



**STUDENTS' MOTIVATION IN WRITING
ENGLISH AT GRADE VIII OF SMP NEGERI 11
PADANGSIDIMPUAN**

A THESIS

*Submitted to the State Institute for Islamic Studies Padangsidimpuan
As a Partial Fulfillment of Requirement for Degree of
Islamic Educational Scholar (S.Pd.I) in English*

Written by:

MELDA MAYA SARI TANJUNG
Reg. Number: 10 340 0090

ENGLISH EDUCATION DEPARTEMENT

**TARRIVAH AND TEACHER TRAINING FACULTY
THE STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN
2015**



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2015

Term : Munaqosyah
a.n.Melda maya sari tanjung
appendix : 7 (seven) exemplars

Padangsidimpuan, May 2015

To:
Dean Tarbiyah and Teacher Training Faculty
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Padangsidimpuan

Assalamu'alaikum Wr.Wb.

After Reading, studying and giving advice for necessary revision on thesis belongs to Melda Maya Sari Tanjung, entitled "**Students' Motivation in Writing English at grade VIII of SMP Negeri 11 Padangsidimpuan**", we approved that the thesis has been acceptable to complete the requirement to fulfill for the degree of Graduate of Islamic Education (S.Pd.I) in English.

Therefore, we hope that the thesis will soon be examined in front of the Thesis Examiner Team of English Department of Tarbiyah and Teacher Training Faculty IAIN Padangsidimpuan. Thank you.

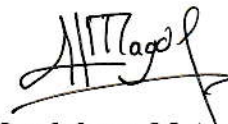
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DECLARATION LETTER OF WRITING OWN THESIS

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I hereby declare that I have arranged and written the thesis by myself, without asking for illegal help from other except the guidance from advisors, and without doing plagiarism as it is required in students' ethic code of IAIN Padangsidimpuan in article 14 verse 2.

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Padangsidimpuan, June 16th 2015

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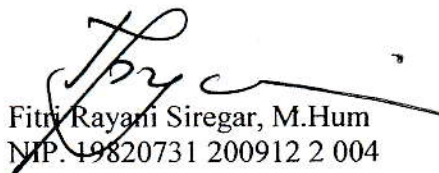
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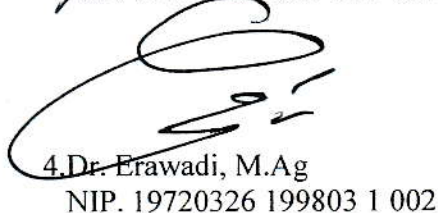
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Date	: June, 16 th 2015
Time	: 09.00 WIB - Finish
Result/Mark	: 71,12 (B)
Cumulative Achievement Index	: 3.19
Predicate	: Very Good



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The thesis has been accepted as a partial fulfillment of requirement for degree of
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ACKNOWLEDGEMENT



Firstly, I would like to convey my grateful to Allah SWT most Creator and Merciful who has given health, time, chance, strength, and knowledge for finishing this thesis on “Students’ Motivation in Writing English at Grade VIII of SMP Negeri 11 Padangsidimpuan”. Besides, I also would like to convey my gratitude to the Prophet Muhammad SAW who has brought the human from the darkness to the lightness as Islam era, which came together with humanity, religiosity, and knowledge.

It is pleasure to acknowledgement the help and contribution to all of lecturer in institution, family and friends who have contributed in different ways hence this thesis processed until it becomes a complete writing. In this process of finishing this thesis, I go a lot of guidance and motivation from many people. Therefore, in this chance I would like to express my deepest gratitude to the following people:

1. Mrs. Rayendriani Fahmei Lubis, M.Ag., as my advisor I and to Mrs. Magdalena, M.Ag., as my advisor II who had given the guidance, valuable advices, time, and the motivation to the researcher in writing and completing this thesis.
2. The Rector of IAIN Padangsidimpuan Mr. Dr. H. Ibrahim Siregar, M.CL., the Deputy Rector I, II, and III, the Chief of English Section, lecture and all of the cavities academic of IAIN Padangsidimpuan, who had helped me in writing this thesis and also in this research.

3. Mrs. Zulhimma, S.Ag. ,M.Pd., the Dean of Tarbiyah and Teacher Training Faculty.
4. Mrs. Rayendriani Fahmei Lubis., the chief of English Education Department and also as my beloved advisor academic who gladly supported and counseled me was finishing this thesis.
5. Mr.Nurman Lubis, S.Pd., as the Head Master of SMP Negeri 11 Padangsidimpuan, who had helped to complete this research as well as his students for the helping has given to me.
6. All lecturer and all the academic cavities of IAIN Padangsidimpuan, who had given so much knowledge and helped during I studied in this beloved institute.
7. My special beloved to my parent Papa Alm.Asril Hasan Tanjung, Mama Rosmawati Gultom and my beloved my brother Ahmad Zulhariyanto Tanjung, my sister Lenni Erawati Tanjung, Desi Erlina Sari Tanjung, Nuridha, my brother Andri Yansa Syahputra Tanjung, and my nephew Nazri Azhari Tanjung, and Rizky Azhari Tanjung, who have given the support and took care me, pray, both of the moral and material support to finish my study.
8. Mr. Yusri Fahmi, S.Ag.,M.Hum., as IAIN Padangsidimpuan Librarian for their cooperative and permission to use their books.
9. My lovely friends Liana Hesry Sihombing, Teri Halimah Harahap, Annalia Harahap, Sandi Melan Hasibuan, Imam Syafi'i, Desi Afridah Lubis, Citra, and all of my friends in TBI-3 and also all of my friends in

IAIN Padangsidempuan, thank for your help patience and care to support me from starting until finishing my thesis as well. Good luck for you.

10. All the people who have helped me to finish my study that I cannot mention one by one.

I realize this thesis cannot be considered perfect without critiques and suggestion. Therefore, it is such a pleasure for me to get critiques and suggestion from the readers to make this thesis better.

Padangsidempuan, 12 November 2015


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ABSTRACT

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Judul Skripsi : Students' Motivation in Writing English at Grade VIII
of SMP Negeri 11 Padangsidempuan

This research was talking about Students' Motivation in Writing English at Grade VIII of SMP Negeri 11 Padangsidempuan. The objective of the research was to describe of Students' Motivation in Writing english at grade VIII of SMP Negeri 11 Padangsidempuan.

This research was conducted by Qualitative research. The participants of this research were students at grade VIII-3of SMP Negeri 11 Padangsidempuan consisted of 29 students. This research used questionnaire as instruments, because this research used quantitative data.

Based on the result of this research, researcher found that the Students' Motivation in Writing English at grade VIII of SMP Negeri 11 Padangsidempuan was enough categories. The score is (50.41%).

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Appendix 1 Questioners

Appendix 2 result of questioner

CHAPTER I

INTRODUCTION

A. Background of the Problem

Language is a system of communication with other people using sounds, symbols, and words in expressing or conveying a meaning and idea or thought. Language can be used in many forms, primarily thought oral and written communication as well as using expressions through body language, from that; definition, language can be communicated into three ways: spoken language, written language, and gesture.

In spoken languages, it includes the speaker and listener. It means that human organ speech produce the language through the sound. In written language, it includes the writer and reader. It means that the communication occurs by using written symbols and the reader interprets these symbols. In gesture, it means that the movement of parts of the body is the form of communication.

English is one of the most important languages which are used as the world language. This language used as international language to correlate between one country to another, and remember that good communication will make a good relation. English is a very important language that is used by many people in various countries. It is very useful for us and our future. English is the first language in many aspects in life, such as in everyday life,

business, information technology, education especially senior high school and university education, and many other aspects. In mastering English there are four skills that must be known and learned by students. These skills are listening, speaking reading and writing.

The first is listening, which shows the ability to make sense of what heard and connect it to other information already know. Listening is the first skill that is gotten by the human in their lives. After that, Speaking is the ability to communicate orally to express idea and felling. The third is reading,it is the ability to get the messages or information that comes from the author that can be understood and comprehended by the reader easily. The last is writing, which to express the ideas to the printed material. From all the skills above, writing is considered as the important skill in a language, especially English, because writing can improve idea.

Writing is the one of the four language skills that is very important to possess. Writing as a process to get product is influenced by some elements such as vocabularies, grammar, organization, spelling, and punctuation. In junior high school, the basic competency that should be achieved in the writing English subject is the students' have ability to develop the material.The students in SMP N 11 Padangsidimpuana lot of students they have not motivation in writing. Many students feel boring to write. Then students haven't motivation in writing.

The lack motivation comes from intrinsic motivation and extrinsic motivation students'. *First*, from the intrinsic motivation students, when students do writing something or writing a text, the result of writing students seldom to correct from the teacher, so make the students lazy do it and lack motivation to write, nothing reward, nothing gives to students' if the students correct do task.

Second from extrinsic motivation students', like from teachers, parents. Teacher are very influential person in teaching learning process. Teachers are special educators in learning and also teachers have the idea to be realized for the benefit of students, thus support the realized for the relationship with the students. Teachers using method to students have not variation. The method makes students bored to learn because the teachers just explain that material and giving a text and seldom to practice it. Parents also very important in education students' because the role of parents can influence upon students' extrinsic motivation in teaching and learning process, Parents give great influence to their children to achieve the good goals in schools. So, that causes the students difficult to write and lack motivation.

So it is needed some approaches that can be improve motivation in writing. *First*, Increasing students' motivation in writing by applying a good learning strategy. *Second*, identifying the variables that related for caused this phenomenon. *The last*, analyzing the learning strategies that has been done by the teacher, that has caused this phenomena.

From explanation above the researcher interested to carrying out a research entitle: **Students' Motivation In Writing English At Grade VIII Of SMP Negeri 11 Padangsidimpuan.**

B. Focus of the Problem

This research will focus on students' motivation in writing English. There are intrinsic and extrinsic motivations in learning English.

C. Formulation of the Problem

Based on the explanation above, the researcher takes the formulation of the problem as bellow:

How does students' motivation in writing English at grade VIII of SMP Negeri 11 Padangsidimpuan?

D. The Aims of the Research

Based on explanation above, the researcher takes the aims of the research as bellow:

To describestudents' motivation in writing English at grade VIII of SMP Negeri 11 Padangsidimpuan.

E. Significance of the Research

1. As an input of the headmaster in guiding his English teacher.
2. As an input of the teacher in teaching and learning process.
3. As an input of the students to increase their motivation in writing procedure text.

4. Further researcher, to get information and as a reference for then who interest in doing related research.

F. Definition of terminologies

1. Students' Motivation

Motivation is supporting to someone to do something. Motivation is powers that makes someone want to do the activities. Then, students are the collected children that take a seat in the school. In this case, the students are whose sit at Grade VIISMP Negeri 11 Padangsidempuan. So the researcher conclude students' motivation is power or supporting that given to the students at Grade VIISMP Negeri 11 Padangsidempuan to do their activities in learning.

2. Writing English

Writing is one of the four language skills, writing is a way to convey the ideas by written. Writing is the ability of student to express their idea, opinion that would be filling into written form. One of the factors that influence that ability of students in writing sentences is parts of speech.

Mastering parts of speech is very important because without understanding parts of speech and understanding itself function. The student will be fail in writing sentences. Writing is process of learning to think clearly.

According to Sulvian, Writing is the ability to write something which containing the main idea with two or three supports which reflect the

structures of the composition.¹ Based explanation above the researcher concludes writing is the ability of students expresses their idea, opinion. From explanation above researcher concludes students' motivation in writing is the act or process, ability of students' to express their idea.

G. Outline of the Thesis

The systematic of the research is divided into five chapters. Each chapter consisted of many sub chapters with detail as follow:

Chapter one, it was consist of background of the problem, focus of the problem, formulation of the problem, the aims of the research, significance of the research, definition of variables and outline thesis.

Chapter two, it was consisted of the theoretical description, review of related findings.

Chapter three, it was consisted of research methodology, and in research methodology consist of time and place of the research, kinds of the research, the source of the data, the instrument of data, the techniques of analysis data.

Chapter four, it was consisted of the result and analysis of data which in at the describing of data.

Chapter five, it was consisted of conclusion and suggestion.

¹Sulvian, Kathlen E, *Paragraph Practice: Writing The Paragraph and Short Composition* (New York: Mac Milan, 1990), p. 333.

CHAPTER II

THEORITICAL DESCRIPTION

A. The Theoretical Description

1. Definition of Students' Motivation

a. Definition of Students' Motivation

Student is a remembering of society that effort to develop his/her self through education level process and of certain education. According to Hornby that student is a person who is studying at school or college.¹The researcher conclude that the student is a person who lives together and studies in formal education and how is their relation as a member of society to develop education level process.

The word motivation is to getting someone *moving*. When we motivate ourselves or someone else, we develop incentives or we set up conditions that start or stop behavior.²In education, motivation deals with the problem of setting up conditions so that learners will perform to the best of their abilities in academic settings. We often motivate learners by helping them develop an expectancy that a benefit will occur as a result of their participation in an instructional experience. According Sandra Graham motivation is the study of why people think and behave as they

¹A.S Hornby, *Advanced Learners Dictionary of Current English* (London: Oxford University, 1974),p. 1187.

²Baron, R.A, *Motivation in the Classroom* (Boston: Allyn& Bacon, 1995), p. 203.

do.³Then Sadirman said that motivation stems from the word "motive" which can mean driving force that lives with a person to perform certain activities in order to achieve a goal.⁴ Alex Sobur said that motivation is a more general term that shows the entire process of movement, including situations that encourage that arise within the individual, the resulting behavior, and the purpose or end of movement or action.⁵All human behavior appears to arise in response to some form of internal (physiological) or external (environmental) stimulation. The behaviors, however, are not random. They often involve some purpose or goal. It is often held that behaviors take place as a result of the arousal of certain motives. Thus motivation can be defined as the process of activating, maintaining and directing behavior towards a particular goal. The process is usually terminated once the desired goal is attained by the person.

The process of initiating action is technically called 'motivation'. Directing behavior towards certain goal is the essence of motivation. Motivation is not always directly observable. It is inferred and used to explain behavior. So based explanation above the researcher conclude students' motivation is one of the most frequently used words in psychology and the act or process of giving someone a reason for doing

³Sandra, Graham, *Theories and Principles of Motivation* (University of California: Los Angeles, 1991), p. 63.

⁴Sadirman, *interaksi&motivasi belajarmengajar* (Jakarta:RajaGrfindopersada, 2003), p. 102.

⁵Alex Sobur, *PsikologiUmum* (Bandung: PustakaSetia, 2003), p. 268.

something. It refers to the factors which move or activate the organism. We infer the presence of motivation when we see that people work toward certain goals. For example, we might observe that a student works hard at almost every task that comes to him/her from this we infer that the person has motive to achieve.

b. Functions of Motivation in Learning

Motivation is very important for students. Motivation is an essential condition of learning. Learning achievement become optimal if there are motivation. So motivation has three functions. There are the functions of motivation as follow:⁶

- 1) The people conductive to do, as activator or motor that detached energy.
- 2) Establish the purpose of deed, that is to purpose that be going to bird in hand.
- 3) Select of deed, that is establish the deeds what must worked that serration for achieve our purpose, with reject the deeds that not benefit mentioned of purpose.

c. Kinds of Motivation

Motivation influences the rate of learning the retention of information, and performance. Accordingly, psychologists have

⁶Sardiman A. M. *Op. Cit.*, p.85.

attempted to identify the factors that motivation. They broadly group motives in two general categories. The first group consists of biological motives, since they derive from various physiological needs such as hunger, thirst, sleep, sex, pain avoidance, elimination, oxygen, and temperature control. The second category social motives, since they arise in the course of human interaction, for instance, the need for social status, achievement, affiliation, security, and self-esteem.⁷

According to Chaplin, that motivation divided two, they are:

- a. Physiological drives, which drive the physical nature, such as hunger, thirst, sex and so forth.
- b. Social motives, the impulses associated with others, such as aesthetic, the impulse to always do good, and ethical.⁸

While Wood Worth and Marquis, they stated that motivation could be classified into three kinds:

- a) These needs are organic, that is motivation related to the self, a case of eating, drinking, needs to move and rest sleep, and so forth.
- b) Motivation emergency that includes the drive to save themselves, the urge to retaliate, the urge to try, the urge to chase, and so forth. This motivation arises if the situation demands a rapid onset and strong

⁷James W. Vander Zanden, Ann J. Pace, *Educational Psychology in theory and practice* (New York: Random House, 1984), p. 344.

⁸<http://www.drmarkhillman.com/bluedrat.html>. access at January 12 , 2015 retrieved on 09 pm.

activity of the human self. In this case motivation arising from one's desire, but because the stimulus from the outside.

- c) Motivation objective, namely motivation directed at a specific object or purpose around us, this motif include: the need for exploration, manipulation, took an interest. This motivation arises because of the encouragement to face the world effectively.⁹ Therefore, there are few psychologists stated that motivation are intrinsic motivation and extrinsic motivation.

1) Intrinsic Motivation

Intrinsic motivation is essential and fundamental for the integration process through which elements of one's accessible internal awareness and knowledge is assimilated or mixed with new knowledge. Intrinsic motivation refers to rewards provided by an activity itself. The person is motivated by the activity itself and not some goal that is achieved at the end or as a result of the activity.

Intrinsic motivation requires much persistence and effort put forth by an individual student. Students with intrinsic motivation would develop goals such as, the goal to learn and the goal to achieve.¹⁰ A mastery goal, the desire to gain understanding of atopic,

⁹*Ibid.*

¹⁰Archer, J, *Achievement Goals as a Measure of Motivation in University Students* (Contemporary Educational Psychology 1994), p. 430-466.

has been found to correlate with effective learning strategies, positive attitudes toward school, the choice of difficult tasks as opposed to a simple task, perceived ability, effort, concern of future consequences, self-regulation the use of deep cognitive process, persistence, achievement, choice and initiative.

Mc. Donald added in Sadirman books make three important elements, they are:¹¹

- 1) That motivation begins happened change of energy in individual self. Developing of motivation will bring some changing of energy in neurophysiologic system in human organism. Because it connect to change of human energy (although the motivation appear from human self), its appearances will connect action of human physic.
- 2) Motivation marked by appear feeling, someone affection. In motivation relevance with soul problems, affection and emotion can secure human behavior. The concept of affective emotional experiences associated with anxiety, concern, and possession of an individual or group at the time of study. Not learning activities that take place in an emotional. Students feel something while learning, and emotion that can motivate students to the goal

¹¹*Ibid.*, p. 74.

behavior. Affection can be intrinsic motivation. When emotions are positive at the time of learning activities take place, then the emotions to encourage students to study hard. Integrity of emotion and thought it could affect the emotion of students to learn and become a unified force that is positive, that will lead to effective learning activities.

Motivation will be excited stimulus cause any goal. Stimulation is a change in perception or experience with the environment that makes a person is active. Unique stimulus will draw everyone's attention and tend to defend themselves actively involved against the stimulus. Direct stimulation to help meet the learning needs of students. If students do not pay attention to learning, there is very little learning will happen to these students. Learning process and related material can create a set of learning activities. Each student has a desire to learn something and have a positive attitude towards the subject matter. If they do not find a stimulating learning process resulted in students who initially motivated to learn eventually become bored and attention will decrease. So the motivation actually is respect an action. Motivation appears from human self, but its appearances because exited/ motivated by other element, it means is goal. The goal will connect to necessary problem. From the statement above, it is

assumed that intrinsic motivation is caused by factors from outside of students. It can be from effort, desire, attitude, etc.

2) Extrinsic Motivation

Extrinsic motivation refers to rewards that are obtained not from the activity, but as a consequence of the activity. The person is motivated by an outcome that is external or somehow related to the activity in which she or he is engaged. Extrinsic motivation refers to motives that are outside of and separate from the behaviors they cause; the motive for the behavior is not inherent in or essential to the behavior itself.¹² Extrinsic motivation came from outside of the individual. Common extrinsic motivations were reward like money and grades, coercion and threat of punishment. Competition was in general extrinsic because it encourages the performer to win and beat others, not to enjoy the intrinsic rewards of the activity. A crowd cheering on the individual and trophies were also extrinsic motivation incentives.

From the statement above, it is assumed that extrinsic motivation is caused by factors from outside of students. It can be from teachers, parents, environment.

a) Teachers

¹²Hoyenga, *Motivational Explanations of Behavior*, (CA: Brookes/Coles Publishing Company, 1984), p.3.

Teacher is a person who has an important role in teaching and learning activity to socialize and shaping motivation among students. Teacher is not only a person who transfers the knowledge to students, but also as a motivator who always motivates and supports the students in teaching and learning. Dornyei informs that teacher's skill in motivating students should be seen as the central in teaching and learning process. Teacher is the key instrument to handle and organize students in the classroom. So, teachers have responsibility to make teaching and learning process successfully.

b) Parents

The role of parents can influence upon students' extrinsic motivation in teaching and learning process. Parents give great influence to their children to achieve the good goals in schools. Jeremy Harmer stated that "if the parents are very much against the culture of the language this will probably affect his or her motivation in a negative way. If they are very much in favor of the language this might have the opposite effect".¹³ This statement means that parents have an important role to motivate their children. They should have to support their children to create their motivation.

c) Environments

¹³Jeremy Harmer, *How to Teach English* (London: Longman, 1998), p.4.

The teaching and learning activity in which conducted in good, clean, and health environment can give better satisfactory both of for teacher and students than conducted in bad environment. Environment also will cause students' motivation. Students will be more interesting, if the environment of the classroom is comfortable. According to Tabrani environment is everything which exist around us, which has correlation and gives influence to ourselves.¹⁴

a. Theories of Motivation

According to WastySoemanto thata good planning in learning, instrument, method which is used, does not surely give satisfaction to the result if students and teachers does not have motivation. Without motivation it is very difficult to reach goal, because of that it needs to know or understand motivation theories in teaching learning process particularly:

First,intrinsic theory. Human has three points of desire,in this case it is called instinct too, namely: self-maintaining, self-developing, and individual maintaining. Human being activity is driven by those three instincts, so according to this theory, to motivate someone should be based on which instinct that will be directed and needed development. For example; one student who is very diligent in learning even though his family life is poverty.

¹⁴NerfiIstianti,, “ The Correlation Between Students’ Motivation in learning speaking and their ability“(<http://repository.uinjkt.ac.id/dspace/bitstream/123456789/24666/3/NERFI%20ISTIANTI-FTIK.pdf> accessed at March 18th 2015 retrieved on 11:00 am), p.10.

Something that motivate him to study diligently may be he wants to be clever, it means there is self-developing, and maybe he wants to get a job after graduated. Another example, one student is motivated to quarrel because he often feels be despaired and scorned by his friends because they said he is stupid, it means there is self-maintaining.

Second, hedonism theory. Hedonism Greek it means, joy or pleasure, happiness, comfortable. According to hedonism theory human is an individual who thinks life is important, life which full of happiness and comfortable. So, if in individual faces one problem which need solving, he will choose the alternative solving which make happiness than to be solved difficulty, dangerous, suffering.

The implication of this theory raises an opinion that everybody will go away from dangerous, suffering but prefer to do something which give happiness to them at school the students in class room will be happy and applaud when they hear an announcement from the head master that their mathematics teacher is absent because of unhealthy. According to this theory will not be lazy. If they think learning is important for them they will be motivated to do it, because they will be got successful later.

Third, theory reaction. Reaction theory said that action or human behavior is not based on instinct but based on human patterns which is studied from culture where the human live. According to this theory if one leader or teacher will motivate their students the teacher ought to know the background and culture of students who are conducted by him.

Fourth, needs theory, this theory has opinions that act which is done by human on truth is to full their needs, physic or mental needs, because of that if one teacher wants to give motivation to their students he/she must try to know what it the need of the students which will to motivate them.¹⁵

By looking above motivation theories, so in this case motivation hold important role in learning because, it is useful to connect motif, lead

¹⁵WastySoemanto, *Op. Cit.*, p. 8.

an individual to do something in learning situation. It reinforces or stimulates students' in learning.

According to Sardiman.A. M that some efforts that are used in reinforcement, but in reinforcement motivation teacher must be carefully chooses words or action suitable with students' because there are some factors that influence the students' motivation.¹⁶

According to Syaiful Bahri Djamarah that Motivation variabel X or dependent variabel is a stimulus toward students' in teaching learning process. To measure the students' motivation level in learning is by looking from some indicator namely: a) attention, b) seriousness in learning, c) reward".¹⁷

2. Writing

a. Definition of Writing

Writing is an activity for producing and expressing, it is producing the words and sentences then it expressing with meaning of ideas, thus writing skill is the activity to transfer the ideas through words and sentences the idea will change to scientific. The writer

¹⁶Sardiman, A. M, *Intraksidan Motivasi Belajar Mengajar* (Jakarta: PT Raja Grafindo Persada, 2011), p.15.

¹⁷Syaiful Bahri Djamarah dan Aswan Zain, *Strategi Belajar Mengajar* (Jakarta: PT Rineka Cipta, 2006), p. 148.

imagines organizes, draft, edits, read, and rereads. This process of writing is often cyclical, and sometimes disorderly.

According to Mc. Whorter writing is an excellent means of monitoring and improving your comprehension and relation. It's also an effective learning strategy.¹⁸ In fact, many successful almost always read with a pen in hand ready to underline, mark, annotate, or paraphrase ideas. Then, after reading, some students use writing to study and review the material. The theory outline to organize information. Write summarize to condense ideas or draw to show relationship.

According to A S Hornby in this book 'Oxford Advanced Learner's Dictionary' that writing is group of pieces writing, especially by a particular person or on a particular subject.¹⁹ While pardiyono says "writing is one of realization from linguistic competence that express in to written in to oral language".²⁰ Next, MintoRahayusay "Menulis adalah mengungkapkan pikiran dalam bentuk tulisan".²¹

Then David Nunan Stated:

¹⁸Kathleen T. McWhorter, *Efficient and Flexible reading* (Niagara Country Community College, 1992), p. 289.

¹⁹A S Hornby, *Oxford Advanced Learner's Dictionary* (New York: Oxford University Press, 2005), p. 441.

²⁰Pardiyono, *Writing Clues for Better Writing Competence* (Yogyakarta: CV andi offset, 2006), P. 9.

²¹MintoRahayu, *Bahasa Indonesia di Perguruan Tinggi* (Jakarta: PT Grafindo, 2007), p. 143

Writing is both a physical and a mental act the most basic level. On other hand, writing is the mental work of inventing of ideas. Thinking about how to express them and organizing them into statements and paragraph that will be clear to a reader. It also both a process and product, the writer imagines, organizes, drafts, edits, and reads. This is the process of writing is often cyclical and sometimes disorderly, ultimately, what the audience sees, whether it is an instructor or a wider audience is a product an essay, letter, story, or research report.²²

Meanwhile according to Henry Guntur Tarigan said:

“Menulisialahmenurunkanataumelukiskan lambang-lambanggrafik yang menggambarkan suatu bahasa yang dipahamioleh seseorang, sehingga orang-orang dapatmembacalambang-lambanggrafiktersebutkalamerekamemahamibahasadanganbaran ggrafikitu, menulismerupakan suatupresentasi bagiantarikesatuan-kesatuan”.²³

(Writing is lowering or drawing the symbols graphic that others can read the symbols of the graphic if they understand the languages graphic picture. Writing is a representation of a language expression).

So, based explanation above, the researcher concludes that writing is the activity transferring the ideas and to describe a language in graph of symbol that understood by someone, so the readers can understand what the writer means. Writing also means to write

²²David Nunan, *Practical English Language Teaching* (America: The MC. Grow. Hill Companies, 2003), p. 88.

²³Henry Guntur Tarigan, *Menulis Sebagai Suatu Keterampilan Berbahasa* (Bandung: Angkasa, 1986), p. 21.

something that is involved several steps or stage. It can be started from prewriting which is made as the first idea that will be arranged composing which is made to make a good paragraph and rewriting which is done to rearrange the sentences to be a good paragraph.

b. The Purpose of Writing

According to Michael Omalley, there are three purpose of writing, they are:

1. Informative writing, It means that the purpose are to give information, direction, or ideas.
2. Expressive writing, it gives purposes a personal or imaginative expression in which the writer procedures stories or essays.
3. Persuasive writing, it means that writers attempt to influence others and imitate action or change.²⁴

Meanwhile Hugo Hartig in Henry Guntur Tarigan's book said that purposes of writing, they are:

1. Tujuan penugasan (Assignment purpose). Tujuan penugasan ini sebenarnya tidak mempunyai tujuan samasekali, penulis menuliskan itu karena ditugaskan bukan kemauannya sendiri.
2. Tujuan altruistik (Altruistic purpose). Tujuan altruistik bertujuan untuk menyenangkan para pembaca, menghadirkan kedudukan para pembaca.
3. Tujuan persuasif (Persuasive purpose). Bertujuan untuk meyakinkan pembaca kebenaran gagasan yang diutamakan.

²⁴Michael Omalley, *Authentic Assessment for English Language Learning* (USA: Addison Wesley Publishing Company), p. 137-138.

4. Tujuan informasional (Informational purpose). Bertujuan memberikan informasi atau keterangan/penerangan kepada para pembaca.
5. Tujuan pernyataan diri (Self-expression purpose). Bertujuan memperkenalkan atau menyatakan diri sang pengarang kepada para pembaca.
6. Tujuan kreatif (Creative purpose). Tujuan ini erat hubungannya dengan tujuan pernyataan diri, tetapi "keinginan kreatif" disini melebihi pernyataan diri dan melibatkan dirinya dengan keinginan mencapai norma artistic atau seni yang ideal, seni idaman, tulisan ini bertujuan untuk mencapai nilai-nilai kesenian.
7. Tujuan pemecahan masalah (Problem solving purpose). Secara cermat pikiran-pikiran dan gagasan-gagasannya agar dapat dimengerti oleh pembaca.²⁵

It means that:

1. Assignment purpose, this purpose is there is no aim at all the writer something because as just a duty, it is not self-will.
2. Altruistic purpose, this purpose is to make the readers pleasant to bring the readers situation.
3. Persuasive purpose, this purpose is to believe the readers of the truth important idea.
4. Informational purpose, this purpose is to give information or explanation to the readers.
5. Self-expression purpose, this purpose is to introduce or defined author to the readers.
6. Creative purpose, it has deep relation with self-expressive purpose but it has "creative will". It is more than self-expression and

²⁵ Henry Guntur Tarigan, *Op.Cit.*, p. 24-25.

involving herself with to reach artistic norm or ideal art. So, it is purpose is to reach artistic value and art value.

7. Problem solving purpose, the writer wants to solve the problem is faced. The writer wants to explain, to clear, and to explore also to search the thoughts and ideas carefully to be understood and received by the readers.

Based on the purposes of writing above, the researcher concluded that purposes of writing as follow:

- 1) To give information and knowledge to the readers.
- 2) To introduce or defined author to the readers.
- 3) To make the readers happy or entertain.
- 4) To make sure the readers about the truth of idea.

c. Types of Writing Performance

Types of writing they are:

- 1) Imitative

To produce written language, the learner must attain skills in the fundamental, basic tasks of writing letters, words, punctuation, and very brief sentences.²⁶ This category includes the ability to spell correctly and to perceive phoneme-grapheme

²⁶H. Douglas Brown, *Language Assessment, Principles and Classroom Practices* (New York: Person Education, 2003), p. 220

correspondences in the English spelling system. It is a level at which learners are trying to master the mechanics of writing. At this stage, form is the primary if not exclusive focus, while context and meaning are of secondary concern.

2) Intensive (Controlled)

Beyond the fundamentals are of imitative writing are skill in producing appropriate vocabulary within a context, collocation and idioms, and correct grammatical features up to the length of a sentence. Meaning and context are of some importance in determining correctness and appropriateness, but most assessment tasks are more concerned with a focus on form, and are rather strictly controlled by the test design.

3) Responsive

Here, assessment tasks require learners to perform at a limited discourse level, connecting sentences into a paragraph and creating a logically connected sequence of two or three paragraphs. Tasks respond to pedagogical directives, lists of criteria, outlines, and other guidelines. Genres of writing include brief narrative and description, short reports, lab reports, summaries, brief responses to reading, and interpretations of charts or graphs. Under specified condition, the writer begins to exercise some freedom of choice among alternative forms of expression of ideas. The writer has

mastered the fundamentals of sentence-level grammar and is more focused on the discourse convention that will achieve the objectives of the written text. Form-focused attention is mostly at the discourse level, with a strong emphasis on context and meaning.

4) Extensive

Extensive writing implies successful management of all the process and strategies of writing for all purposes, up to length of an essay, a term paper, a major research project report, or even a thesis.²⁷ Writers focus on achieving a purpose, organizing and developing ideas logically, using details to support or illustrate ideas, demonstrating syntactic and lexical variety, and in many cases, engaging in the process of multiple drafts to achieve a final product. Focus on grammatical form is limited to occasional editing or proofreading of a draft.

d. Micro and Macro Skills of Writing

Micro skills:

- (1) Produce graphemes and orthographic patterns of English.
- (2) Produce writing at an efficient rate of speed to suit the purpose.
- (3) Produce an acceptable core of words and use appropriate word order patterns.

²⁷*Ibid.*,

- (4) Use acceptable grammatical system (e.g., tenses, agreement, pluralization), patterns, and rules.
- (5) Express a particular meaning in different grammatical forms.
- (6) Use cohesive devices in written discourse.

Macroskills:

- (7) Use the rhetorical forms and conventions of written discourse.
 - (8) Appropriately accomplish the communicative function of written texts according to form and purpose.
 - (9) Convey links and connections between events, and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
 - (10) Distinguish between literal and implied meanings when writing.
 - (11) Correctly convey culturally specific references in the context of the written text.
 - (12) Developed and use a battery of writing strategies, such as accurately assessing the audience's interpretation, using prewriting decides, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback for revising and editing.²⁸
- e. Principle for Designing Writing Techniques**

Out of all these characteristics of the written word, along with macro and micro skills and of specific principles for designing writing

²⁸*Ibid.*, p. 221.

techniques emerge. They are principle for designing writing techniques:

a) Incorporate practice of “good” writers

This first guideline is sweeping. But as you contemplate devising a technique that has a writing goal in it, consider the various things that efficient writers do, and see if your technique includes some of these practices. For example, good writers:

1. Focus on a goal or main idea in writing.
2. Perceptively gauge their audience.
3. Spend some time (but not too much!) planning to write.
4. Easily let their first ideas flow onto the paper.
5. Follow a general organizational plan as they write.
6. Solicit and utilize feedback on their writing.
7. Are not weeded to certain surface structures.
8. Revise their work willingly and efficiently.
9. Patiently make as many revisions as needed.

b) Balance process and product

A good deal was said about the process approach. Make sure that the application of the process principle does not detract from a careful focus on the product as well.

c) Account for cultural/literary backgrounds

Make sure that your techniques do not assume that your students know English rhetorical conventions. If there are some apparent contrasts between students' native traditions and those that you are trying to teach, try to help students to understand who it is, exactly, that they are accustomed to and then by degrees perhaps, bring them to the use of acceptable English rhetoric.

d) Connect reading and writing

Clearly, students learn to write in part by carefully observing what is already written. That is, they learn by observing, or reading, the written word. By reading and studying a variety of relevant types of text, students can gain that may become the topic of their writing.

e) Provides as much authentic writing as possible

Whether writing is real writing or for display, it can still be authentic in that the purposes for writing are clear to the students, the audience is specified overtly, and that there is at least some intent to convey meaning. Writing that is shared with other students in the class is one way to add authenticity. Publishing a class newsletter, writing letters to people outside of class, writing a script for a skit or dramatic presentation, writing a resume, writing advertisement-all these can be seen as authentic writing.

- f) Frame your techniques in terms of prewriting, drafting, and revising stages

Process writing approaches tend to be framed in three stages of writing. The prewriting stage encourages the generation of ideas, which can happen in numerous ways:

- (1) Reading (extensively) a passage.
- (2) Skimming and/or scanning a passage.
- (3) Conducting some outside research.
- (4) Brainstorming.
- (5) Listing (in writing-individually).
- (6) Clustering (begin with a keyword, then add other words, using free association).
- (7) Discussing a topic or question.
- (8) Instructor-initiated questions and probes.
- (9) Freewriting.²⁹

B. Related Findings

There is a related finding in this research, a script SitiHajarHarahap³⁰ about “The Analysis of Grade X Students’ Motivation in Learning English of MAN HutagodangLanggaPayungLabuhanBatu Selatan”. The result of this

²⁹H. Douglas Brown, *Teaching by principle*, p. 330-332.

³⁰SitiHajarHarahap, *The Analysis of Grade X Students Motivation in Learning English of MAN HutagodangLanggaPayungLabuhanBatu Selatan*, (LanggPayung: MAN Hutagodang, 2012), p. 32.

research shows that students' in MAN Hutagodang highly motivated to learn English. The result of this research shows that students' in MAN Hutagodang highly motivated to learn English.

Next a script FinaHajarKusumaWati³¹ Students' Motivation In Learning English In MAN Kunir Wonodadi Blitar. The result of this research is the score students' intrinsic motivation is 55% and the students' extrinsic motivation is 45%, it means that the students' in MAN Kunir Wonodadi Blitar have higher intrinsic motivation and extrinsic motivation.

From explanation above the researcher can concluded that the different between my research is to know the motivation students' in writing English.

³¹FinaHajarWati, *Students' Motivation In Learning English In MAN Kunir Wonodadi Blitar* (Man Kunir Wonodadi Blitar) Juli 14th 2014.

CHAPTER III

RESEARCHER METODOLOGY

A. Place and Time

The location of the research had done at SMP Negeri 11 Padangsidempuan with complete address is at street Sisingamangaraja Gg. Air Bersih Sitamiang Padangsidempuan. This subject of research was at the VIII grade of students at SMP N11 Padangsidempuan. Time of this research had been done September 2014 up to May 2015.

B. Kinds of the Research

The design of this research was descriptive in nature, because the researcher wants to describe the students' motivation in writing English. Descriptive method is a survey that determines and allocates it with technical interview, observation or technical test, studying time of problem and identification of comparative analysis or operation).

According L.R Gay that, "descriptive research is a descriptive study determines and describes the way thing are. It may also compare how subgroups such as male and females or experienced and inexperienced teacher view issues and topic".¹ Will be conduct quantitative approach. The quantitative research is the research the analysis of the data by using figure data. According by RanjitKumar "in quantitative research you are

¹L.R. Gay & Peter Airasian, *Educational s Research Competence for Analysis and Application*, (USA: Prentice Hall, 2000), p. 275.

guided by predetermined sample size that is based upon a number of other considerations in addition to resources available”². Like according by Gay and Peter Airasian, “Quantitative descriptive or survey research involves collecting data in order to answer questions about the current status of the subject or topic of study”³. Quantitative descriptive is aim to describe with systematically and accurate of fact about the population.

So, it can be concluded that quantitative descriptive research means to analyze or make a sense (descriptive) about situation or events. It used to describe how the students’ motivation in writing English at the grade VIII of SMP Negeri 11 Padangsidempuan.

C. Source of Data

The source of data this research consists of:

- a. Primary data, the data had been done from the students SMP Negeri 11 Padangsidempuan, they are 90 students. They are consists of three classes. This researcher had done with purposive sampling. Riduwan said “purposive sampling is one of technical that can be used by researcher, if researcher has some of considerations take the certainly sampling to get the aim”⁴.

²Ranjit Kumar, *Research Methodology*, (London: Sage, 2011), p. 192.

³Gay and Peter Airasian, *Education Research Competencies for Analysis and Application*, (USA: Prentice Hall, 2000), p. 8-11.

⁴Riduwan, *Belajar Mudah Penelitian Untuk Guru-Karyawan dan Peneliti Pemula* (Bandung: Alfabeta, 2005), p. 63.

They are divided into three classes. The classes VIII-1 are 32 students, VIII-2 are 30 students, VIII-3 are 28 students. The research took only one class of them. The class is VIII-3, class VIII-3. The researcher took one classes, it was from VIII-3.

Table 1
Table of students' class

No	Class	Total students'
1	VIII-1	32
2	VIII-2	30
3	VIII-3	28
	Total	90

- b. Secondary data, the data had been done from the English teacher, headmaster in school SMP N 11 Padangsidempuan.

D. Technique of Collecting Data.

The research had been taken the data by the students and the English teacher and to collect the data. Based on the participants, for the primary data the researcher used the interview as an instrument for collecting the data, this research used the quantitative research. Based of statement above, the researcher chooses the instrument of collecting data in this research is questionnaire.

1) Questionnaire

The questionnaire is used to get information about students' motivation in writing English.⁵ The type of questionnaire that used in this research was scale, it is Likert scale.

The type of questionnaire this research is scale. The Likert-type scale response was level of frequency, in which the scoring of them is divided into two based on the direction.⁶The positive direction is called favorable, while the negative direction is called unfavorable. Both of them had their own score. They were described in the following below:

Tabel 2
Likert Scale

No	Symbol	Explanation	Favorable Score	Unfavorable Score
1	SL	Selalu	5	1
2	SR	Sering	4	2
3	KD	Kadang-kadang	3	3
4	JR	Jarang	2	4
5	TP	TidakPernah	1	5

In continuation, each item of the questionnaire was developed from indicator that has been described in the following below:

⁵Lorain Blaxter, et. all., *How to Research* (Buckingham: Open university Press, 2001), p.179.

⁶Wage M. Vagias, "Likert-type scale response anchors" (<http://www.clemson.edu/centers-institutes/tourism/documents/sample-scales.pdf> accessed at juli 29th, 2014 retrieved on 09:25 pm).

TABEL 3**Indicators of the Students' Motivation**

No.	Indicator	Sub Indicator	Number of Questionnaires		Total of Questionnaires
			Favorable	Unfavorable	
1	Extrinsic Motivation	1. Teachers	1,2,3,4	-	10
		2. Parents	5	6,7	
		3. Environment	8,9	10	
2	Intrinsic Motivation	1. Effort	11	12,13	10
		2. Desire	14,15	16	
		3. Attitude	17,18,19	20	
TOTAL			13	7	20

Table 4**Criteria score interpretation**

Percentage	Criteria
0-20%	Very low
21-40%	Low
41-60%	Enough
61-80%	High
81-100%	Very high

E. Techniques of Data Analysis

After collecting data, the researcher analyzed the data using some steps below:

- a. Describing the data of students' motivation in writing English.
- b. Interpreting the data of students' motivation in writing English.

F. Techniques of Checking Trustworthiness

Trustworthiness in qualitative research was very important because checking to the trustworthiness of the data was used to contradicted the assumption of qualitative research was not scientific. To reduce the bias of the data, and to improve the validity of the data collected, Gay suggested several one of them was triangulate.⁷

Triangulate was a powerful technique that facilities validation of data through cross verification from two or more sources. In particular, it refers to the application and combination of several research methodologies in the study of the same phenomenon.⁸

Triangulate by using different data sources to confirm one another, as when interview, and recollections of other participants produced that was same description of an event, or when a participant responds similarly to a personal question that was asked on three different occasions. The writer just took triangulate to check the trustworthiness data

⁷*Ibid.*, p. 225.

⁸SudarwanDanim, *MenjadiPenelitiKualitatif*, (Bandung: PustakaSetia, 2002).

CHAPTER IV

RESULT OF THE RESEARCH

A. Description of the findings

Students' motivation in writing English at grade VIII of SMP Negeri 11 Padangsimpuan can be seen comprehensive and united systematically after was done by data collecting with questioner. The result of questioner is enough. The score of questioner students' motivation in writing english is 50.07%.

The researcher conclude the the students' had must high motivation in English learning, especially given the motivation to learned. Students' motivation in writingEnglish in SMP Negeri 11 Padangsidimpuan also significant from intrinsic motivationstudents' and extrinsic motivation students' very significant from teacher, parents, environment, and etc.

Then students' motivation very important to improve motivation in Englishlearning because motivation comes from intrinsic motivation students' and extrinsic motivation students'.Then to know the result of data questionnaire, the researcher presented the data by the tables as:

Tables 5
Questionnaire No. 1

NO	Pernyataan	SL	SR	KD	JR	TP
1	Guru Bahasa Inggris di sekolah adalah sumber inspirasi saya.	8	5	7	3	6

Percentage	5.51%	3.44%	4.82%	2.06%	4.13%
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Based on the pattern of the sentences as an item of questionnaire above, that students' answered with SL were 8 students' (5.51%), while SR students' answered were 5 students' (3.44%), that answered KD were 7 students' (4.82%), next JR students' answered were 3 students' (2.06%), then TP students' answered were 6 (4.13%).

Tables 6
Questionnaire No. 2

N	Pernyataan	SL	SR	KD	JR	TP
2	Guru selalumemberikanhadiahkepadasiswa yangmendapatkannilaiBahasaInggris yang bagus.	11	9	3	3	3
Percentage		7.58	6.20	2.60	2.06	2.06
		%	%	%	%	%

Based on the pattern of the sentences as an item of questionnaire above, that students' answered with SL were 11 students' (7.58%), while SR students' answered were 9 students' (6.20%), that answered KD were 3 students' (2.60%), next JR students' answered were 3 students' (2.06%), then TP students' answered were 3 (2.60%).

Tables 7
Questionnaire No. 3

NO	Pernyataan	SL	SR	KD	JR	TP
3	Guru memeriksa hasil tulisan Bahasa Inggris.	8	3	7	3	6
Percentage		5.51%	2.06%	4.82%	2.06%	4.13%

Based on the pattern of the sentences as an item of questionnaire above, that students' answered with SL were 8 students' (5.51%), while SR students' answered were 3 students' (2.06%), that answered KD were 7 students' (4.82%), next JR students' answered were 3 students' (2.06%), then TP students' answered were 6 (4.13%).

Tables 8
Questionnaire No. 4

NO	Pernyataan	SL	SR	KD	JR	TP
4	Saya menulis dalam Bahasa Inggris jika kosa kata yang saya miliki ada.	12	4	8	3	2
Percentage		8.27%	2.75%	5.51%	2.06%	1.37%

Based on the pattern of the sentences as an item of questionnaire above, that students' answered with SL were 12 students' (8.27%), while SR students' answered were 4 students' (2.75%), that answered KD were 8 students' (5.51%), next JR students' answered were 3 students' (2.06%), then TP students' answered were 2 (1.37%).

**Tables 9
Questionnaire No. 5**

NO	Pernyataan	SL	SR	KD	JR	TP
5	Saya suka memiliki kosa kata yang banyak.	11	5	4	7	2
Percentage		7.58%	3.44%	2.75%	4.82%	1.37%

Based on the pattern of the sentences as an item of questionnaire above, that students' answered with SL were 11 students' (7.58%), while SR students' answered were 5 students' (3.44%), that answered KD were 4 students' (2.75%), next JR students' answered were 7 students' (4.82%), then TP students' answered were 2 (1.37%).

**Tables 10
Questionnaire No. 6**

NO	Pernyataan	SL	SR	KD	JR	TP
6	Orang tua saya selalu menganjurkan dan memberikan dukungan untuk mendalami pelajaran	13	6	3	5	2

	Bahasa Inggris.					
	Percentage	8.96%	4.13%	2.06%	3.44%	1.37%

Based on the pattern of the sentences as an item of questionnaire above, that students' answered with SL were 13 students' (8.96%), while SR students' answered were 6 students' (4.13%), that answered KD were 3 students' (2.06%), next JR students' answered were 5 students' (3.44%), then TP students' answered were 2 (1.37%).

Tables 11
Questionnaire No. 7

NO	Pernyataan	SL	SR	KD	JR	TP
7	Orang tua saya tidak pernah mendorong saya untuk belajar Bahasa Inggris dan tidak pernah memberikan hadiah kepada saya.	11	2	4	6	3
	Percentage	7.58%	1.37%	2.75%	4.13%	2.06%

Based on the pattern of the sentences as an item of questionnaire above, that students' answered with SL were 11 students' (7.58%), while SR students' answered were 2 students' (1.37%), that answered KD were 4 students' (2.75%), next JR students' answered were 6 students' (4.13%), then TP students' answered were 3 (2.06%).

Tables 12
Questionnaire No. 8

NO	Pernyataan	SL	SR	KD	JR	TP
8	Belajar Bahasa Inggris itu sangat menyenangkan karena suasana dikelas sangat mendukung.	2	12	6	4	5
Percentage		1.37%	8.27%	4.13%	2.75%	3.44%

Based on the pattern of the sentences as an item of questionnaire above, that students' answered with SL were 2 students' (1.37%), while SR students' answered were 12 students' (8.27%), that answered KD were 6 students' (4.13%), next JR students' answered were 4 students' (2.75%), then TP students' answered were 5 (3.44%).

Tables 13
Questionnaire No. 9

NO	Pernyataan	SL	SR	KD	JR	TP
9	Menulis kedalam Bahasa Inggris itu sangat mudah bagi saya.	2	8	12	5	2

Percentage	1.37%	5.51%	8.27%	3.44%	1.37%
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Based on the pattern of the sentences as an item of questionnaire above, that students' answered with SL were 2 students' (1.37%), while SR students' answered were 8 students' (5.51%), that answered KD were 12 students' (8.27%), next JR students' answered were 5 students' (3.44%), then TP students' answered were 2 (1.37%).

Tables 14
Questionnaire No. 10

NO	Pernyataan	SL	SR	KD	JR	TP
10	Saya mudah menyerah menyelesaikan tugas atau PR yang diberikan guru.	2	7	14	3	3
Percentage		1.37%	4.28%	9.65%	2.06%	2.06%

Based on the pattern of the sentences as an item of questionnaire above, that students' answered with SL were 2 students' (1.37%), while SR students' answered were 7 students' (4.28%), that answered KD were 14 students' (9.65%), next JR students' answered were 3 students' (2.06%), then TP students' answered were 3 (2.06%).

Tables 15
Questionnaire No. 11

NO	Pernyataan	SL	SR	KD	JR	TP
11	Saya selalu melatih diri saya menulis kedalam bahasa inggris .	4	5	6	7	7
Percentage		2.75%	3.44%	4.13%	4.82%	4.82%

Based on the pattern of the sentences as an item of questionnaire above, that students' answered with SL were 4 students' (2.75%), while SR students' answered were 5 students' (3.44%), that answered KD were 6 students' (4.13%), next JR students' answered were 7 students' (4.82%), then TP students' answered were 7 (4.82%).

Tables 16
Questionnaire No. 12

NO	Pernyataan	SL	SR	KD	JR	TP
12	Saya tidak pernah bertanya kepada guru bahasa inggris, walaupun saya mengalami kesulitan.	7	2	7	8	5
Percentage		4.82%	1.37%	4.82%	5.51%	3.44%

Based on the pattern of the sentences as an item of questionnaire above, that students' answered with SL were 8 students' (5.51%), while SR students' answered were 3 students' (2.06%), that answered KD were 7

students' (4.82%), next JR students' answered were 3 students' (2.06%), then TP students' answered were 6 (4.13%).

Tables 17
Questionnaire No. 13

NO	Pernyataan	SL	SR	KD	JR	TP
13	Sebisa mungkin saya menunda mengerjakan tugas Bahasa Inggris yang diberikan oleh guru.	10	5	4	8	2
Percentage		6.89%	3.44%	2.75%	5.51%	1.37%

Based on the pattern of the sentences as an item of questionnaire above, that students' answered with SL were 10 students' (6.89%), while SR students' answered were 5 students' (3.44%), that answered KD were 4 students' (2.75%), next JR students' answered were 8 students' (5.51%), then TP students' answered were 2 (1.37%).

Tables 18
Questionnaire No. 14

NO	Pernyataan	SL	SR	KD	JR	TP
14	Saya ingin bisa menulis dalam Bahasa Inggris.	10	3	6	7	3

	Percentage	6.89%	2.06%	4.13%	4.82%	3.44%

Based on the pattern of the sentences as an item of questionnaire above, that students' answered with SL were 10 students' (6.89%), while SR students' answered were 3 students' (2.06%), that answered KD were 6 students' (4.13%), next JR students' answered were 7 students' (4.82%), then TP students' answered were 3 (3.44%).

Tables 19
Questionnaire No. 15

NO	Pernyataan	SL	SR	KD	JR	TP
15	Saya ingin menguasai bahasa inggris karena akan menunjang karir saya dikemudian hari.	5	8	10	4	3
	Percentage	3.44%	5.51%	6.89%	2.75%	2.06%

Based on the pattern of the sentences as an item of questionnaire above, that students' answered with SL were 5 students' (3.44%), while SR students' answered were 8 students' (5.51%), that answered KD were 10 students' (6.89%), next JR students' answered were 4 students' (2.75%), then TP students' answered were 3 (2.06%).

Tables 20
Questionnaire No. 16

NO	Pernyataan	SL	SR	KD	JR	TP
16	Sayalebih suka menonton program televisi yang menggunakan Bahasa Indonesia.	8	7	9	3	2
Percentage		5.51%	4.82%	6.20%	2.06%	1.37%

Based on the pattern of the sentences as an item of questionnaire above, that students' answered with SL were 8 students' (5.51%), while SR students' answered were 7 students' (4.28%), that answered KD were 9 students' (6.20%), next JR students' answered were 3 students' (2.06%), then TP students' answered were 2 (1.37%).

Tables 21
Questionnaire No. 17

NO	Pernyataan	SL	SR	KD	JR	TP
17	Menulis adalah kegiatan yang sangat menyenangkan.	6	5	7	9	2
Percentage		4.13%	3.44%	4.82%	6.20%	1.37%

Based on the pattern of the sentences as an item of questionnaire above, that students' answered with SL were 6 students' (4.13%), while SR students' answered were 5 students' (3.44%), that answered KD were 7

students' (4.82%), next JR students' answered were 9 students' (6.20%), then TP students' answered were 2 (1.37%).

Tables 22
Questionnaire No. 18

NO	Pernyataan	SL	SR	KD	JR	TP
18	Saya sangat menyukai pelajaran Bahasa Inggris karena saya ingin bisa menjadi penulis.	7	3	4	6	9
Percentage		4.82%	2.06%	2.75%	4.13%	6.20%

Based on the pattern of the sentences as an item of questionnaire above, that students' answered with SL were 7 students' (4.82%), while SR students' answered were 3 students' (2.06%), that answered KD were 4 students' (2.75%), next JR students' answered were 6 students' (4.13%), then TP students' answered were 9 (6.20%).

Tables 23
Questionnaire No. 19

NO	Pernyataan	SL	SR	KD	JR	TP
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19	Pelajaran bahasa inggris adalah program sekolah yang sangat penting.	10	7	4	5	3
Percentage		6.89%	4.82%	2.75%	3.44%	2.06%

Based on the pattern of the sentences as an item of questionnaire above, that students' answered with SL were 10 students' (6.89%), while SR students' answered were 7 students' (4.82%), that answered KD were 4 students' (2.75%), next JR students' answered were 5 students' (3.44%), then TP students' answered were 3 (2.06%).

Tables 24
Questionnaire No. 20

NO	Pernyataan	SL	SR	KD	JR	TP
20	Saya merasa malu ketika guru menyuruh saya menulis ke papan tulis.	7	8	2	3	10
Percentage		4.82%	5.51%	1.37%	2.06%	6.89%

Based on the pattern of the sentences as an item of questionnaire above, that students' answered with SL were 7 students' (4.82%), while SR students' answered were 8 students' (5.51%), that answered KD were 2

students' (1.37%), next JR students' answered were 3 students' (2.06%), then TP students' answered were 10 (6.89%).

CHAPTER V

CONCLUSION AND SUGGESTION

A. The conclusion

Based on the result of questioner done by the researcher about the students' Motivation in Writing English at grade VIII of SMP Negeri 11 Padangsidempuan, the writer can conclude as follow:

The students' score in the questionnaire of students' motivation at grade VIII SMP Negeri 11 Padangsidempuan was 50.07% it was categorized into enough category, it was meant that they had enough motivation in writing English from score. Then motivation very important to improve students' in writing english like from intrinsic motivation students' and extrinsic motivation students.

B. The Suggestions

Based on the above conclusions writer gave some suggestions as follows:

1. It is suggested to English teachers
 - a. To use more than Indonesian in explaining the lesson in order made students' familiar with English word.
 - b. When the English teacher teaching the subject don't forgot to give motivate to students.
 - c. English teaching learning process should be done using various methods or techniques so that the students do not boring to study.

2. It is suggested to headmaster
 - a. To motivate the English teachers to improve their motivation in teaching English especially in studying English.
 - b. The headmaster has to complete the facilities.
3. It is suggested to readers and researcher to take benefit from this paper for further research it is hoped can use of other researchers in order to made a research.

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Appendix I

Angket Tentang Motivasi Siswa

Nama :

Kelas :

Hari, Tanggal :

A. Pengantar

1. Angket ini diberikan kepada siswa hanya untuk mendapatkan informasi dari siswa sesuai penelitian tentang **“Students’ Motivation in Writing English at Grade VIII of SMP Negeri 11 Padangsidempuan”**.
2. Informasi yang diperoleh dari anda sangat berguna bagi sipeneliti untuk menganalisis tentang motivasi siswa dalam menulis ke dalam Bahasa Inggris.
3. Jawaban anda tidak mempengaruhi nilai Bahasa Inggris anda, jawablah dengan jujur sesuai dengan keadaan anda.

Petunjuk Pengisian

Isilah dengan tanda check (√) pada kolom dari setriap nomor pertanyaan yang paling sesuai dengan apa yang anda alami, dengan petunjuk dibawah ini:

SL= Selalu

SR = Sering

KD = Kadang-kadang

JR = Jarang

TP = Tidak Pernah

No.	PERNYATAAN	SL	SR	KD	JR	TP
1.	Guru Bahasa Inggris di sekolah adalah sumber inspirasi saya.					
2.	Guru selalu memberikan hadiah kepada siswa yang mendapatkan nilai Bahasa					

	Inggris yang bagus.					
3.	Guru memeriksa hasil tulisan Bahasa Inggris.					
4.	Saya menulis dalam Bahasa Inggris jika kosa kata yang saya miliki ada.					
5.	Saya suka memiliki kosa kata yang banyak.					
6.	Orang tua saya selalu menganjurkan dan memberikan dukungan untuk mendalami pelajaran Bahasa Inggris.					
7.	Orang tua saya tidak pernah mendorong saya untuk belajar Bahasa Inggris dan tidak pernah memberikan hadiah kepada saya.					
8.	Belajar Bahasa Inggris itu sangat menyenangkan karena suasana dikelas sangat mendukung.					
9.	Menulis kedalam Bahasa Inggris itu sangat mudah bagi saya.					
10.	Saya mudah menyerah menyelesaikan tugas atau PR yang diberikan guru.					
11.	Saya selalu melatih diri saya menulis kedalam bahasa Inggris .					
12.	Saya tidak pernah bertanya kepada guru bahasa Inggris, walaupun saya mengalami kesulitan.					
13.	Sebisa mungkin saya menunda mengerjakan tugas Bahasa Inggris yang diberikan oleh guru.					
14.	Saya ingin bisa menulis dalam Bahasa Inggris.					
15.	Saya ingin menguasai bahasa Inggris karena akan menunjang karir saya dikemudian hari.					
16.	Saya lebih suka menonton program televisi yang menggunakan Bahasa Indonesia.					
17.	Menulis adalah kegiatan yang sangat menyenangkan.					
18.	Saya sangat menyukai pelajaran Bahasa Inggris karena saya ingin bisa menjadi penulis.					
19.	Pelajaran bahasa Inggris adalah program sekolah yang sangat penting.					
20.	Saya merasa malu ketika guru menyuruh saya menulis ke papan tulis.					

Appendix II

The Result of Questionnaire Students' Motivation in Writing

No	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total
1	5	1	2	2	1	2	1	3	1	2	4	1	2	1	5	2	4	5	1	2	47
2	5	4	5	3	3	2	1	1	2	2	1	3	3	4	2	3	4	2	1	2	53
3	1	5	1	5	4	1	1	3	3	2	3	2	3	2	5	3	2	4	2	2	54
4	5	2	3	2	3	1	2	3	4	2	3	2	1	3	5	3	2	3	5	1	55
5	5	4	3	5	1	1	1	4	2	3	5	1	1	1	4	1	1	5	3	2	53
6	3	2	2	1	3	2	3	4	3	3	4	1	1	4	5	2	3	4	5	1	56
7	4	2	4	5	3	4	5	4	2	3	2	3	1	3	4	1	3	1	2	1	57
8	2	3	3	4	4	1	2	2	3	4	1	2	2	3	4	2	4	3	1	5	55
9	3	2	2	3	1	3	3	3	2	2	5	2	3	3	5	3	3	3	4	3	58
10	5	3	3	3	2	1	1	3	3	2	3	3	2	1	4	2	5	2	1	2	51
11	3	2	1	4	4	1	2	1	1	3	1	5	3	2	4	1	4	3	1	4	50
12	4	4	2	4	5	1	2	1	1	5	1	4	2	4	5	1	1	5	2	1	55
13	2	1	2	1	5	1	1	3	2	1	4	1	2	1	4	2	1	3	5	1	43
14	2	1	1	1	3	2	1	2	1	1	1	3	2	2	1	3	1	1	2	1	32
15	2	4	3	1	2	3	2	3	2	1	5	2	3	1	2	3	1	2	3	2	47
16	5	3	4	2	4	1	1	2	1	5	2	2	3	1	3	2	1	2	3	5	52
17	2	5	1	4	2	1	3	5	2	1	2	3	1	3	5	4	3	5	3	1	56
18	2	1	1	1	1	1	1	4	3	3	1	3	1	5	5	1	5	1	1	3	40
19	1	5	1	5	5	1	1	3	2	1	4	4	2	1	1	2	1	3	2	1	46
20	2	5	1	5	1	3	2	1	1	4	1	1	3	2	1	1	2	4	5	1	59
21	1	1	2	4	4	1	1	4	4	5	4	2	2	1	4	1	1	1	4	1	48
22	4	2	5	4	2	4	1	4	2	3	1	3	1	2	1	1	3	4	2	1	50
23	4	3	4	3	4	3	2	3	4	3	2	2	3	2	3	2	3	2	1	2	55
24	4	2	1	3	5	3	2	1	1	4	1	1	3	2	5	1	2	4	3	1	49
25	2	1	1	1	2	1	1	3	2	4	1	4	2	1	4	2	4	3	1	1	38
26	4	2	4	5	4	1	1	3	4	1	5	1	1	5	5	1	4	5	1	2	59
27	5	4	3	3	1	2	2	3	3	2	1	1	1	5	3	3	1	4	2	1	38
28	1	3	2	1	5	1	1	3	2	1	4	1	2	4	1	2	4	3	5	1	47
29	4	2	4	5	4	1	1	3	4	1	5	1	1	5	5	1	4	5	1	2	59
																					1462

Skor Perolehan : 1462
 Skor Maksimal : $29 \times 5 \times 20 = 2900$
 Persentase : $\frac{\text{Skor Perolehan}}{\text{Skor maksimal}} \times 100\%$
 : $\frac{1462}{2900} \times 100$
 : 50.41