to gather data. In order to test the hypothesis, the writer used SPSS 18 and Pearson's product Moment Correlation to evaluate the data. The study's conclusions are as follows: It has been demonstrated that there is a bad association between students' motivation and the English Department at IAIN Palangka Raya's writing learning methodologies. It suggests the relationship is still poor, but at a lower level.[3]

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[2] *Alnur Hijjah Rizka Indriyani, "The Correlation Between Students' Motivation And Their Writing Ability At The Second Year Of Smp It Syahruddiniyah Sungai Pagar" (Pekanbaru, UIN SUSKA RIAU, 2021).*

[3] *Anisa Wardani, "Correlation Between Students' Learning Motivation and Writing Learning Strategies of English Department at IAIN Palangka Raya" (Palangka Raya, IAIN Palangka Raya, 2016)*

The third prior research was conducted by Desralita, entitled "The Correlation Between Students' Motivation and Their Writing Ability at State Senior Hihg School 1 Kampar ". The goal of this study was to determine how motivated and skilled writers of descriptive texts were in the tenth grade at State Senior High School 1 Kampar. This study examines correlations. The population of this study was made up of nine classes of tenth graders. 300 pupils made up the entire study's sample. The researcher employed a straightforward random sampling procedure to take the sample because the population was too huge. As a sample for this study, the researcher used 90 students.

The researcher employed a questionnaire to assess the students' motivation, and a writing test to evaluate their writing skills. The SPSS version 20.0 Pearson Product Moment algorithm was used by the researcher to examine the data based on the research findings, it could be concluded that there was a significant correlation between students' motivation and their writing ability at nenth grade of State Senior High School 1 Kampar.[4]

Based on prior research, many studies have been conducted on the relationship between motivation and writing. For that researcher try to research learning motivation and writing skill. The distinguishes this research from prior research is in terms of study location which have different

[4] Rizka Desralita, "*The Correlation Between Students' Motivation And Their Writing Ability At State Senior Hihg School 1 Kampar* " (Riau, Universitas Islam Negeri Sultan Syarif Kasim Riau, 2019)

characteristics, levels of urgency and the use “Writing Skill” on the dependent variable.

CHAPTER II

THEORETICAL REVIEW

A. The Concept of Writing Skill

1. The Definition of Writing Skill

Depending on Siahaan, "Writing is a psychological process that language users engage in to convey information through written text".[1] It means that writing is an activity that uses physical laws and human intellect to convey information through written language. Meanwhile, Sanggam stated in a different book that "delivering information to a reader or audience is a writer expertise. The capacity to properly use the rules of the language one is writing in order to convey the information one has in one's mind to readers is another indicator of a writer's proficiency. Writing, then, is the capacity to communicate ideas and knowledge to readers through written language. A skilled writer should also employ systematic language that adheres to grammatical rules and simple language that is simple enough for readers to understand in order to convey information through wtitten language.

Students express opinion about the curriculum through writing. It implies that writing serves as a tool for instuction and for expressing students' general understanding of the world.[2] Therefore, it ought to be

[1] Sanggam Siahaan, *Issue in Linguistic*, (Yogyakarta : Graha Ilmu, 2008), 215; Idem, *The English paragraph*, (Yogyakarta: Graha ilmu, 2008), 2

[2] Karen Kuelthau Allan, et al, *Learning to Write With Purpose, (* New York: The Guilford Press, 2009), 47

recognized that the concepts that are communicated in writing are grounded in knowledge or are the outcome of gathering data from the social environment. In terms of precision and speed when doing specific jobs, skill is utilized to lead to a performance level (skilled performance). Psychological studies that take into account a combination of physical psychomotor and cognitive abilities have long focused on the topic of skilled performance.[3] Therefore, competence is the result of abilities that entail the physical and mental use of knowledge to carry out tasks and solve issues.

In relation to writing ability, it may be deduced that writing ability refers to the capacity to apply concepts, knowledge, and information in written language. Making a paragraph or text is the job that is typically assigned by teachers to assess their students' writing abilities. Students must be cable use their knowledge of grammar, vocabulary, and background material to complete this exercise.

2. Proccess of Writing

In keeping with what the researcher said during the last session, when a writer tries to put his thought into writing, writing that reveals a cognitive process.

The three stages of the writing process—planning, text production, and review—concern the cognitive process of writing.[4] First, planning refers to the preparation that comes before writing and refers to considering goals

[3] Jonathan Winterton, et. al, *Typology of knowledge, skills and competences*, (Luxembourg: Office for Official Publications of the European Communities, 2006), 7

[4] Karen Kuelthau, *Learning to Write*, 21

and ideas. Second, when you produce writing, you create language that uses organized words to form logical sentences and paragraphs. The process of reviewing, which includes editing, modifying, and analyzing the written product, is the last step.

On the other hand, a considerably more in-depth Donal Graves outlines the five steps of the writing process in Andrew P. Johnson (2008). As follow:

1) Prewriting

   Idea generation is the goal of prewriting. There are many technique for coming up with ideas, including brainstorming, outlining silent thought, speaking with someone else, and writing well. It indicates that in order to know what they want to write about, students must plan or come up with ideas before beginning to write.

2) Drafting

   The writer's initial attempt to convey his written thoughts is called a draft. The draft is actually a disjointed, rambling collection of the author's ideas. Just these first two procedures are required for the majority of writing assignments in the classroom. The students' drafts should only be moved on to the next stage if they are interesting or valuable to them.[5] It implies that the writer begins to use a systematic language when the writer draft the ideas on paper.

[5] *Ibid.* 179

3) Revising

The writing process is thought to revolve around revising. Our writing is changed and modified numerous times during this process. When students revise, they continue to mold and change the blob by adding components, removing portions, and adding new ones. The students are seeking structure and flow here. The pupils rearrange sentences and reread paragraphs.[6]

4) Editing

Editing involves fixing grammatical, spelling, and punctuation problems. A word of warning: Demanding that step 4 be incorporated into steps 1, 2, or 3 will quickly spoil a good writing endeavor or harm a writer. The exchange of ideas and the caliber of writing are hampered if writers are concerned with editing or mechanics during the prewriting, drafting, and revision processes. Worrying about writing mechanics will take up valuable mental space that would otherwise be used for coming up with and linking ideas.[7]

5) Publishing and sharing

This is the last step in sharing the writing audience's outcome. At this point, writing takes on a life of its own. Publishing can include compiling class books, writing collections, newspapers from school or class, publication from class or showcasing brief writing samples in the hallway or in the neighborhood. Students' writing exercises are

[6] *Ibid.*, 179
[7] *Ibid.*, 180

enhanced when they read their work aloud in little groups, to a classmate, or in front of a larger audience.[8]

3. Compositions of Writing

Furthermore, according to Brown, the compositional nature of writing has led to writing pedagogy that focuses students on how to generate ideas, organize them coherently, use discourse markers and rhetorical conventions to put them cohesively into a written text, revise text for clearer meaning, edit text for appopriate grammar, and produce final product.[9]

Much focus was given to "model" compositions that students would imitate, as well as how well a student's final piece compared to a set of standards which comprised:

1) Content
2) Organization
3) Vocabulary
4) Grammar/Language Use
5) Mechanical considerations (spelling and punctuation)[10]

In light of the aforementioned statement, it is crucial to keep in mind that the writing process plays a significant role in determining the final product. Additionally, the final writing result must adhere to a number of

[8] *Ibid.*, 180

[9] H. Douglas Brown, *Teaching by Principles an interactive Approach to Language Pedagogy*, (The United States of New York: Longman, 2001), 2nd Edition, 335

[10] *Ibid.* 335

evaluation standards for writing compositions, including content, organization, vocabulary, grammar, and mechanical consideration.

4. Kinds of Writing

Writing can be divided into three categories: academic writing, personal writing, and creative writing. educational writing is the type of writing utilized in high school and college courses, according to Alice Oshima. Writing for academic purposes differs from writing for personal or creative purposes. [11] It should be noted that the type of writing that is creative such as stories, poetries etc. Then, personal writing includes things like letters or e-mails. Beside that, academic writing is formal, but craetive writing and personal writing are informal.

Concentrating on academic writing, the following writing styles are typically employed in high school and collage courses:

a. Description

Sense-related descriptive writing that describes how something appears, feels, smells, tastes, and/or sounds. A word picture serves as a nice description. A excellent description should be able to let the reader visualize the object, place, or person in his or her mind after reading our text.[12]It indicates that the primary goal of a description is to fully convey the characteristics of an object to the reader so they can

[11] Alice Oshima & Ann Haque, *Introduction to Academic Writing*, (The United State of America: Longman, 2007), 3th Edition, 3

[12]*Ibid.*, p. 61

visualize it in their minds using the writer's detailed descriptions in his writing.

b. Narration

When recounting or describing historical events, one must adhere to a time line or chronological order. It can be inferred that narration alludes to a past story in writing because it aims to accurately and chronologically convey historical events.

c. Exposition

Expository writing often refers to facts, concepts or views. It gives explanations, analyses, definition, comparisons, and examples. It provides an answer to queries like what? Why? How? What caused this? The result? In what way? Againts way? It is a particular type of paragraph that we write for reports, term papers, and exams.[13]

In an explanatory type, the writer only tries to demonstrate the reality of an object in order to persuade readers to accept or reject a claim made about the object. This means that expositions and expository writing simply present the facts about a subject without attempting to persuade the reader to share the author's point of view.

d. Argumentation

While in argumentation type, the purpose is to convince the readers to follow a specific line of action in light of the fresh information

[13] Thomas S. Kane, *Essential Guide to Writing*, (New York: Oxford University Press, 2000), 89

given to them, rather of just convincing them to believe or disbelieve anything the veracity of an item's facts.[14]

The purpose of an argumentative writing is to persuade the reader that your point of view is correct by stating whether you agree or disagree with a particular issue. It implies that argumentation is employed to present a case, support or refute a claim, or both.

e. Report

The objective of a report, according to Kennedy, is to "provide general information about a whole class of things".[15]Therefore, the goal of the report contet is to provide broad information about the object. Its goal is not to explain a process, an argument, or a story.

In essence, those are some of the forms of academic writing that students must learn. The ability to write certain sorts of texts based on their social functions, universal structures, and linguistic aspects should be possessed by the pupils. However, the focus of this study will be on producing descriptive writing.

5. Descriptive Text

According to Oshima and Haque, By appealing to the senses, descriptive writing describes how something appears, feels, smells, tastes, and/or sounds. A excellent description paints a picture in the reader's mind

[14] Sanggam Siahaan, *Issue in Linguistics*, 217

[15] Graeme Kennedy, *Structure and Meaning in English,* (New York: Pearson Longman, 2003), 334

so that they can visualize the thing, place, or person being described.[16] It means that descriptive language is intended to describe the physical characteristics and character traits of the subject (person, thing, or location) in order to help the reader form an impression of the subject based on the text's description. The writer can examine the thing's appearance or search for the object's factual information to identify all of the characters in the object.

1) Generic Structure of Descriptive Text

Every text undoubtedly has a structure. It is described as a network of meaning connections that connect the phrases to one another, give the text direction, and keep it cohesive.[17] To write a document with good coherence or meaning relationships, structure serves as a guide. According to Wardhani et al., there are two general forms for descriptive text:

a. Identification

The purpose of identification is to introduce the topic or object that will be described.

[16] Allice Oshima, and A. Haque,.*Introduction to Academic Writing* (The United State of America: Longman, 2007), 61

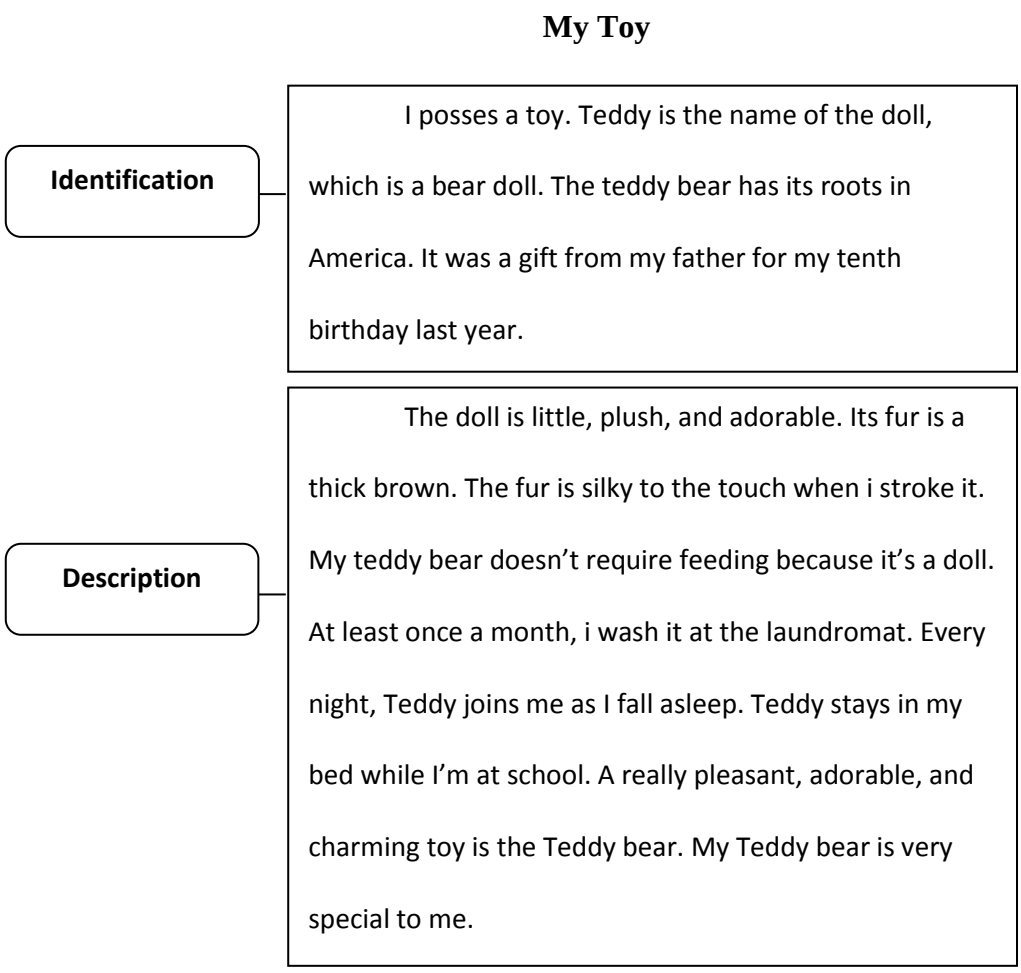
[17]Graeme Kennedy, *Structure and Meaning in English*, (New York: Pearson Longman, 2003), 321

b. Description

A description is a brief statement describing the subject's who or what.[18]

To support the elaboration above, the example's description text's structure is provided below:

Figure 2.1
The Structure of Descriptive Text



(Source: Adapted From Imelda Wardani et al.)

[18] Imelda Wardani,et al, *Improving The Ability In Writing Descriptive Text Through Guided-Questions Technique*, Vol. 2 No. 1 2014 – ISSN 2331-1841(English Language Teaching Society (ELTS): University Tadulako, 2014), 3

2) Language Features of Descriptive Text

Descriptive text has a number of linguistic characteristics, which can be categorized as follows:

a. Draw attention to particular participants as the major characters.
b. Make the present tense the dominating verb form.
c. Use linking verbs or relational processes frequently (is, are, has, have, belongs to) to categorize and characterize a participant's look or traits, as well as their body parts or functions.
d. Use action verbs or behavioral and material processes to describe extra actions and behaviors taken by the participants in the narrative.
e. When describing feelings, use a mental verb or mental process.
f. To give a more thorough description of the subject, add information to verbs (activities) and nouns (participant) using adjectives and adverbs.
g. Adverbial phrases can be used to provide details regarding manner, location, or time, and they are occasionally realized in embedded clauses that serve as conditions.[19]

6. Teaching Writing

Despite tha fact that writing and speaking English are useful skills, they do not share the same characteristics when being taught. Writing is

[19]Eko Noprianto, Student's *Descriptive Text Writing in SFL Perspectives*, Vol. 2(1), e-ISSN: 2527-8746; p-ISSN: 2527-6492 (*IJELTAL (Indonesian Journal of English Language Teaching and Applied Linguistics,* 2017),67

generally considered to be more formal. It calls for greater precision, with a focus on proper spelling and punctuation.[20] They differ in their compositions and methods of instruction. Speaking compositions that are taught by teachers provide a greater emphasis on pronunciation, accuracy, and fluency. Conversations, monologues, role plays, speeches, and other exercises are frequently used. Grammar, punctuation, and paragraph structure are taught together with writing compositions in writing instruction. Then, the method that is used in instruction, such as writing a lengthy paragraph or essay.

Writing tests are given in English language classes for a variety of purposes, such as diagnostic, proficiency, placement, accomplishment, and performance goals. The test construction is varied for each use. In light of this, there are two different types of assessment that can be utilized to rate students' writing. Process evaluation and product evaluation both exist. As a result, a teacher will say that effort put into the process is just as important as the final output in terms of assessment.

Process assessment is a sort of continuing evaluatin that is used to follow or monitor students's writing progress. In this type of evaluation, the compostions's score is not calculated. The objective of the process evaluation is to examine the students' writing style, decision-making process, and writing techniques. As a result, the purpose of process evaluation is to provide information regarding the students' performance,

[20] David Riddel, *Teaching English as a Foreign Language*, (London: Hodder Education, 2010), 15

including how far they have come in their writing and whether or not a change in their instructional approach is necessary.

According to Brown, the goal of product assessment is to evaluate the students' final composition.[21] whereas Hyland claims that by using a few scoring techniques, written work can be evaluated. Three different rating scale types are typically used to grade writing. They are trait-based, analytical, and holistic grading systems.

According to Hyland, the foundation of a holistic scale is a single, complete writing behavior score. One of the score categories in an analytic scoring rubric could be a holistic judgment.[22] This method has the drawback that it is impossible to avoid having the criteria for the overall assessment and additional evaluation aspects overlap. When determining a grade is one of the evaluation's goals, this overlap needs to be handled with cauiton considered and managed. Since holistic grading is based on the impressions made by the markers, it would seem to be more subjective. It is definitely preferable in situations when assessing candidates' written communication skills is the main focus. The assessor must decide whether the overlap gives some criteria a more weight than they should have in the first place. In other words, the evaluator must take care to avoid unintentionally severely punishing the student for a specific error.

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[21] H. Douglas Brown, *Teaching by Principles an interactive Approach to Language Pedagogy*, (The United States of New York: Longman, 2001), 2nd Edition, 335

[22] *Ibid.* 227

Similar to the checklist, an analytical scoring rubric enables a distinct assessment of each of these elements. Each criterion receives a numerical value and a score on a unique descriptive scale. In order to make the testing more objective, analytical marking systems are developed, as they push examiners to be more transparent about their impressions. It makes advantage of the measurement items' criteria. Relevance and appropriateness of the material, compositional organization, coherence, appropriateness of the language for the sake of grammar, spelling, and punctuation, mechanical precision is required are the items that are measured.

Quality-based scoring, as opposed to analytical and holistic scoring, examines if each article displays the precise quality or characteristic you want them to convey in their writing. Instruments with a trait-based approach are intended to properly describe the task's specific topic and genre characteristics. The benefit of this method is that it concentrates on the parts of teaching that best match the learning goals being addressed at the time the writing assignment is provided. One of the writing rubrics is stated by J.B Heaton that is illustrated in the following table:[23]

Table 2.1 Rating Scales of Writing Assessment

Content		
30-27	Excellent to very good	Knowldgeable, substantive-etc
26-22	Good to average	Some knowledge of subject – adequate range –

[23] J.B Heaton, *Writing English Language Text* (New York, Longman, 1990)p. 146

		etc.
21-17	Fair to poor	Limited knowledge of subject – little substance – etc.
16-13	Very poor	Does not show knowledge of subject – non-substantive – etc.
Organization		
20-18	Excellent to very good	Fluent expression – ideas clearly stated – etc.
17-14	Good to average	Somewhat choppy – loosely organized but main ideas stand out – etc.
13-10	Fair to poor	Non-fluent – ideas confused or disconnected – etc.
9-7	Very poor	Does not communicate – no organization – etc.
Vocabulary		
20-18	Excellent to very good	Sophisticated range – effective word/ idiom choice and usage – etc.
17-14	Good to average	Adequate range – occasional errors of word/idiom form, choice, usage but meaning not obscured.
13-10	Fair to poor	Limited range – frequent errors of word/ idiom form, choice, usage – etc.
9-7	Very poor	Essentially translation – little knowledge of English vocabulary.
Language use		
25-22	Excellent to very good	Effective complex constructions – etc.
21-19	Good to average	Effective but simple constructions – etc.
17-11	Fair to poor	Major problems in simple/ complex constructions – etc.
10-5	Very poor	Virtually no mastery of sentence construction rules – etc.

Mechanics		
5	Excellent to very good	Demonstrates mastery of conventions – etc.
4	Good to average	Occasional errors of spelling, punctuat
3	Fair to poor	Frequent errors of spelling, punctuation, capitalization – etc.
2	Very poor	No mastery of conventions – dominated by errors of spelling, punctuation, capitalization, paragraphing – etc.

(Source: Adapted from J.B Heaton)

B. The Concept of Motivatiom

1. Definition

According to Shunck, "motivation is defined as the process of initiating and mantaining goal-directed activities".[24] He continues, "Motivated behaviors include task selection, effort, perseverance, and achievement." Motivating pupils to work harder so they can achieve their learning objectives can be effective in the educational setting. However, if they lack motivation, students will be unwilling to study because neither internal nor external forces are working to motivate them. Motivated students will learn more successfully because they strive to meet their learning objectives. Regarding the aforementioned claim, Arends states

[24] Dale H. Shcunk, *Learning Theories an Educational Perspective. Sixth Edition* (Boston: Pearson Education, 2012)

that "processes that excite our behavior or compel us to act are typically defined as motivation.[25]

2. The Importance of Motivation

It is obvious that the learning process depends heavily on motivation. In order to study more effectively, students need to have a few things. Harmer says that "a range of variables can foster a desire to learn" in this regard. As a result, a teacher's role is to inspire students and improve their motivation to succeed. According to Harmer, one of the teacher's primary objectives should be to assist pupils in maintaining their motivation.[26] This, according to Dornyei, is due to the well-known tenet that "individuals with the most exceptional ability cannot attain long-term goals without appropriate drive. In a similar vein, effective instruction and adequate curricula alone cannot guarantee students' success.

3. Types of Motivation

Intrinsic and extrinsic motivation were the two categories that Shunck used to categorize motivation.

a. Intrinsic Motivation

This, according to Dornyei, is due to the well-known tenet that "individuals with the most exceptional ability cannot attain long-term

[25] Richard I and Arends, *Learning to Teach. Seventh Edition* (New York: McGraw Hill, 2007)

[26] J. Harmer, *The Practice of English Language Teaching (3rd Ed)* (London: Longman ELT, 2001)

goals without appropriate drive. In a similar vein, effective instruction and adequate curricula alone cannot guarantee students' success.[27]. In the other definitions from Dev that were given in Shia, he defined intrinsic motivation as the following: (a) the want to engage in activity for one's own sake; (b) the desire to know more about something; and (c) the desire to contribute. Students who are motivated inside will set objectives. When someone is motivated internally, they are motivated to act on their own desires. We are the source of this motivation. Because they are driven to accomplish everything internally, kids who are intrinsically motivated will work hard in class and enjoy the teaching and learning process.

They engage in tasks as a result of their own desires and internal incentives rather than relying on rewards from others. Intrinsic motivation plays a critical impact in the outcome of pupils' language acquisition, according to Harmer in Istianti. Many kids enter the classroom with little external motivation.[28] They might think that there is no interest in language instruction in the classroom. Therefore, in order to preserve students' learning, it is the responsibility of the instructor to foster intrinsic motivation in the classroom. Students benefit more from intrinsic drive since they learn more readily and enthusiastically when they possess it. Due to their own motivation, students who are intrinsically motivated will also be more quickly and easily able to accomplish their goals.

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[27]Zoltan Dornyei, *Motivational Strategies in The Language Classroom* (Honolulu: Cambrige University Press, 2001)

[28] Nerfi Istianti, *The Correlation Between Students' Motivation in Learning Speaking and Their Speaking Ability* (Jakarta: Universitas Syarif Hidayatullah, 2013)

b. Extrinsic Motivation

Extrinsic motivation, according to Harmer, is "induced by any number of external circumstances, foer the example, the requirement to pass the test, the expectation of financial reward, or the potential for future travel." In response to the aforementioned claims, Ur asserts that "what is known as extrinsic motivation is influenced by the effect of some form of external incentive, as distinct from the urge to learn for its own sake or enjoyment in tasks."[29] The researcher draws the conclusion that extrinsic motivation refers to external variables that influence someone's desire to perform in order to obtain something.

Extrinsic motivation, as defined ny Marsh cited in Marinda Yulis, is “experienced by students when they gain a reward, escape punishment, or in some other way unrelated to the task win acceptance for certain behavior.” Extrinsic motivation is said to be influenced by variables outside of pupils based on the aforementioned assertion. It may come from parents, friends, teachers, the environment, etc.

Actually, the following are some ways that factor may affect students' extrinsic motivation during the teaching and learning process:

1) Teacher

A teacher, sometimes known as a school teacher, is a person who imparts knowledge to learners. A teacher is a person who plays a crucial part in the socialization of pupils and the development of their

[29]Penny Ur, *A Course In Language Teaching Practice And Theory* (Cambrigde: Cambridge University Press, 1996)

motivation through teaching and learning activities. A teacher is someone who not only imparts knowledge to pupils, but also serves as a motivator by constantly encouraging and assisting them in their teaching and learning. The responsibility of the teacher is the success of the teaching and learning process. Therefore, it is the responsibility of the teacher to inspire pupils to work hard in their studies. The teacher imposes strict requirements, tests, and competitions, along with rewards and consequences for success and failure.

2) Parent

Parents are supposed to inspire their kids to set and attain high standards for academic performance. According to Jeremy Harmer, "if the parents are strongly opposed to the language's culture, this will undoubtedly have a detrimental impact on his or her drive." This may have the reverse impact if they are strongly in favor of the language. According to this claim, parents play a significant influence in inspiring their kids. They ought to be required to help their kids develop motivation.

3) Environment

When teaching and learning activities are carried out in a decent, clean, and healthy setting, both teachers and students will be more satisfied than when same activities are carried out in a poor environment. Students' motivation is also influenced by their environment. If the classroom atmosphere is cozy, the students will be more engaging.

4. Motivation in Learning

Learning and motivation are interconnected. The motivation of students can affect what and how they study. "Learning and motivation are closely related," claims Shunck.[30] Additionally, an effective teaching and learning process depends greatly on motivation. Students who are more motivated than those listed in Istianti will have a better chance of achieving their learning objectives. The three phases of Schunk's motivated learning paradigm are pre-task, during task, and post-test. This is a practical way to consider how motivation changes as learning progresses.

The first pre-task refers to the phase in which students begin activities with a variety of objectives, such as learning the content, doing well, coming in first, and so forth. Not all students participate in the task with academic objectives. Additionally, there are differences among pupils in the effects of learning. They could be feeling joyful, fearful, or nothing at all.

The second is task-related, instructional, environmental, and personal variables that appear throughout learning and have an impact on motivation. A few examples of instructional variables are teachers, feedback types, resources, and tools. Social and environmental resources are examples of contextual variables. Social comparisons of these pupils' abilities with their peers are directly related to motivation. Following that,

[30] Dale H. Shcunk, *Learning Theories an Educational Perspective. Sixth Edition* (Boston: Pearson Education, 2012)

personal variables include learning-related factors like knowledge creation and skill acquisition, self-regulation factors, and motivational indicators like activity choice, effort, and persistence.

The third session, known as post-task, includes both the time after the assignment has been finished and a moment for pupils to reflect on their own work. Students need to be motivated, so it's crucial to use the same variables with more attributions.

The learning motivation assessment tool is built on Uno's indicators, which include: (1) a drive to succeed; (2) a support system for learning; (3) the presence of future dreams and aspirations; (4) a love of learning; (5) the presence of engaging learning activities; and (6) the presence of an environment that encourages effective learning. The indications were turned into 20 assertions.

The answer that can be offered is to employ a tool that lecturers can use to gauge student learning motivation, according to the result of the literature research and the author's reasoned argument. The learning motivation instrument utilized in this study is a questionnaire-based learning motivation tool. According to Sugiyono, a questionnaire is a method of gathering data that involves asking respondents a series of questions.[31]Based on this opinion, the rubric for scoring student learning motivation is as follow.

[31] Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D (*Bandung: Alfabeta, 2017)

Table 2.2 Rubric Scoring Questionnaire Learning Motivation.

No	Answer Choices	Score
1.	Strongly disagree	1
2.	Disagree	2
3.	Rarely agree	3
4.	Agree	4
5.	Strongly agree	5

5. The Characteristic of Motivated Students

Penny Ur identifies the following traits of motivated students:

a. The student has a positive task orientation; he or she is willing to try new things and is sure of their ability to achieve.
b. Ego-Involvement; the student believes the assignment is crucial to learning success.
c. Great aspiration; the learner is ambitious, pursues challenging challenges, demonstrates superior ability, and receives top marks.
d. Need for achievement; the learner has a need to achieve, to conquer hurdles, and to be successful in what they set out to do.
e. Goal orientation; the student concentrates all of his or her efforts on reaching the objective of learning or of particular educational activities.
f. Perseverance: The student repeatedly puts forth a lot of effort in their studies and is not deterred by failures or what appears to be a failure to progress.

g. Tolerance of ambiguity: The learner is not upset and agitated by circumstances involving a momentary failure to understanding or uncertainty; he or she is able to calmly live with these in the knowledge that comprehension will eventually arrive.

C. The Correlation Between Students' Learning Motivation and their Writing Skill

One of the most important elements in the success of language acquisition is motivation. Harmer agrees, stating that "an internal force known as motivation drives people to take action in order to accomplish goals."[32] The positive energy or attitude that comes from both inside and outside of students might alter them to be better than they were before in writing activities, which is another way to describe the students' learning motivation in this study. Writing, according to Aryanika, is primarily about making things right. In other words, writing is a type of communication where the writer uses language to convey their thoughts, feelings, and ideas in writing. This indicates that the students' inner urge to write is a force both internal and external of the students.

Brown asserts that your level of motivation determines the goals you will pursue and the amount of effort you will put into achieving them.[33] The positive energy or attitude that comes from both inside and outside of students might alter them to be better than they were before in writing

[32] J. Harmer, *The Practice of English Language Teaching (3rd Ed)* (London: Longman ELT, 2001)

[33] H. Douglas. Brown, *Priciples Of Language Learning and Teaching*. Fifth Edition (USA: Pearson Education, Inc, 2007)

activities, which is another way to describe the students' learning motivation in this study. Writing, according to Aryanika, is primarily about making things right. In other words, writing is a type of communication where the writer uses language to convey their thoughts, feelings, and ideas in writing. This indicates that the students' inner urge to write is a force both inside and outside of the students.

According to Brown, motivation is the degree to which you decide which goals to pursue and how much work you will put into them.[34] As a result, motivation in learning takes the form of an encouragement or push that comes from both inside and outside of pupils, and it has the power to improve students' writing abilities. Students that lack motivation, on the other hand, typically lack the desire to participate in the teaching and learning process and accomplish poorly. Therefore, a student's writing skills will be improved the more motivated they are to write. On the contrary, the lower the students' writing motivation, the worse the students' writing ability**.** To strenghthen this idea, Rumidani said that motivation to learn to write is a person's encouragement to learn to write in order to improve their writing skill.[35]

[34] Dimyati and Mudjiono, *Belajar dan Pembelajaran* (Malang: Malang university, 1994)

[35] Rumidai. et al.,"Implementasi Pembelajaran Tematik Berbasis Lingkungan Untuk Meningkatkan Motivasi dan Hasi Belajar Calistung Sekolah Dasar," *Program Studi Pendidikan Dasar:* Program Pascasarjana Universitas Ganesha Singaraja. Vol 4.

D. Theoretical Framework and Paradigm

1. Theoretical Framework

In obviously, there are variables in all research. Variable are a broad category of things that the reseacher is interested in, including things like occurences, situations, qualities, and attributes. The reseacher chooses two variables for this research.[36] They are independent variable (X) and dependent variable (Y). Independent variable (X) is Students Learning Motivation and dependent variable (Y) is students' writing skill. According to Vanderstoep and Johnston, "the independent variable is the variable that the reseacher systematically controls to ascertain its effect. Reseacher can be confident that any change in the dependent variable-the outcome they are measuring -is genuinely caused by the effect of the independent variable by repeatedly adjusting the independent variable while holding all other variable constant."[37] Its mean that an independent variable is a controlling factor that affects the dependent variable in research.

Writing is actually one of the four fundamental abilities that students should be able to master. Many students believe that learning hoe to write is a difficult talent because the complicated compositions, rules, and processes. Students are required to be able to explain their ideas in writing in a methodical manner. Additionally, the pupils' motivation will help

[36] Mark Balvanes And Peter Caputi, *Introduction Quantitative Research Methods*, (New Delhi: Sage Publications, 2001.), p. 46

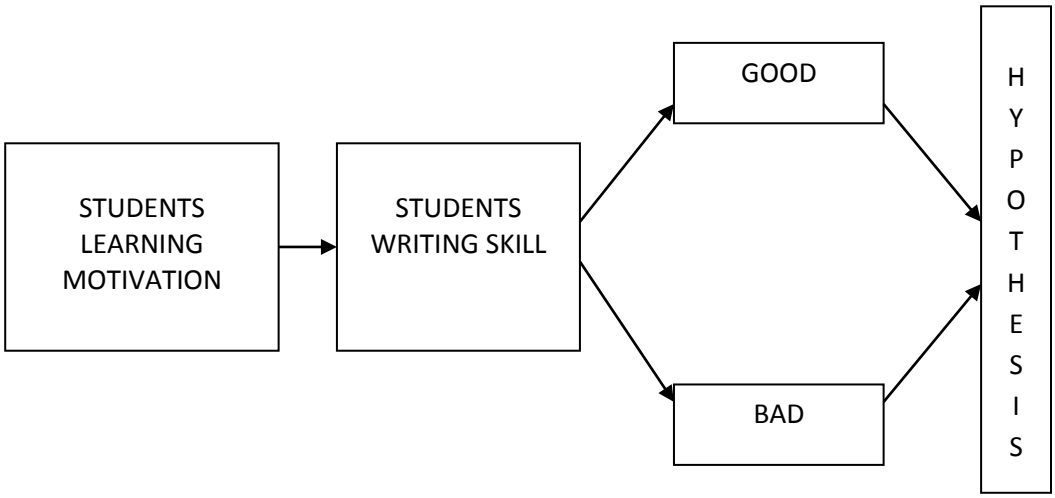
[37] Scott W. Vanderstoep and Deirdre D. Johnston, *Research Methods for Everyday Life*, (San Francisco: Jossey-Bass, 2009), p. 35

them find solutions to their challenges. Strongly motivated students will tke an active role in writing. With the teacher's help, they will self-correct to the learning environment. The students will at least be interested in writing. It is reasonable to infer that the student's desire to write and writing skills are related. As a result, students writing skill improve as their motivation to learn increas. On the other hand, a student's writing skill tend to deteriorate the less motivated they are to learn.

2. Paradigm

According to the reseacher's description of the paradigm based on the theoritical framework above:

Figure 2.2
The Paradigm of the Research



depending on the figure above, it can be elaborated that the higher the students' learning motivation and the students' writing skill is good. It means there is a significant relationship between students' learning

motivation and students' writing skill. In other word, the higher the students' learning motivation, the higher their writing skills are improved.

E. Hypothesis Formulation

A hypothesis ia a short-term solution to a research problem that it still founded on related ideas and not just on empirical facts that has been gathered through data collection. It denotes a hypothesis or explanation (theory) that has been tentatively accepted and to offer direction for further research. A hypothesis must be capable of being refuted in oerder to be proven true or oncorrect. It is said to be verified or corroborated if the facts continued to make it unchallengeable. The following is the formulation of the research's hypothesis, which is based on the theoritical framework and paradigm mentioned above:

H_a : There is significant correlation of Students' Learning Motivation between students' writing skill at the second semester of English Department in IAIN Metro.

H_o : There is no significant correlation of Students' Learning Motivation between students' writing skill at the second semester of English Department in IAIN Metro.

1. Statistical Hypothesis

The statistical hypothesis to examine the formulated hypothesis above can be stated as follows:

a. If χ^2observed > χ^2table, So Ha is accepted and Ho is rejected.

b. If χ^2observed < χ^2table, So Ha is rejected and Ho is accepted.

CHAPTER III

RESEARCH METHOD

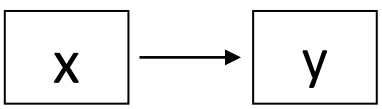
A. Research Design

Data collecting, data analysis, and report writing are all part of a research process called a research design. Because there was a certain component or stage that the research had to take during the research process, it follows that research design was crucial to the process.

In this research, the researcher used quantitative research to investigate whether there is positive and significant correlation of the students learning motivation toward students' writing skill at the second semester of English Department in IAIN Metro.

Actually, this research conducts ex post facto research in a form co-relational design. According to Cohen, the goal of co-relation (or casual) investigation is to pinpoint the causes of an existing condition. As its name implies, it entails gathering two sets of data, one of which will be retrospective, with the goal of establishing their link.[1] The design can be illustrated as follows:

Figure 3.1
Research Design



[1]Cohen, L., et.al., Research Methods in Education,(USA: Routledge, 2007), 266

X = Independent variable (The Students Learning Motivation)

Y = Dependent variable (The Students' Writing Skill)

Firstly, the researcher collected the data of the second semester students' writing skill at the English Department in IAIN Metro academic year 2021/2022 through writing test at the first meeting. Secondly, the researcher administered the questionnaire about the Students Learning Motivation at the second meeting. Finally, the researcher correlated the data of the Students Learning Motivation questionnaire as independent variable and students' writing skill as dependent variable to examine whether there is positive and significant correlation of students learning motivation toward students' writing skill at the second semester of English Department in IAIN Metro.

B. The Operational Definition of Variables

1. Independent variable

Those variable that (presumably) cause, influence, or affect outcomes are known as independet variable. Also known as treatment variables, altered variables, antecedent variable, or predictore variables.[2] The independent variable (X) in this research is the frequency and the appropriateness in Students Learning Motivation by the students at the second semester of English Department in IAIN Metro academic year 2021/2022.

[2]John W. Creswell, *Research Design Qualitative, Quantitative, and Mixed Method Approaches Third Edition*, (The United States of America: Sage Publications, 2009), 50

2. Dependent Variable

Dependent variable is the outcomes or result of the influence of the independent variables. Dependent variable (Y) of this research is the students' writing skill. Writing is the skill to deliver information through written language. Especially for the second semester students of English Department in IAIN Metro academic year 2021/2022, they must be proficient in academic writing, including how to create a text, essay, or project report. This study's focus on writing is on descriptive writing. A descriptive text serves to describe the characteristics of an object (a person, thing, or place) so that the reader can visualize i in their mind based on the writer's decription of in the text.

C. Population, Sample and Sampling Technique

1. Population

According to Donal Ary, "a population is all individual belonging to any clearly defined class of individuals, events, or objects".[3]in the meanwhile , Jack R. Freankel clarifies that the term "population" refers to every individual in an specific group. It is the intriguing group that the reseacher will generalize from the findings of the investigation,[4] The phrase "population" refers to all individuals who are a part of a designated group, such as a individuals, object, or events.

[3]DonaldAry. *Introductionto Research In Education*,,(USA: Wadsworth CengageLearning.2010), 148

[4]JackFraenkel R. and Norman E. Wallen, *How to Design and Evaluate Research in Education*, (New York: McGraw-Hill, 2009), 7th Edition, 105

The population of this research are all of the students at the second semester of English Department in IAIN Metro academic year 2021/2022 who still study about writing subject with the total 84 students.

2. Sample

A sample is discrate group or section of a population that is observed. Any segment of a population of people from whom data is gathered is referred to as a sampple. For a variety of reasons, it might no to be the same as the sample that was first chosen.[5]

Samples are included in the population's size and makeup, among other things. Reseachers may use samples gathered from community when the population is huge in they are unlikely to learn everything about it, for instance baecause of a lack resources, time and energy. What is learned from that sample, the conclusion would be able to be treated to the populations. Therefore, samples taken from the population must be exactly representative (representing). In this research, the writer took 20 students in class B at the Second semester of English Department in IAIN Metro academic year 2021/2022.

3. Sampling Technique

In this research, cluster random sampling was the technique utilized by the reseacher. As oppossed to employing individuals as the sampling unit, a cluster random sampling is one that is obtained.[6] It is said to be simple because the retrieval of sample members from the population is carried out

[5]Fraenkel, *How to Design,* 105
[6] Ibid,. 105

randomly without regard to the strata in the population. Such a way is done when population members are considered homogeneous. The sampling technique is done with the steps as follow:

a. There were four classes of the third semester, and then gave the symbol in very class with class A (I), class B (II), class C (III), class D (IV)
b. Write down every symbol in a piece of paper
c. Roll up the paper
d. Take one of the papers randomly
e. The chosen paper is symbol (III)
f. So, the sample of the research was class C (III).

D. Data Collecting Method

1. Test

Several methods of data collecting can be used to obtain accurate data, with testing being one of them. Additionally, Anderson and Arsenault came to the conclusion that "instrument" encompasses tests, questionnaires, an observation schedule, and any other tools used to collect data.[7]

Several methods of data collecting can be used to obtain accurate data, with testing being one of them. Additionally, Anderson and Arsenault came to the conclusion that "instrument" encompasses tests,

[7]Gary Anderson and Nancy Arsenault, *Fundamental of Education Research*, (USA:Falmer Press, 2005), 94

questionnaires, an observation schedule, and any other tools used to collect data.

2. Questionnaire

A questionnaire is administered to gain the data of Students Learning Motivation by the students at the second semester English Department in IAIN Metro academic year 2021/2022 class C. The students are required to choose the provided options in the questionnaire.

3. Documentation

Documentation, in the word of Arikunto, ia a method for finding data about things or variables that can be found in the form of notes, transcripts, books, newspaper, magazines, inscriptions, meeting minutes, agendas, etc. This approach was utilized by the researcher to gather information about the history of the institution, the working conditions of the lecturers and other staff members, the number of students, and other aspects of IAIN Metro.

E. Research Instrument

The research instrument in this research will be describe as follows:

1. Instrument blueprint

Research instrument which will be used in this research are:

a. The instrument used to measure the writing skill of a person or group of students is a test. The type if test is students who are given the task of making a text, namely descriptive text with a certain topic. In this

case, the researcher scored the students' writing in accordance with some aspects of writing adapted from J.B Heaton as follows:

Table 3.1 Rating Scales of Writing Assessment

Content		
30-27	Excellent to very good	Knowldgeable, substantive-etc
26-22	Good to average	Some knowledge of subject – adequate range – etc.
21-17	Fair to poor	Limited knowledge of subject – little substance – etc.
16-13	Very poor	Does not show knowledge of subject – non-substantive – etc.
Organization		
20-18	Excellent to very good	Fluent expression – ideas clearly stated – etc.
17-14	Good to average	Somewhat choppy – loosely organized but main ideas stand out – etc.
13-10	Fair to poor	Non-fluent – ideas confused or disconnected – etc.
9-7	Very poor	Does not communicate – no organization – etc.
Vocabulary		
20-18	Excellent to very good	Sophisticated range – effective word/ idiom choice and usage – etc.
17-14	Good to average	Adequate range – occasional errors of word/idiom form, choice, usage but meaning not obscured.
13-10	Fair to poor	Limited range – frequent errors of word/ idiom form, choice, usage – etc.
9-7	Very poor	Essentially translation – little knowledge of English vocabulary.

Language use		
25-22	Excellent to very good	Effective complex constructions – etc.
21-19	Good to average	Effective but simple constructions – etc.
17-11	Fair to poor	Major problems in simple/ complex constructions – etc.
10-5	Very poor	Virtually no mastery of sentence construction rules – etc.
Mechanics		
5	Excellent to very good	Demonstrates mastery of conventions – etc.
4	Good to average	Occasional errors of spelling, punctuat
3	Fair to poor	Frequent errors of spelling, punctuation, capitalization – etc.
2	Very poor	No mastery of conventions – dominated by errors of spelling, punctuation, capitalization, paragraphing – etc.

b. The instrument used to measure students learning motivation is a questionnaire. Questionnaire is given to obtain data on students learning motivation by the students at the second semester of English Department in IAIN Metro academic year 2021/2022. Students are asked to choose the option provided in the questionnaire. The questionnaire is adapted from Clifford, et.al. (2013). It is modified and translated into Indonesian. The items in questionnaire were modified and focused to collect the data about the students' frequency in Learning Motivation Appropriately especially in writing process. It consisted of 20 item statements which were coded into five-point-

Likert scales with rangers from 1 (strongly disagree) to 5 (strongly agree). The specification of the questionnaire can be organized as follows:

Table 3.2 The Guide in the Understanding of the Completed Questionnaire Forms

Variable	Indicator	Item Number
Learning Motivation	1. The desire to succed	1, 3, 5
	2. There is encouragement and need learning	4, 6, 7, 8, 10
	3. There are hopes and aspirations for the future	2, 9
	4. There is appreciation in learnig	11, 12, 13, 14,
	5. There are interesting acyivities in learning	15, 16
	6. The existence of a conducive learning environment	17, 18, 19, 20
	Total	20

Table 3.3 Rubric Scoring Questionnaire Learning Motivation.

No	Answer Choices	Score
6.	Strongly disagree	1
7.	Disagree	2
8.	Rarely agree	3
9.	Agree	4
10.	Strongly agree	5

F. Data Analysis Technique

In order to determine whether there is a significant relationship between students' learning motivation and their writing ability during the second semester of the English Department at IAIN Metro Lampung, the reseacher uses Pearson Product Moment Correlation to analyze the data. Using the program SPSS 22.0, the result of the computation in the Pearson Product Moment Correlation would be discussed in the process of investigating the correlation two variables.

CHAPTER IV

RESEARCH RESULT AND DISCUSSION

A. Research Result

1. Description of Research Location

a. The Brief History of (IAIN) Metro

The only State Institute for Islamic Studies in this city was the State Islamic Institute (IAIN) Metro, which was situated in Metro City, Lampung Province. IAIN Metro has a vision and missions as an Islamic Institute, one of our favorite institutions. Its ambition was to become an innovative Islamic college of education in socio-ecotechno-entrepreneurship based on Islamic values and Indonesian culture.

The mission is then composed in order to carry out the vision, and it is as follows: Applying Islamic ideals in the implementation of education, research, and community service; Through research, learning models, and scientific investigations, a productive and creative academic culture in research management is being developed. increasing academicians' socio-ecotechno-preneurship in the implementation of the three pillars of higher education, Implement a refined and professional information-based institutional management system.[1]

Based on President RI No. 11, 1997's Decree from March 21, 1997, the IAIN Metro was constructed from April 23 to 25, 1997.

[1]Taken from http://metrouniv.ac.id, accessed on May 13, 2020

IAIN's founding could not be separated from the organization's history, which dates back to IAIN Raden Intan Bandar Lampung. with the help of the Lampung Islamic Welfare Foundation's (YKIL) elite and religious personalities. It was agreed upon during the YKIL discussion to complete two facilities, the Faculty of Education and the Faculty of Islamic Law, both of which were located in Tanjung Karang.

According to Indonesian President's Decree No. 27, in order to carry out Al-Jami'ah, YKIL must have at least three faculties. According to Minister of Religious Affairs Decree No. 187/68, which was known as "State Islamic Institute Raden Intan Tanjung Karang," the Lampung society's desire of discovering IAIN Al-Jami'ah was ultimately achieved in Tanjung Karang. IAIN Raden Intan Tanjung Karang became IAIN Raden Intan Bandar Lampung in the year 1993.[2]

Additionally, in response to a need from Metro society, the Education and Islamic Law Faculty was created in Metro City in 1967. Additionally, the location of Institutional Faculties IAIN outside the core Institute shall be renamed to State Islamic College (STAIN), under the handbill of Director General of Bimas Waslam No. E.III/OT.00/AZ/1804/1996. Finally, STAIN was made lawful based on President RI No. 11's decree. That was the STAIN Jurai Siwo Metro's founding tale.

[2]Taken from http://metrouniv.ac.id. accessed on May 15, 2023

2010 was the year that things were getting ready for the status change from STAIN to IAIN. The STAIN Jurai Siwo Metro academic community is now making a number of endeavors to establish itself as a premier institution for the study of Islam, art, and science.

Since 2010, the idea of changing the status of the STAIN Jurai Siwo Metro to the IAIN Jurai Siwo Metro has been floated, and it was anticipated to become a reality in 2012. Deliberation among alumni also became one of the administrative conditions for IAIN's STAIN certification. This has been carried out for a while under the direction of Professor Dr. Syaripudin, M. Ag. by extending an invitation to all past students from all generations to attend the big reunion on July 28, 2010 last.

The creation of faculties—a combination of two majors with nine courses—would also be encouraged by the change in status for IAIN. The switch from STAIN to IAIN took place in 2016. According to Presidential Regulation No. 71, issued August 1, 2016, this status change was outlined. IAIN Metro was established in place of the State Islamic College (STAIN) Jurai Siwo metro.

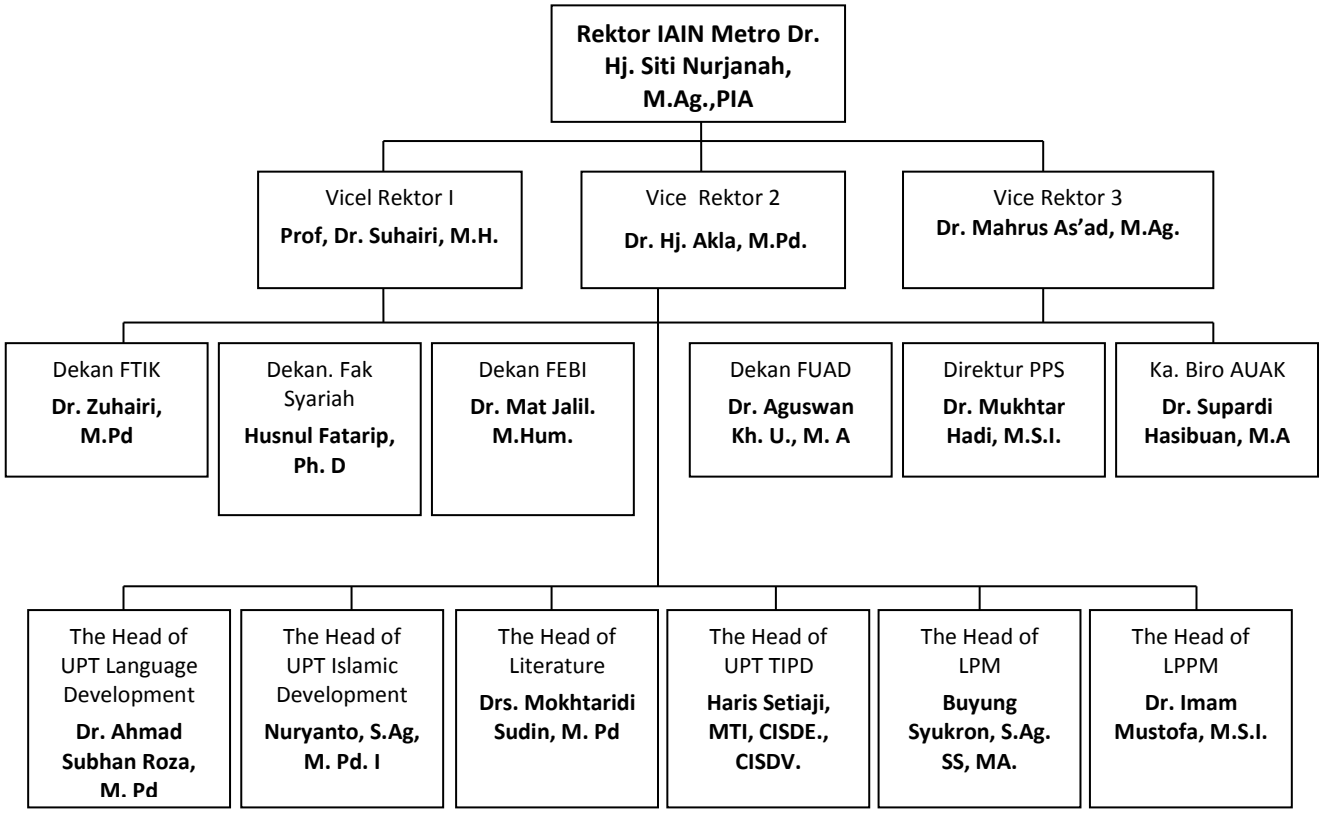
All of each STAIN's assets, employees, rights, and responsibilities are transferred to the IAIN's assets, employees, rights, and obligations in accordance with the amendment. All STAIN college students afterwards enroll in IAIN.

The shift to IAIN world status encourages the creation of new faculties that would emerge in response to the community's educational demands, as well as the development of buildings and infrastructure that are better suited to bringing about IAIN Metro. [3]

b. Organization Structure of IAIN Metro

The organization structure of IAIN Metro in academic year 2022/2023 as follows:

Figure 4.1
The Organization Structure of IAIN Metro



[3]Ibid.

c. The facilities of IAIN Metro

In order to support lectures and students, there are some facilities in State Institute for Islamic Studies of Metro; it can be shown in the table below:

Table 4.1
Facillities in State Institute for Islamic Studies of Metro

No	Facilities	Total of unit	Large (m)
1	Lectures's room	1	556
2	Computer laboratory unit and BMT	1	1000
3	Library unit	1	1000
4	Language laboratory unit	1	180
5	Micro- Teaching laboratory	1	106,8
6	Islamic development unit	1	30
7	Classroom	16	1248
8	Mosque	1	1000
9	Futsal field	1	510
10	Basketrball field	1	-
11	Wall climbing field	1	92
12	Volley field	1	-
13	Tennis field	1	650
14	Auditorium	1	-
15	Students activities unit	1	-
16	Students committee unit	1	-

Source: Documentation of State Institute for Islamic studies of metro

d. The Population Students in IAIN Metro

The total of the students in State Institute for Islamic Studies of Metro is 6437 students.

Table 4.2
Total of the students active in State Institute for Islamic Studies of Metro 2022/2023

No	Departments	Program	Students
1.	Tarbiyah Department	TBI (English Education Program)	462
		PAI (Islamic Education Program)	981
		PBA (Arabic Education Program)	114
		PGMI (Islamic Elementary School Education Program)	450
		TPM (Mathematic Education Program)	227
		TPB (Biology Education Program)	232
		PIAUD (Islamic Childhood Education Program)	155
		TIPS (Social Education Program)	227
2.	Economy Business Faculty	SI Syari'ah banking program (SI PBS)	518
		AKS (Islamic accountant)	329
		Islamic economy program (ESY)	963
		Pilgrimage management (MHU)	125
3.	Syari'ah Department	Islamic law program (AS)	238
		Islamic economy law program (HeSy)	238
		Islamic constitutional law (HTNI)	177
4.	Islamic Announcement and Communication Department	Islamic communication and broadcasting program (KPI)	275
		Language and Arabic literature program (BSA)	57
		Islamic extension guidance (BPI)	95

Source: Documentation of SISMIK in State Institute for Islamic Studies of Metro the date of May,14th 2023.

e. The Condition of Lecturers of TBI

The condition of lectures of TBI in IAIN Metro in academic year 2022/2023 based on the educational background as follows:

Table 4.3
Total of Lecturers Educational Background of TBI in IAIN Metro

No	Educational Bacground	Total
1	S1	-
2	S2	28
3	S3	4
TOTAL		32

Source: Documentation of IAIN Metro academic year 2022/2023 taken from the General Bureau.

f. The Profile of English Education Department

The State Institute for Islamic Studies of Metro created the English Education Department (Tadris Bahasa Inggris/TBI) as one of its Strata I (SI) majors of Tarbiyah and Teacher Training Faculty in 2007. In the past, the SI TBI IAIN Metro was inaugurated in 2002.

The legal and operating license of TBI is based on the Islamic Education General Director's letter of justification, Dj.I/220.C/2007, which was issued in Jakarta on May 28, 2007. TBI was situated in IAIN Metro City's Jl. Ki. Hajar Dewantara 15 A Metro City, as stated in the Implementation License of Department from the General Director.

Making English Education Department highly qualified in English education and understanding of English education and

literature based on faith and ihsan as well as moral and ethical values of community like and state is the English Education Department's (TBI) objective for implementing education. The vision was then expanded in a few missions, namely: developing an English education program that is not only of the highest caliber but also beneficial to Indonesians in order to fulfill the demands of the real world job, both in the educational and non-educational sectors, at both the national and international levels.

In keeping with the aforementioned assertion, TBI consistently works to improve the caliber of the teaching and learning process. In fact, there would be a friendly, open, and dynamic connection between the TBI IAIN Metro stakeholders.

Assessments of TBI children have always been comprehensive and have included three educational components: cognitive, emotional, and psychomotor. In the meantime, the English department works diligently to build a conducive academic environment in order to raise academic standards and foster a friendly, cordial interaction between the many academy components. Thirdly, every student who graduated from the English Education Department of IAIN Metro was anticipated to be a professional in English according to output dimension (alumni).

IAIN Metro creates some jargons to symbolize the college, and one of the jargons was multilingual to draw attention to the significance of English. Here, the term "bilingual" referred to using both English and Arabic in academic settings. This demonstrates that IAIN Metro views English as a crucial language for participating in global communication. By employing this jargon, the college was attempting to familiarize the lecturers, students, and even all of the staff members working there, such as security, cleaning service, servant, and so on, with the two foreign languages. Even if the efforts to integrate English into routine university activities were not entirely successful, numerous programs supporting their realization are still being run today.

"English Intensification Program" was the initial initiative. This was a unique program designed to help all students improve their English language skills, particularly speaking, so that they can enroll in other majors like PAI, PBA, Economics, and so on while still speaking the language fluently. It was therefore made available to both English majors and students with other majors as freshman. For them, enrollment in the program was a requirement for all first-year students, without exception. One of the conditions that students had to meet in order to register for the undergraduate examination known as munaqosyah was the

certificate from this program. In other words, if the student did not receive the certificate, he was not permitted to take the munaqosyah exam.

The inclusion of English in courses in all departments outside of the English department in the college is the second policy that demonstrates the significance of English in IAIN Metro. The classes are titled Bahasa Inggris I and II. Because of this, all pupils were required to attend this lesson. This curriculum, as opposed to the English Intensification program, was noted on the students' transcripts. Since many academic subjects are taught through English-written texts, this program aimed to give the pupils basic English skills. It was anticipated that their insight would be more comprehensive and superior.

The subsequent urgent program mandated the TOEFL test as one of the conditions for munaqosyah. The Language Center also hosted the program, which was open to students at least in their fourth semester. As was well known, the TOEFL was an exam that was taken by millions of people for a variety of reasons, including acquiring a job, continuing their education, passing an exam, and many more. The program was created without cost and the TOEFL test was given once per week on Saturday at IAIN Metro. There were 747 TBI students in all at IAIN Metro.

2. General Description of the Research Data

a. The Data of the Students' Writing Skill

The data of the students' writing skill was collected through administering writing test at the first meeting on May, 09th, 2023. In writing test, the students were required to write a descriptive text about famous person individually based on ten provided topics in worksheet. They had 90 minutes to write at least two paragraphs (300 words). The results of students' writing test can be shown as follows:

Table 4.4
The Results of Students' Writing Test

No.	Initial Name	The Score of Students' Writing Test
1.	ADF	72
2.	AN	82
3.	DD	56
4.	DM	63
5.	DT	63
6.	DW	69
7.	F	68
8.	HZ	68
9.	INP	68
10.	LM	76
11.	MA	89
12.	MDS	72
13.	NS	68
14.	PMS	72
15.	RW	63
16.	RD	61
17.	RIS	88
18.	TRP	61
19.	VAU	56
20.	YAS	56
Total		1371
Average		68,55

The Highest Score	89
The Lowest Score	56

Source: The results of writing test at the second semester students of English Department in IAIN Metro on May 09th, 2023.

Table 4.5
Frequency Distribution of the Students' Writing Test Results

Score	Frequency	Category	Percentage
78-89	3	High	15,00 %
65-77	9	Fair	45,00 %
52-64	8	Low	40,00 %
Total	20		100%

Based on the table frequency distribution above, it can be inferred that 20 students as sample in this research have various skill in writing. There are 3 (15 %) students at the second semester of class C in English Education Department Program of IAIN Metro who get score 78-89 as high category, 9 (45 %) students who get score 65-77 as fair category, and 8 (40 %) who get score 52-64 as low category.

b. The Data of Learning Motivation

Actually, the data related to the frequency Learning Motivation by the students at the second semester of English Department in IAIN Metro. In collecting the data, the researcher administered the questionnaire about the Learning Motivation to the students at the second meeting after writing test on May, 10th, 2023. The students were required to choose the provided options in the questionnaire. They had 20 minutes to answer 20 items. The results of questionnaire of the Learning Motivation can be shown as follows:

Table 4.6
The Results of the Learning Motivation Questionnaire

No.	Initial Name	The Score of Questionnaire
1.	ADF	78
2.	AN	88
3.	DD	59
4.	DM	69
5.	DT	69
6.	DW	74
7.	F	70
8.	HZ	72
9.	INP	72
10.	LM	84
11.	MA	90
12.	MDS	76
13.	NS	69
14.	PMS	75
15.	RW	67
16.	RD	62
17.	RIS	92
18.	TRP	63
19.	VAU	63
20.	YAS	58
Total		1450
Average		72,50
The Highest Score		92
The Lowest Score		58

Source: The results of questionnaire about Learning Motivation at the second semester students of English Department in IAIN Metro on May 10th, 2023.

Table 4.7
Frequency Distribution of the Learning Motivation Questionnaire

Score	Frequency	Category	Percentage
82-94	4	High	20,00 %
69-81	10	Fair	50,00 %
56-68	6	Low	30,00 %
Total	20		100%

Based on the table frequency distribution above, it can be inferred that 20 students as sample in this research have various frequencies and appropriateness in Learning Motivation. Based on the data of questionnaire, there are 4 (20,00 %) students at the second semester of class C in English Education Department Program of IAIN Metro who get questionnaire score 82-94 as high category, 10 (50 %) students who get score 69-81 as fair category, and 6 (30,00 %) who get score 56-68 as low category.

B. Hypothesis Testing

After collecting the data of the students' Learning Motivation through questionnaire and students' writing skill through writing test, the data were analyzed to investigate whether there is significant correlation of the students' Learning Motivation and students writing skill at the second semester of English Department in IAIN Metro.

Tabel 4.8 The Correlation Learning Motivation And Writing Skill

No.	Initial Name	Learning Motivation	Writing Skill
		X	Y
1.	ADF	78	72
2.	AN	88	82
3.	DD	59	56
4.	DM	69	63
5.	DT	69	63
6.	DW	74	69
7.	F	70	68
8.	HZ	72	68
9.	INP	72	68
10.	LM	84	76
11.	MA	90	89
12.	MDS	76	72
13.	NS	69	68
14.	PMS	75	72
15.	RW	67	63
16.	RD	62	61
17.	SIS	92	88
18.	TRP	63	61
19.	VAU	63	56
20.	YAS	58	56
Total		1450	1371

Before analysis the correlation, any several step need to attention, as follow: normality test, linierity test and hypothesis test.

The normality test is aimed to know whether the variable data research distribution is normal distribution or not. The normality test in research used the Shapiro-Wilk normality test because the sample <50 respondent. The variable is normal if:

a) A normal distribution of data normal if the value of sig (significance) > 0.05.

b) An abnormal distribution of data normal if the value of sig (significance) < 0.05.

The result of the data normality test can described below:

Table 4.9 The Normality Test Result

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Learning Motivation	,160	20	,196	,919	20	,094
Writing skill	,120	20	,200*	,942	20	,264

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

a. Lilliefors Significance Correction

Based on table show that significant level for the learning motivation variable is 0.094 > 0.05 and writing skill is 0.264 > 0.05. it means that the data both students learning motivation and writing skill were distributed normality.

After computing normality test then reseacher continued to analyze the linearity test. Thus, linearity test is used to know the relation between dependent and independent variable. The variables have linearity based on these testing criteria:

a) If the value of *deviation from linearity* sig. > 0.05. it means that the variables is linier

b) If the value of *deviation from linearity* sig. < 0.05. it means that the variables is not linier.

Table 4.10 Result of Linesrity Tets

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Writing skill * Learning Motivation	Between Groups	(Combined)	1838,417	9	204,269	71,464	,000
		Linearity	1784,226	1	1784,226	624,219	,000
		Deviation from Linearity	54,191	8	6,774	2,370	,101
	Within Groups		28,583	10	2,858		
	Total		1867,000	19			

The result of linearity learning motivation and writing skill above show that of significance value (*Deviation From Linearity)* is 0.101. it means that the value is higher that significance 0.05 (0.101>0.05). so it can be concluded that the variable X and variable Y is linier.

The criteria foraccepting or rejecting a hypothesis correlation product moment, it can look at based on the significant value (Sig):

If the value of siginificant (Sig) < 0.05 then there is correlation of the independent variable (X) and the dependent variable (Y) or hypothesis is accepted.

If the value of siginificant (Sig) > 0.05 then there is no correlation of the independent variable (X) and the dependent variable (Y) or hypothesis is rejected.

The result of correlation analysis can be looked at on the table bellow:

Table 4.11 Pearson Product Moment Correlation Test Result

Correlations

		Learning Motivation	Writing skill
Motivasi	Pearson Correlation	1	,978**
	Sig. (2-tailed)		,000
	N	20	20
Writing skill	Pearson Correlation	,978**	1
	Sig. (2-tailed)	,000	
	N	20	20

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

Based on the result of SPSS in the table above, it found that the correlation was 0,978 with the level siginificance 0,000. As a result, the score significant < 0,05 there is correlation between students learning motivation and writing skill of the second semester of the English Department in IAIN Metro Lampung.

a. Interpretation of $r_{observed}$

Table 4.12 coeficient correlation interpretation[4]

Value of $r_{observed}$	Interpretations
0,00-0,199	Very low
0,20-0,399	Low
0,400,599	Quite low
0,60-0,799	Fair
0,80-1,000	High

[4] Sugiono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, dan R&D* (Bandung: Alfabeta, 2015), 257.

Based on the calculation of the test result data using Product Moment Pearson Correlation above, the result of calculation can be interpreted, the critical value of $r_{observed}$ between the students learning motivation and writing skill was 0,978. Therefore, it can be inferred that there is High correlation between students learning motivation and writing skill of the second semester of English Department in IAIN Metro Lampung.

b. Satistical signifience

The reseacher has formulated the Alternative Hypothesis, as follow: there is any significant correaltion between the students learning motivation and writing skill at the second semester of English Departmen in IAIN Metro Lampung.

After Alternative Hypothesis (Ha) above was formulated, the reseacher consulted "$r_{observed}$" to "r_{table}" as follow:

1) If "$r_{observed}$" is higher than "r_{table}", Alternative Hypothesis (Ha) is accepted
2) If "$r_{observed}$" is lower than "r_{table}", Alternative Hypothesis (Ha) is rejected and Null Hypothesis (Ho) is accepted.

Furthermore, to know the critical value of Product Moment ("r_{table}"), the reseacher firstly counted *df* (Degree of Freedom).

Bellow is the foemula:

df = N-1

Note:

N is the number of sample.

df = N-1

=20-1

=19

After considering the product moment table by using *df* 19, it can be found that :

1) The critical value of r Product Moment ("$r_{table"}$) for 5% level is 0,456
2) The critical value of r Product Moment ("$r_{table"}$) for 1% level is 0,575

From all of data analysis above, it can be found that:

1) "$r_{observed}$" of learning motivation and writing skill was 0,978
2) "$r_{table"}$ in the significant level 5%=0,456 and 1%=0,575.

Finally, the data confirmed that "$r_{observed}$" is higher than "r_{table}". As result, it can be concluded tha Ha is accepted and Ho is rejected. On the other hand, the statistical correlation significant can be interpreted as follow:

There is significant correlation between the students learning motivation and writing skill at the second semester of English Department in IAIN Metro Lampung.

C. Discussion

Two variables-learning motivation as the X variable and writing as the Y variable-are present in this study. Because so many students still struggle with it, reseacher focused on writing skills. Additionally, reseacher are loking for a correlation between writing skill and learning motivation.

Additionally, to determine whether there is a correlation between learning motivation and writing skill, the reseacher use the correlatioan product moment. And the conclusion come from nomerious types of research that writing skill and learning motivation are related.

Accordingly, the reseacher concluded that, in light of the findings, there is a correlation between learning motivation and writing skill.

D. Limitation

This research was conducted at the second semester of English Department students in IAIN Metro Lampung. The result of this study have limitation, namely only applicable to this study, cannot be generalized to other studies.

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

Based on the analysis of the research data, the reseacher concluded that learning motivation can help students in writing skill. The reseacher knows that there is high correlation between learning motivation and writing skill,

Based on result of Correlation Product Moment analysis, the correlation coefficient between learning motivation is higher than r_{table}. It showed that alternative hypothesi (Ha) was accepted and null hypothesis (Ho) is rejected.

So, the result of this research is that there is correlation between the students Learning Motivation and Writing Skill at The Second Semester of English Department in IAIN Metro Lampung, based on the result obtained by the resarcher because correlation product moment show that value 0,978.

B. SUGGESTION

Based on the result and conclusion of the research stated previously, the researcher suggests some points as follows:

1) For the Teachers
   a. The teachers should construct creative and enjoyable learning for students, teacher can encourage students' awareness about the important of writing, teacher makes writing as habitual activities in the school, teachers should be able to guide the students in increasing their

motivation in order to develop their skill in english, especially in writing.

2) For the Students
   a. The students are should increase their writing skill.
   b. The students should pay attention to another factors that can increase students skill in writng. Considering this view, hopefully that the students as writer would write more appopriately.
3) For the Other Reseacher
   a. These research findings are expected to be positive and valuable information for the future research, especially for those who are concerned in the world of teaching and learning English as foreign language or teacching and learning English as a secong language.

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APPENDICES

RESEARCH INSTRUMENT
THE CORRELATION BETWEEN THE ATUDENTS' LEARNING MOTIVATION AND WRITING SKILL AT THE SECOND SEMESTER OF ENGLISH DEPARTMENT IN IAIN METRO LAMPUNG

Theme :

The correlation between the atudents' learning motivation and writing skill at the second semester of english department in iain metro lampung

Purpose :

To know correlation between learning motivation and writing skill

Research instrument

1. Test
2. Questionnaire
3. Documentation

TEST

Name :
Class :

Direction : *Choose one person indicated in the table below. Then write the description about them in two paragraphs at minimum (300 words). Please note that choose one person only!*

1. Atta Halilintar	6. Ahmad Dhani
2. Ariel Noah	7. Sule
3. Afgan	8. Deddy Corbuzier
4. Syahrini	9. Rhoma Irama
5. Jokowi	10. Raffi Ahmad

Time allocation : 60 Minutes

Answer:

QUESTIONNAIRE
Name :

Class :

Petunjuk:

a) Berikut ini adalah kuesioner motivasi belajar.
b) Tidak ada jawaban benar atau salah dalam lembar ini.
c) Selesaikanlah dalam 15 menit.
d) Bacalah pernyataan dengan seksama dan berikanlah lingkaran ke salah satu opsi (a,b,c,d atau e) berdasarkan motivasi anda sendiri dalam belajar.
e) Deskripsi opsi dinyatakan sebagai berikut.
   a= sangat tidak setuju
   b= tidak setuju
   c= jarang setuju
   d= setuju
   e= sangat setuju

1. Saya ingin mempelajari semua yang perlu saya pelajari.
   a. sangat tidak setuju
   b. tidak setuju
   c. jarang setuju
   d. setuju
   e. sangat setuju
2. Saya memiliki harapan tinggi pada diri saya sendiri.
   a. sangat tidak setuju
   b. tidak setuju
   c. jarang setuju
   d. setuju
   e. sangat setuju
3. Saya merasa diri saya layak ketika saya menyelesaikan proyek yang sulit.
   a. sangat tidak setuju
   b. tidak setuju
   c. jarang setuju
   d. setuju
   e. sangat setuju
4. Saya suka menghabiskan waktu untuk belajar bahasa inggris yang menarik.
   a. sangat tidak setuju

b. tidak setuju
c. jarang setuju
d. setuju
e. sangat setuju

5. Saya bekerja dengan sangat baik di dalam grup.
    a. sangat tidak setuju
    b. tidak setuju
    c. jarang setuju
    d. setuju
    e. sangat setuju
6. Saya mencoba melakukan yang terbaik pada setiap tugas.
    a. sangat tidak setuju
    b. tidak setuju
    c. jarang setuju
    d. setuju
    e. sangat setuju
7. Saya melihat diri saya berpengatuhan luas di banyak bidang akademik.
    a. sangat tidak setuju
    b. tidak setuju
    c. jarang setuju
    d. setuju
    e. sangat setuju
8. Kadang-kadang saya melakukan lebih dari yang harus saya lakukan dalam tugas untuk membantu saya memahami materi dengan baik.
    a. sangat tidak setuju
    b. tidak setuju
    c. jarang setuju
    d. setuju
    e. sangat setuju
9. Saya belajar bahasa Inggris untuk masa depan saya.
    a. sangat tidak setuju
    b. tidak setuju
    c. jarang setuju
    d. setuju
    e. sangat setuju

10. Tidak perduli seberapa saya suka atau tidak suka pada pembelajaran kelas, saya tetap mencoba belajar.
    a. sangat tidak setuju
    b. tidak setuju

c. jarang setuju
d. setuju
e. sangat setuju

11. Berada di sekolah memberi saya kesempatan untuk membuktikan ke keluarga saya bahwa saya dapat mencapai sesuatu.
    a. sangat tidak setuju
    b. tidak setuju
    c. jarang setuju
    d. setuju
    e. sangat setuju
12. Saya merasa bahwa saya harus diakui ketika saya mununjukkan kemampuan saya di kelas.
    a. sangat tidak setuju
    b. tidak setuju
    c. jarang setuju
    d. setuju
    e. sangat setuju
13. Saya merasa lebih diterima oleh orang lain ketika saya menerima nilai bagus dalam ujian.
    a. sangat tidak setuju
    b. tidak setuju
    c. jarang setuju
    d. setuju
    e. sangat setuju
14. Saya menyelesaikan tugas saya karena hadiah dari guru saya.
    a. sangat tidak setuju
    b. tidak setuju
    c. jarang setuju
    d. setuju
    e. sangat setuju
15. Saya merasa kemampuan saya lebih tinggi dari pada sebagian besar rekan-rekan saya.
    a. sangat tidak setuju
    b. tidak setuju
    c. jarang setuju
    d. setuju
    e. sangat setuju
16. Saya merasa malu ketika saya menerima nilai rendah.
    a. sangat tidak setuju
    b. tidak setuju

c. jarang setuju
d. setuju
e. sangat setuju

17. Saya takut bahwa saya tidak akan mengingat apapun ketika saya mengikuti tes.
    a. sangat tidak setuju
    b. tidak setuju
    c. jarang setuju
    d. setuju
    e. sangat setuju
18. Saya menjadi gugup ketika guru saya mulai menyerahkan lembar tes.
    a. sangat tidak setuju
    b. tidak setuju
    c. jarang setuju
    d. setuju
    e. sangat setuju
19. Saya mencoba untuk membuat guru saya bangga terhadap saya di kelas.
    a. sangat tidak setuju
    b. tidak setuju
    c. jarang setuju
    d. setuju
    e. sangat setuju
20. Bahkan ketika saya telah belajar selama berjam-jam, saya tidak merasa bahwa saya telah belajar cukup untuk ujian.
    a. sangat tidak setuju
    b. tidak setuju
    c. jarang setuju
    d. setuju
    e. sangat setuju

DOCUMENTATION

a. The historical background of IAIN Metro.
b. Organization structure of IAIN Metro.
c. The facilities of IAIN Metro.
   Location sketch of IAIN Metro.
d. The population of students IAIN Metro.
e. The profiles of english department students.

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Appendix 2. Kuesioner Motivasi Belajar
Name : Anisa Nuriyani
Class : TBI C

Petunjuk:

a) Berikut ini adalah kuesioner motivasi belajar.
b) Tidak ada jawaban benar atau salah dalam lembar ini.
c) Selesaikanlah selama 15 menit.
d) Bacalah pernyataan dengan seksama dan berikanlah lingkaran ke salah satu opsi (a,b,c,d, atau e) berdasarkan motivasi anda sendiri dalam belajar.
e) Deskripsi opsi dinyatakan sebagai berikut:

a = Sangat tidak setuju
b = Tidak Setuju
c = Jarang setuju
d = Setuju
e = Sangat setuju

1. Saya ingin mempelajari semua yang perlu saya pelajari.
   a. Sangat tidak setuju
   b. Tidak Setuju
   c. Jarang setuju
   d. Setuju
   (e) Sangat setuju

2. Saya memiliki harapan tinggi pada diri saya sendiri.
   a. Sangat tidak setuju
   b. Tidak Setuju
   c. Jarang setuju
   d. Setuju
   (e) Sangat setuju

3. Saya merasa diri saya layak ketika saya menyelesaikan proyek yang sulit.
   a. Sangat tidak setuju
   b. Tidak Setuju
   c. Jarang setuju
   d. Setuju
   (e) Sangat setuju

4. Saya suka menghabiskan waktu untuk belajar bahasa Inggris yang menarik.
   a. Sangat tidak setuju
   b. Tidak Setuju
   c. Jarang setuju
   d. Setuju
   (e) Sangat setuju

5. Saya bekerja dengan sangat baik di dalam grup.
   a. Sangat tidak setuju
   b. Tidak Setuju
   c. Jarang setuju
   (d) Setuju
   e. Sangat setuju

6. Saya mencoba melakukan yang terbaik pada setiap tugas.
   a. Sangat tidak setuju
   b. Tidak Setuju
   c. Jarang setuju
   (d) Setuju
   e. Sangat setuju

7. Saya melihat diri saya berpengetahuan luas di banyak bidang akademik.
   a. Sangat tidak setuju
   b. Tidak Setuju
   c. Jarang setuju
   d. Setuju
   (e) Sangat setuju

8. Kadang-kadang saya melakukan lebih dari yang harus saya lakukan dalam tugas untuk membantu saya memahami materi dengan lebih baik.
   a. Sangat tidak setuju
   (b) Tidak Setuju
   c. Jarang setuju
   d. Setuju
   e. Sangat setuju

9. Saya belajar bahasa Inggris untuk masa depan saya.
   a. Sangat tidak setuju
   b. Tidak Setuju
   c. Jarang setuju
   d. Setuju
   e. Sangat setuju

10. Tidak peduli seberapa saya suka atau tidak suka pada pembelajaran di kelas, saya tetap mencoba belajar.
   a. Sangat tidak setuju
   b. Tidak Setuju
   c. Jarang setuju
   d. Setuju
   e. Sangat setuju

11. Berada di sekolah memberi saya kesempatan untuk membuktikan keluarga saya bahwa saya dapat mencapai sesuatu.
   a. Sangat tidak setuju
   b. Tidak Setuju
   c. Jarang setuju
   d. Setuju
   e. Sangat setuju

12. Saya merasa bahwa saya harus diakui ketika saya menunjukkan kemampuan saya di kelas.
   a. Sangat tidak setuju
   b. Tidak Setuju
   c. Jarang setuju
   d. Setuju
   e. Sangat setuju

13. Saya merasa lebih diterima oleh orang lain ketika saya menerima nilai bagus dalam ujian.
   a. Sangat tidak setuju
   b. Tidak Setuju
   c. Jarang setuju
   d. Setuju
   e. Sangat setuju

14. Saya menyelesaikan tugas saya karena hadiah dari guru saya.

a. Sangat tidak setuju
b. Tidak Setuju
c. Jarang setuju
d. Setuju
e. Sangat setuju

15. Saya merasa kemampuan saya lebih tinggi dari pada sebagian besar rekan-rekan saya.

a. Sangat tidak setuju
b. Tidak Setuju
c. Jarang setuju
d. Setuju
e. Sangat setuju

16. Saya merasa malu ketika saya menerima nilai rendah.

a. Sangat tidak setuju
b. Tidak Setuju
c. Jarang setuju
d. Setuju
e. Sangat setuju

17. Saya takut bahwa saya tidak akan mengingat apa pun ketika saya mengikuti tes.

a. Sangat tidak setuju
b. Tidak Setuju
c. Jarang setuju
d. Setuju
e. Sangat setuju

18. Saya menjadi gugup ketika guru saya mulai menyerahkan lembar tes.

a. Sangat tidak setuju
b. Tidak Setuju
c. Jarang setuju
d. Setuju
e. Sangat setuju

19. Saya mencoba untuk membuat guru saya bangga terhadap saya di kelas.

a. Sangat tidak setuju
b. Tidak Setuju
c. Jarang setuju
d. Setuju
e. Sangat setuju

20. Bahkan ketika saya telah belajar selama berjam-jam, saya tidak merasa bahwa saya telah belajar cukup untuk ujian.

a. Sangat tidak setuju
b. Tidak Setuju
c. Jarang setuju
d. Setuju
e. Sangat setuju

Appendix 1. The Worksheet of Writing Test

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Name : Annisa Nuriyani
Class : TB1.C.

Direction : *Choose one person indicated in the table below. Then ~~write~~ the description about them in two paragraphs at minimum (300 words). Please note that choose one person only!*

1. Atta Halilintar	6. Ahmad Dhani
2. Ariel Noah	7. Sule
3. Afgan ✓	8. Deddy Corbuzier
4. Syahrini	9. Rhoma Irama
5. Jokowi	10. Raffi Ahmad

Time allocation : 60 Minutes

Answer:

Afgansyah Reza, or better known by his stage name Afgan, is an Indonesian pop singer ~~known~~ known for his melodious golden voice and distinctive ~~singing~~ ~~style~~ style. Afgan was born in Jakarta on May 27, 1989. Since childhood, Afgan has shown his talent ~~and~~ in music and often performs in various ~~art~~ performances.

Physically, Afgan has a handsome face with brown skin and curly black hair. He has a tall and proportional body posture with his height reaching 178.cm. In Addition, Afgan is also know for his ~~style~~ fashionable and stylish dressing style.

Afgan has an extraordinary singing talent since childhood. He often performed in music events and won various awards and achievements in the field of music. He released his first album in 2008 titled "Confession No.1" and was a huge success in the Indonesian music market. Since then Afgan has continued to release hits and new albums that have been met with enthusiasm by ~~his~~ his fans.

STUDENTS SCORE IN LEARNING MOTIVATION

No.	Name	The Score of Questionnaire
1.	ADF	78
2.	AN	88
3.	DD	59
4.	DM	69
5.	DT	69
6.	DW	74
7.	F	70
8.	HZ	72
9.	INP	72
10.	LM	84
11.	MA	90
12.	MDS	76
13.	NS	69
14.	PMS	75
15.	RW	67
16.	RD	62
17.	RIS	92
18.	TRP	63
19.	VAU	63
20.	YAS	58
Total		1450
Average		72,50
The Highest Score		92
The Lowest Score		58

STUDENTS SCORE IN WRITING SKILL

No.	Name	The Score of Students' Writing Test
1.	ADF	72
2.	AN	82
3.	DD	56
4.	DM	63
5.	DT	63
6.	DW	69
7.	F	68
8.	HZ	68
9.	INP	68
10.	LM	76
11.	MA	89
12.	MDS	72
13.	NS	68
14.	PMS	72
15.	RW	63
16.	RD	61
17.	RIS	88
18.	TRP	61
19.	VAU	56
20.	YAS	56
Total		1371
Average		68,55
The Highest Score		89
The Lowest Score		56

DOCUMENTATION OF THE SECOND SEMESTER CLASS C

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

Nomor : B-3641/In.28/J/TL.01/07/2022
Lampiran : -
Perihal : **IZIN PRASURVEY**

Kepada Yth.,
Dr. Siti Nurjanah, M.Ag IAIN METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami, atas nama :

Nama	:	**FAHRI RAMADHAN**
NPM	:	1901052014
Semester	:	7 (Tujuh)
Jurusan	:	Tadris Bahasa Inggris
Judul	:	THE CORRELATION BETWEEN THE STUDENTS` LEARNING MOTIVATION AND WRITING SKILL AT THE SECOND SEMESTER OF ENGLISH DEPARTMENT IN IAIN METRO LAMPUNG

untuk melakukan prasurvey di IAIN METRO, dalam rangka meyelesaikan Tugas Akhir/Skripsi.

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya prasurvey tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 21 Juli 2022
Ketua Jurusan,

Andianto M.Pd
NIP 19871102 201503 1 004

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Website: www.metrouniv.ac.id; *e-mail*: iainmetro@metrouniv.ac.id

Nomor : 5750 /In.28/R.1/TL.00/12/2022 31 Desember 2022
Lampiran : -
Perihal : Balasan Izin Pra Survey

Kepada Yth.
Fahri Ramadhan
di
Tempat

Assalamu'alaikum Wr. Wb.

Menindaklanjuti surat Saudara tanggal 21 Juli 2022 perihal izin pra survey, maka dengan ini kami memberikan izin pra survey kepada:

Nama	: **Fahri Ramadhan**
NPM	: 1901052014
Fakultas	: Tarbiyah
Jurusan	: S1 Tadris Bahasa Inggris
Judul proposal	:The Correlation Between The Students Learning Motivation and Writing Skill At The Second Semester of English Department In IAIN Metro Lampung

Demikian surat ini kami sampaikan, agar dipergunakan sebagaimana mestinya.

Wassalamu'alaikum Wr. Wb.

An. Rektor
Wakil Rektor Bidang Akademik dan Kelembagaan

Ida Umami

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INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
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RATIFICATION PAGE

The Research Proposal entitled: THE CORRELATION BETWEEN THE STUDENTS' LEARNING MOTIVATION AND WRITING SKILL AT THE SECOND SEMESTER OF ENGLISH DEPARTMENT IN IAIN METRO LAMPUNG, written by: Fahri Ramadhan, Student Number: 1901052014, English Education Department, had been examined (Proposal Seminar) in Tarbiyah and Teacher Training Faculty on Tuesday, March 28th 2023 at 09:30-11.00 WIB.

BOARD OF EXAMINERS

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Head of English Education Department

Andianto, M.Pd
NIP. 198711022015031004

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Nomor : B-1933/In.28.1/J/TL.00/05/2023
Lampiran : -
Perihal : **SURAT *BIMBINGAN SKRIPSI***

Kepada Yth.,
EKA YUNIASIH (Pembimbing 1)
(Pembimbing 2)
di-
Tempat
Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama	:	**FAHRI RAMADHAN**
NPM	:	1901052014
Semester	:	8 (Delapan)
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Tadris Bahasa Inggris
Judul	:	THE CORRELATION BETWEEN THE STUDENTS` LEARNING MOTIVATION AND WRITING SKILL AT THE SECOND SEMESTER OF ENGLISH DEPARTMENT IN IAIN METRO LAMPUNG

Dengan ketentuan sebagai berikut :

1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
   a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
   b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 03 Mei 2023
Ketua Jurusa

Andianto M.Pd
NIP 19871102 201503 1 004

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Nomor : B-2014/In.28/D.1/TL.00/05/2023
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KETUA PRODI TBI IAIN METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-2015/In.28/D.1/TL.01/05/2023, tanggal 08 Mei 2023 atas nama saudara:

Nama	:	**FAHRI RAMADHAN**
NPM	:	1901052014
Semester	:	8 (Delapan)
Jurusan	:	Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di IAIN METRO, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE CORRELATION BETWEEN THE STUDENTS` LEARNING MOTIVATION AND WRITING SKILL AT THE SECOND SEMESTER OF ENGLISH DEPARTMENT IN IAIN METRO LAMPUNG".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 08 Mei 2023
Wakil Dekan Akademik dan
Kelembagaan,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

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SURAT KETERANGAN

Nomor: B-2460/In.28.1/J/TL.00/05/2021

Assalamu'alaikum Wr. Wb.

Yang betanda tangan di bawah ini:
Nama : Andianto, M.Pd
NIP : 19871102 201503 1 004
Jabatan : Ketua Jurusan
Jurusan : Tadris Bahasa Inggris (TBI)

Menerangkan bahwa:
Nama : Fahri Ramadhan
NPM : 1901052014
Jurusan : Tadris Bahasa Inggris (TBI)
Fakultas : Fakultas Tarbiyah dan Ilmu Keguruan
Instansi : IAIN Metro

Mahasiswa di atas telah melaksanakan penelitian dengan judul ***"THE CORRELATION BETWEEN THE STUDENTS' LEARNING MOTIVATION AND WRITING SKILL AT THE SECOND SEMESTER OF ENGLISH DEPARTMENT IN IAIN METRO LAMPUNG"*** yang bertempat di jurusan Tadris Bahasa Inggris (TBI) IAIN Metro.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan dengan sebagaimana mestinya.

Wassalamualaikum Wr. Wb

Metro, 22 Mei 2023
Ketua Jurusan TBI

Andianto, M.Pd
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KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Fahri Ramadhan
NPM : 1901052014

Prodi : TBI
Semester : VII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	Rabu, 28/2022 12.		Acc for Seminar	
	Kamis 13/2023 4		- Buatkan Questionnaire yg sesuai dg Indikator, yg akan di bagikan ke pada respondent.	
			- Berikan Direction dan Instruction yg detail dan jelas. tuliskan dlm bentuk point 2	

Mengetahui,
Ketua Prodi TBI

Andianto, M.Pd.
NIP. 19871102 201503 1 004

Dosen Pembimbing

Eka Yuniasih, M.Pd
NIDN. 0210078702

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IAIN METRO

Nama : Fahri Ramadhan
NPM : 1901052014

Program Studi : TBI
Semester : VIII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1	17/2023		Revisi Proposal	
	18/2023		Acc APD.	

Mengetahui
Ketua Program Studi TBI

Andiarto, M.Pd
NIP. 1987 10 2201503 1 004

Dosen Pembimbing

Eka Yuniasih, M.Pd
NIDN. 0210078702

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Nama : Fahri Ramadhan
NPM : 1901052014
Program Studi : TBI
Semester : VIII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1	17/2023 4		Revisi Questionaire	
	18/2023 4		Acc APD.	
	Jum'at. 19/2023 5		Revisi Chapter IV	
	Senin, 22/2023 5		Revisi. abstract, daftarpus.	
	Selasa 23/2023 5		Acc for Munaqosyah	

Mengetahui
Ketua Program Studi TBI

Andianto, M.Pd
NIP. 19871102201503 1 004

Dosen Pembimbing

Eka Yuniasih, M.Pd
NIDN. 0210078702

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SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-424/In.28/S/U.1/OT.01/05/2023

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama	: Fahri Ramadhan
NPM	: 1901052014
Fakultas / Jurusan	: Tarbiyah dan Ilmu Keguruan/ Pendidikan Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2022 / 2023 dengan nomor anggota 1901052014

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 24 Mei 2023
Kepala Perpustakaan

Dr. As'ad, S. Ag., S. Hum., M.H., C.Me.
NIP.19750505 200112 1 002

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SURAT KETERANGAN BEBAS PUSTAKA

Yang bertanda tangan di bawah ini Ketua Program Studi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa:

Nama : Fahri Ramadhan
NPM : 1901052014
Prodi : Tadris Bahasa Inggris (TBI)

Telah menyelesaikan administrasi peminjaman buku pada jurusan/prodi Tadris Bahasa Inggris.

Demikian keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Metro, Mei 2023

Ketua Program Studi TBI

Andianto, M.Pd
NIP. 1987 1102 201503 1 004

THE CORRELATION BETWEEN THE STUDENTS' LEARNING MOTIVATION AND WRITING SKILL AT THE SECOND SEMESTER OF ENGLISH DEPARTMENT IN IAIN METRO LAMPUNG

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Fahri Ramadhan, was born on December 17th, 2000 in Balam Jaya ,Way Kenanga, Tulang Bawang. He is the third child of 3 siblings, the handsome Daughter from great couple of Pepen and Nur.

He attended kindergarten at TK Al-Hidayah in 2007, completed elementary school at SDN 1 Mercubuana in 2012, and completed junior high school at SMPN 1 Way Kenanga for three years in 2015. Then, having graduated from junior high school, he continued his study in SMAN 1 Way Kenanga. After graduated from senior high school, he continued his study in State Institute Islamic (IAIN) of Metro as student of English Education Department on August 2019 with English Education Department. In addition to various activities outside of the many he does. He joined in the PMII, she should manage him time as well as he can. He also has an obligation to study at the class as same as other students commonly. Whenever all of the activities knock her down she always remember old saying “No Gain Without Pain”. He believes that there is no beautiful result without painful process.