



**THE CORRELATION BETWEEN INTRINSIC MOTIVATION  
AND STUDENTS' WRITING DESCRIPTIVE ABILITY AT  
FIFTH SEMESTER OF ENGLISH STUDENTS' IAIN  
PADANGSIDIMPUAN**

**A THESIS**

*Submitted to the State Institute for Islamic Studies Padangsidimpuan  
a Partial Fulfillment of the Requirement for the Graduate  
Degree of Education (S.Pd.) in English*

**Written By:**

**SITI ARIFAH RAMBE**

**Reg. No. 13 340 0109**

**ENGLISH EDUCATIONPROGRAM**

**TARBIYAH AND TEACHER TRAINING FACULTY  
INSTITUTE FOR ISLAMIC STUDIES  
PADANGSIDIMPUAN**

**2020**



**THE CORRELATION BETWEEN INTRINSIC MOTIVATION  
AND STUDENTS' WRITING DESCRIPTIVE ABILITY AT FIFTH  
SEMESTER OF ENGLISH STUDENTS' IAIN  
PADANGSIDEMPUNAN**

**A THESIS**

*Submitted to the State Institute for Islamic Studies Padangsidempuan  
a Partial Fulfillment of the Requirement for the Graduate  
Degree of Education (S.Pd.) in English*

**Written By:**

**SITI ARIFAH RAMBE**

**Reg. No. 13 340 0109**



**Advisor I**

**Rayendriani Fahmei Lubis, M.Ag.**  
**NIP. 19710510 200003 2 001**

**Advisor II**

**Fitri Rayani Siregar, M. Hum.**  
**NIP. 19820731 200912 2 004**

**ENGLISH EDUCATION PROGRAM**

**TARBIYAH AND TEACHER TRAINING FACULTY  
INSTITUTE FOR ISLAMIC STUDIES  
PADANGSIDEMPUNAN**

**2020**

## LETTER OF AGREEMENT

Term : Munaqosyah  
a.n. Siti Arifah Rambe  
Item : 5 (five) exemplars

Padangsidempuan, 16 July 2020  
To:  
Dean Tarbiyah and  
Teacher Training Faculty  
In-  
Padangsidempuan

Assalamu'alaikum Wr.Wb.

After reading, studying and giving advice for necessary revision on thesis belongs to **Siti Arifah Rambe**, entitled "**The Correlation Between Intrinsic Motivation And Students' Writing Descriptive Ability at Fifth Semester of English Students' IAIN Padangsidempuan**", we approved that the thesis has been acceptable to complete therequirement to fulfill for the degree of Graduate of Education (S.Pd.) in English.

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

Wassalamu'alaikum Wr.Wb.

Advisor I

  
**Rayendriani Fahmei Lubis, M.Ag**  
NIP. 19710510 200003 2 001

Advisor II

  
**Fitri Rayani Siregar, M.Hum**  
NIP. 19820731 2009 2 004

### **DECLARATION OF SELF THESIS COMPLETION**

The name who signed here:

Name : SITI ARIFAH RAMBE

Registration Number : 13 340 0109

Faculty/Department : Tarbiyah and Teacher Training Faculty/ TBI-3

The Title of Thesis : THE CORRELATION BETWEEN INTRINSIC  
MOTIVATION AND STUDENTS' WRITING  
DESCRIPTIVE ABILITY AT FIFTH SEMESTER OF  
ENGLISH STUDENTS' IAIN PADANGSIDIMPUAN.

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

I made this declaration truthfully, if there is deceitfulness and incorrectness degrading to this deglaration in the future, I will be willing to get punishment as it is required in students' Ethic Code of IAIN Padangsidimpuan, article 19 verses 4, that is to cancel academic degree disrespectfully, and other punishment regarding norms and legal law.



Padangsidimpuan, July 16<sup>th</sup> 2020  
Declaration Maker

**SITI ARIFAH RAMBE**  
**NIM. 13 340 0109**

## AGREEMENT PUBLICATION OF FINAL TASK FOR ACADEMY CAVITY

As Academic Cavity of the State Institute for Islamic Studies Padangsidimpuan, the name who signed here:

Name : SITI ARIFAH RAMBE

Registration Number : 13 340 0109

Faculty/Department : Tarbiyah and Teacher Training Faculty/TBI-3

Kind : Thesis

To develop of science and knowledge, I hereby declare that I present to the State Institute for Islamic Studies Padangsidimpuan **Non Exclusive Royalty Right** on my thesis with entitled:“ **THE CORRELATION BETWEEN INTRINSIC MOTIVATION AND STUDENTS’WRITING DESCRIPTIVE ABILITY AT FIFTH SEMESTER OF ENGLISH STUDENTS’ IAIN PADANGSIDIMPUAN**”With all the sets of equipment (if needed). Based on the this non exclusive royalty right, the State Institute for Islamic Studies Padangsidimpuan has the right to save, to format, to organize in data base form, to keep and to publish thesis for as I am determined as a writer and owner of its creative right.

Based on statement above all, thus statement is made true heartedly to be used properly.

Padangsidimpuan, July 16<sup>th</sup> 2020

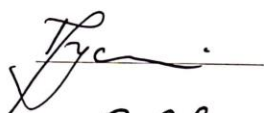
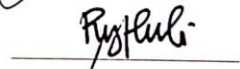

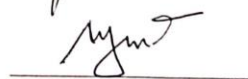
he signed



*Siti Arifah Rambe*  
**SITI ARIFAH RAMBE**  
**Reg. No. 13 340 0109**

**EXAMINERS**  
**SCHOLAR MUNAQOSYAH EXAMINATION**

Name : Siti Arifah Rambe  
Reg. Number : 13 340 0109  
Thesis : **THE CORELATIONS BETWEEN INTRINSIC  
MOTIVATION AND STUDENTS' WRITING  
DESCRIPTIVE ABILITY AT FIFTH SEMESTER OF  
ENGLISH STUDENTS' IAIN PADANGSIDIMPUAN**

No	Name	Signature
1.	Fitri Rayani Siregar, M.Hum (Ketua/ Penguji Bidang Bahasa Inggris )	
2.	Rayendriani fahmei lubis, M.Ag (Sekretaris/ Penguji Bidang Metodologi)	
3.	Zainuddin, M.Hum (Anggota/ Penguji Bidang Isi dan Bahasa)	
4.	Yusni Sinaga, M.Hum (Anggota/ Penguji Bidang Umum)	

Proposed:  
Place : Padangsidimpuan  
Date : 16 July 2020  
Time : 14.00 WIB s/d selesai  
Result/Mark : 70.5 (B)  
IPK : 3.17  
Predicate : Amat Baik







RELIGION MINISTRY REPUBLIC OF INDONESIA  
THE STATE INSTITUTE FOR ISLAMIC STUDIES PADANGSIDIMPUAN  
TARBIYAH AND TEACHER TRAINING FACULTY  
Jalan. T. Rizal Nurdin Km. 4,5 Sihitang, Padangsidimpuan 22733  
Telepon. (0634) 22080 Fax. (0634) 24022

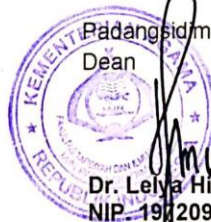
#### LEGALIZATION

**Thesis** :THE CORRELATION BETWEEN INTRINSIC  
MOTIVATION AND STUDENTS' WRITING DESCRIPTIVE  
ABILITY AT FIFTH SEMESTER OF ENGLISH STUDENTS'  
IAIN PADANGSIDIMPUAN

**Written By** : SITI ARIFAH RAMBE  
**Reg. Number** : 13 340 0109  
**Faculty/Department** :TARBIYAH AND TEACHER TRAINING FACULTY/ TBI-3

The Thesis have been accepted as a partial fulfillment of the requirement for the Graduate Degree of Education (S.Pd) in English Program.

Padangsidimpuan, September 2021  
Dean  
  
Dr. Lelya Hilda., M.Si.  
NIP. 19720920 200003 2 002



**Name** :Siti Arifah Rambe  
**Register Number** :13 340 0109  
**Faculty** :Tarbiyah and Teacher Training Faculty  
**Department** :English Education (TBI-3)  
**The Title of the Thesis** :The Correlation Between Intrtinsic Motivation  
And Students' Writing Descriptive Ability At  
Fifth Semester Of English Students' IAIN  
Padangsidimpuan

### **ABSTRACT**

This research discussed about The Correlation Between Intrinsic Motivation and Students' Writing Descriptive Ability To The Fifth Semester Of English Students' IAIN Padangsidimpuan.. The problems of this research were students were lack of mastering grammar that make students often to make mistake in the structure of the sentence, students are lack of vocabularies and lack interest to write, therefore, students might have no idea and lack motivation; . So that the students could not master in vocabulary.

The purposes of this research was to know of how significant the correlation between intrinsic motivation and Students writing descriptive ability to Fifth semester of english students' IAIN Padangsidimpuan The population of this research was consisted of 78 students. Then, the sample of the research was 2 experimental classes, the first experimental class by intrinsic motivation (TBI-2), and the second as a control class by using writing descriptive ability(TBI-5). It was taken after conducting test. In collecting the data, researcher used test for measuring students' intrinsic motivation. To analysis tthe data, researcher used t-test.

To analyze data, the researcher used product moment formula. After analyzing data, the researcher found that mean score of variable X was 93,33 and mean score of Variaable Y 63,27. Besides, the score  $r_{xy}$  was higher than  $r_{table}$  ( $0,304 \leq 0,393$  ). The result showed that there was correlation between two variables but in low category. It means the hypothesis ( $H_a$ ) was accepted. It was concluded that there was a correlation between intrinsic motivation and Students writing descriptive ability to Fifth semester of english students' IAIN Padangsidimpuan in low category.



## ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Praised to Allah swt., the most Creator and Merciful who has given me the health, time, knowledge and strength to finish the thesis entitled “The Correlation Between Intrinsic Motivation And Students’ Writing Descriptive Ability At Fifth Semester Of English Students’ IAIN Padangsidempuan”. Besides, peace and greeting be upon to the prophet Muhammad saw. that has brought the human from the darkness era into the lightness era.

It is a pleasure to acknowledgement the help and contribution to all of lecturers, institution, family and friends who have contributed in different ways hence this thesis is processed until it becomes a complete writing. In the process of finishing this thesis, I got 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. Rayendriani Fahmei Lubis, M.Ag\_ as my first advisor and Mr. Sojuangon Rambe, S.S., M.Pd., as my second advisor who has guided me to make a good thesis, who has been the great advisor for me and gave me many ideas, criticisms, and support in writing this thesis.
2. Mr. Prof. Dr. H. Ibrahim Siregar, MCL., as the Rector of IAIN Padangsidempuan.
3. Mrs. Dr. Lelya Hilda, M.Si., as the Dean of Tarbiyah and Teacher Training Faculty.

4. Mrs. Fitri Rayani Siregar, M.Hum., as the Chief of English Education Department who always support me and also all of her students in finishing the thesis and always be patient in facing our problem.
5. All lecturers and all the academic cavities of IAIN Padangsidempuan who had given so much knowledge and helped during I studied in this institute.
6. Mrs. Rayendriani Fahmei Lubis, M.Ag., as my lovely Academic Advisor who always helped and supported me till finishing this thesis.
7. My beloved parent (Asnan Rambe and Niswa Tanjung) who has taught me how to be patient and survive with my own hand, who never be tired to give me the advice and always support me in any condition.
8. My beloved sisters (Nur Aini Rambe, S.Pd., Ulidia Handayani Rambe and Minta Uba Rambe) who always gave me motivation, praying and support in finishing my thesis.
9. My beloved brother (Baihaqi Harahap) who has supported me and prayed for my best while finishing my thesis.
10. My lovely friends, Amelia Adha Pasaribu, Maria Lubis, Ahmad Tahir Harahap, Tifanny Sahanaya Tanjung, Hasdiana Ritonga, Wilda Yanti, Nomalia Arsentina Ritonga, Herlina Siregar, Juita Sitompul, Inayusanti Rambe, Laily Ramadhani Nasution, Febriana Daulay, Junaidah Khairani Harahap, Masrianti, , and all of my friends in TBI-1, TBI-2, TBI-3 2013 Academic year who always supported me to finish my thesis and also be my spirit in writing this thesis. Thank you so much for the help and the happiness that you brought to my life.

11. All of my friends in IAIN Padangsidimpuan, thank you so much for your support and help and also all of 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 suggestions. Therefore, it is such a pleasure for me to get critiques and suggestions from the readers to make this thesis better.

Padangsidimpuan, July 2019  
Researcher

**SITI ARIFAH RAMBE**  
**Reg. No. 13 340 0109**

## TABLE OF CONTENTS

	Page
TITLE PAGE.....	
LEGALIZATION ADVISORS SHEET .....	
AGREEMENT ADVISORS SHEET .....	
DECLARATION OF SELF THESIS COMPLETION .....	
AGREEMENT PUBLICATION OF FINAL TASK FOR ACADEMIC CIVITY.....	
LEGALIZATION OF DEAN OF TARBIYAH AND TEACHER TRAINING FACULTY .....	
ABSTRACT .....	i
ACKNOWLEDGEMENT .....	ii
TABLE OF CONTENTS .....	v
LIST OF TABLES .....	vii
LIST OF FIGURES .....	viii

### CHAPTER I: INTRODUCTION

A. Background of the Research .....	1
B. Identification of the Problem .....	4
C. Limitation of the Problem .....	4
D. Formulation of the Problems .....	4
E. Objectives of the Research.....	5
F. Significances of the Research .....	5
G. Defenition of operational Variable .....	6

### CHAPTER II: LITERATURE REVIEW

A. Theoretical Description.....	8
1. Intrinsic Motivation .....	8
a. The Definition of Intrinnsic Motivation .....	8
b. The Essensial of Intrinsic Motivation .....	11
c. Function of Motivation.....	13
2. Students' Writing Ability .....	14
a. Definition of Students' Writing Ability .....	14
b. The Nature of Writing .....	16
c. Kinds of Writing .....	18
d. The Characteristic of Writing .....	19
e. Evaluation of Writing.....	21
f. Writing as Skill .....	22
g. The process of writing.....	22
3. Descriptive Text .....	23
a. The Definition of Descriptive Text.....	23
b. The Generic Structure of Descriptive Text .....	24

c. Example of Descriptive Text .....	25
B. Review of Related Findings .....	26
C. Conceptual Framework .....	28
D. Hypothesis .....	29

**CHAPTER III: RESEARCH METHODOLOGY**

A. Place and Time of the Research .....	30
B. Research Design .....	30
C. Population and Sample .....	30
D. Instrument of The Research .....	31
E. Technique of Collecting Data .....	38
F. Techniques of Analyzing Data .....	39
H.Outline Script .....	43

**CHAPTER IV: THE RESULT OF THE RESEARCH**

A. Description of Data.....	44
1. Students' Intrinsic Motivation.....	44
2. Students' Writing Descriptive Ability .....	47
3. Testing of Hyphotesis .....	49
B. The Discussion of Result .....	50
C. Limitation of The Research.....	53

**CHAPTER V: CONCLUSION AND SUGGESTION**

A. Conclusion .....	54
B. Suggestion.....	54

**REFERENCES**

**CURICULUM VITAE**

**APPENDIX**

## LIST OF TABLES

	Page
Table 1 : Population at fifth semester of English Students' IAIN Padangsidimpuan.....	31
Table 2 : Sample of the Research.....	32
Table 3 : Indicator of Intrinsic Motivation .....	33
Table 4 : Criteria Score Interpretation .....	35
Table 5 : The Resume of Variable Score of Intrinsic Motivation.....	45
Table 6 : The Frequency Distribution of Intrinsic Motivation.....	45
Table 7 : The Resume of Variable Score of Writing Descriptive Ability ....	47
Table 8 : The Frequency Distribution of Writing Descriptive Ability .....	48



## **LIST OF FIGURES**

Figure 1 : Description Data of Intrinsic Motivation .....	46
Figure 2 : Description Data of Writing Descriptive Ability.....	48

# CHAPTER I

## INTRODUCTION

### A. Background of the Problem

Writing is one of language skills necessary skill for students to master science it frequently determines their academic success. Writing gives them ability to record their own in descriptive text correctly; they should be able to write a paragraph fully integrated. Writing is powerful process for learning: for describing, synthesizing, analyzing, interpreting, and communicating experience. Writing is one for expressing thought and thus of writing, it is independent upon both the natural ability and the experiences of individuals.

Writing is activity for production and expressing, it is producing the words and sentences then it expressing with the meaning of ideas, opinion, experience and information. Thus writing ability is the activity to transfer ideas through words and teacher has done many efforts continuously. In this case, the efforts has been done by teacher, such us: Giving motivation to the students in every teaching and learning process.

In fifht semester of english students' IAIN Padangsidempuan, the students must be able to write some kinds of writing such us descriptive text, narrative text and recount text, from all of those kinds of the text above. In this research the researcher only focus on writing descriptive text.

There are many students have problems, students' can not write properly, such as: the students lack of mastering grammar that make students often to make mistake in the structure of the sentence; students

are lack of vocabularies and lack interest to write; therefore, students might have no idea and lack of motivation; students find it difficult to write because they do not understand in arranging the word in order to form a good sentence and creating sentence into a paragraph and lack of confidence in writing.

The researcher experience when she did the research of students' IAIN Padangsidimpuan, the process of teaching learning in the classroom is still classroom passive. The students do not understand clearly about descriptive text, how to identify the descriptive text, and how to describe persons, places, and things in English writing. Beside that, the teacher of English language teaching by lecture which makes the students felt bored and difficult to understand the material when teaching learning process conduct. Therefore, the teacher needs to be more creative in teaching, So, teacher needs to intrinsic motivation the students writing descriptive ability.

There are many factors, such as; students are also generally still lack daring to write to the blackboard examples or sentences given by teachers about the writing of students writing descriptive ability. When the teacher asks the students to write an example, only a few students have the courage themselves. Through writing descriptively as writing examples, sentences, tenses and others very determine the students in mastering English. Because in writing, the teacher can assess the extent to which the mastery of students in English learning and it can't be

done without the encouragement of the students themselves or the so-called intrinsic motivation. From the factors above, the researcher is interested to overcome the factors or students' problem above. So, the researcher chooses intrinsic motivation because it more interest for students all of once alleviate boredom. Other reason, students start thinking to intrinsic motivation has important role to add students spirit in learning.

This intrinsic motivation is the overall driving force within the students that raises awareness for learning, that awareness can inspire the students' spirit to carry out the learning activities, to ensure the continuity of learning activities and to provide the direction of learning in order to achieve the goal. Motivation learning plays an important role in providing passion / spirit of students so have a strong motivation and have a lot of energy to do learning activities. Using the motivation, the learning process will be easier in achieving the goal, as more facilitate students in writing ideas that exist in mind. So that, students more easily devote or explain and develop to what is written.

Therefore, intrinsic motivation in descriptive writing activity is important and relevant to be made a research. From the problems above the researcher feel interested to examine further on a research in the form of thesis with the title **“The Correlation Between Intrinsic Motivation and Students' Writing Descriptive Ability to The Fifth Semester of English Students' IAIN Padangsidimpuan”**.

## **B. Identification of the Problem**

Based on the explanation in the background, there are some problems which can influence the writing descriptive ability such as: 1) The students lack of mastering grammar that make students often to make mistake in the structure of the sentence. 2) Students are lack of vocabularies and lack interest to write, 3) Students might have no idea and lack of motivation. From the three problems only concern with solving the correlation between intrinsic motivation and students' writing descriptive ability to the Fifth semester IAIN Padangsidimpuan.

## **C. Limitation of the Problem**

Based on the identification of the problem above, this researcher needs to limit the problem of this research, this research is limited the correlation between intrinsic motivation and students' writing descriptive ability to the Fifth semester of english students' IAIN Padangsidimpuan.

## **D. Formulation of the Problem**

As for the formulation of the problem of this research are:

1. How is intrinsic motivation of learning English at the Fifth semester of english students' IAIN Padangsidimpuan?
2. How is students ability to writing descriptive text of the Fifth semester of english students' IAIN Padangsidimpuan?

3. Is there any significant correlation between intrinsic motivation and students' writing descriptive ability to the Fifth Semester of English IAIN Padangsidimpuan?

#### **E. Objectives of the Research**

As for the goals of this research are:

1. To know the students' intrinsic motivation to the Fifth semester of English students' IAIN Padangsidimpuan.
2. To know the students' writing descriptive text ability to the Fifth Semester of English students' IAIN Padangsidimpuan.
3. To find out the correlation between the level of intrinsic motivation and students' writing descriptive ability to the Fifth Semester of English students' IAIN Padangsidimpuan.

#### **F. The Significant of the Research**

The research is arranged by researcher and use.

1. For the Faculty, to give motivation to English Lecturer to become professional lecturer.
2. For the English Lecturer of IAIN Padangsidimpuan, as input about a correlation between intrinsic motivation and students' writing descriptive ability to the Fifth semester of English students' IAIN Padangsidimpuan.
3. For the researcher, as information in teaching learning process.



4. As a requirement for researcher to complete the task and requirements for achieving a Bachelor of Education (S. Pd) in Science and Pedagogy Faculty of Tarbiyah IAIN Padangsidempuan.

#### **G. Definition of Operational Variable**

To limit the sense of the title in the study and avoid misunderstandings, then the perceived need to limit actually is a researcher in this thesis:

##### **1. Students' Intrinsic Motivation ( Variable X)**

Intrinsic motivation is the emergence of a boost it by itself, without being stimulated from the outside. As disclosed and Dimiyati Mudjiono that intrinsic motivation is motivation caused because someone is happy to do so.<sup>1</sup> The pleasure of doing a thing is caused due to a person's needs and objectives. Djamarah explains that "protégés" motivated to learn solely to control the values that are contained in the lesson material, not because of the desires of others, like want to get praise, high value or gifts etc.<sup>2</sup>

As for Oemar Hamalik mentioned that the motivation of fact arising from the inside of his own students, such as the desire to get a particular skill.<sup>3</sup>

##### **2. Students' Writing Descriptive Ability ( Variable Y)**

Descriptive text is culturally specific text type which result from using language (written and spoken) to keep accomplish

---

<sup>1</sup> Dimiyati .*op.Cit.*, p, 90

<sup>2</sup> Syiful Bahri Djamarah, *Psikologi Belajar* (Jakarta: Bumi Aksara, 2008), p. 162.

<sup>3</sup> Oemar Hamalik, *Proses Belajar Mengajar* (Jakarta: PT Bumi Aksara, 2008), p. 162.

something. It takes place through a series of stages and using language in particular ways. A text usually represents a discourse, although it may be a list of associated sentences and every teaching materials in English subjects always involves text. One of them is descriptive text.

Descriptive writing or descriptive text is a piece of writing that lists the characteristics of a person, place or thing. It describes living and non living things such animals, towns, buildings, and so on<sup>4</sup>. Previous writing lessons dealt with paragraph development by time sequence (such as first, then, next, afterwards), that is, listing or describing events in the order in which they occurred. Another important aid to good writing was also mentioned: the topic sentence. It states the subject or theme of the paragraph. All other sentences in the paragraph support or expand the statement contained in the topic sentence.<sup>5</sup>

Furthermore, Ability is a level of skill or intelligence.<sup>6</sup> It is a potential or capacity and power to do something physical or mental, it's also defined as special nature power to do something well or talent. It means that we do something consist of physical or mental achievement and can be determined as a skills and expertness or talent. So, the ability is the power to do something physical or mental.

---

<sup>4</sup> Linawati Setiadi, dkk, *Seri Pendalaman Materi Bahasa Inggris SMA and MA*, (Jakarta: Esis, 2008), p.49.

<sup>5</sup> George E. Wishon and Julia M. Burks, *Let's Write English*, (New York: American Book Company, 1980), p.128

<sup>6</sup> A.S. Hornby, *Oxford Advanced Learner's Dictionary*. New York: Oxford University Press, 1995.

## CHAPTER II

### LITERATURE REVIEW

#### A. Theoretical Description

In conducting a research, theories are needed to explain some concept or terms applied in research concerned. The terms are as follow:

##### 1. Intrinsic Motivation

###### a. Definition of intrinsic motivation

Intrinsic motivation, motivation is derived from a person without stimulation from the outside. A stimulus is a temporally discrete, momentary happening in the life of an organism.<sup>7</sup> The most common definition of intrinsic motivation involves performing an activity for its own sake rather than as a means to an end.

This definition has been interpreted to mean that intrinsically motivated behavior occurs independently of any forms of reinforcement or reward.<sup>8</sup> Intrinsic motivation also is interpreted as the motivation that the pusher is a direct link with the values contained within their own work goals. For example, a diligent student studying psychology course because she wanted to master that subject. Intrinsic motivation refers to motivation that is driven by an interest or enjoyment in the task itself, and exists within the individual rather than relying on any external pressure.

---

<sup>7</sup> Brian H. Ross, *The Psychology of learning and Motivation* (London: Elsevier Academic Press, 2004), p. 86.

<sup>8</sup> Carol Sansone, Judith M, Harackiewicz, *Intrinsic and Extrinsic Motivation the search for Optimal Motivation and Performanc e* (Landon: Academic Press, 2000), p. 315.

Based on the definition above, there are some definition how it is called as intrinsic motivation. The motivation comes from the word "motiv" which means encouragement or motivation is the driving force someone to do something. Therefore, Motivation has been a central discussion among psychologists due to its strong relations with the biological, cognitive and social regulation factors and its consequences on human behavior. It is considered as a multidimensional phenomenon because people have various explanations for the engagement in an activity, the different level of inclinations and the type of motivational orientations, intrinsic and extrinsic, have been emphasized. Intrinsic motivation is genuine motivation that emerges from a personal inclination or incentive towards a specific task for the natural enjoyment aroused from involvement in the activity per se, while extrinsic motivation refers to an engagement in an activity to attain a specific goal or as an instrumental means to an end ( Ryan et al,2000 ).<sup>9</sup> In the beginning when psychologists started paying attention towards motivation, White ( 1959 ) explained intrinsic motivation as a sort of reason to be expert in the task, people look for challenges to learn new abilities only for the enjoyment to be expert in in the task and achievement .<sup>10</sup> "Intrinsic motivation is an motivational value of a sense of control man finds the exercise of control over their environment to

---

<sup>9</sup> Ryan, R. M. And Deci, E.L ( 2000 ). Intrinsic and Extrinsic Motivation: Classic Definitions and New Directions Contemporary Educational Psychology.PP.25, 54-67.

<sup>10</sup> White, R ( 1959 ). Motivation Reconsidered: The Concept of Competence. Psychological review. PP.66:297-333.

be inherently motivating. Harter ( 1981 ) portrayed intrinsic motivation as inquisitiveness or an interesting activity that guide learners to search for the activities which seems difficult but wanted to master them with enjoyment.<sup>11</sup> According to him intrinsic motivation have three mechanisms namely, challenge, interest and self-regulating mastery.

”As described Mustaqim and Abdul Wahid motif is an objective of the soul that drives individuals to specific activities and for the purpose of a particular situation.<sup>12</sup> In determining that goal can be realized or not, but to reach that goal it is necessary to do, where as the cause of doing is The cause of doing is a motif itself as a power mover/pusher.<sup>13</sup>

According to Mc. Donald, motivation is the change in energy in a person that is marked by the emergence of "feeling" and begins with responses to the presence of a goal. Thus from the notion expressed by Mc. Donald this motivation can contain three key elements, namely:

- 1) That motivation was control of the occurrence of a change of energy in every individual man. The development of motivation will bring some changes in the energy system "neurophysiological" on human organism. Because of concerns of human energy changes (although the motivation that arises from in humans), will also be concerns of human physical activities.
- 2) Marked by Motivation, sense/"feeling", someone's affection. In this case the motivation relevant to psychiatric problems, affection and emotions that can determine human behavior.

---

<sup>11</sup> Harter, S., ( 1981 ). A New Self-Report Scale of Intrinsic Versus Extrinsic Orientation in the Classroom: Motivational and Informational Components. *Developmental Psychology*. PP.17,300-312.

<sup>12</sup> Sardiman, *Interaksi Dan Motivasi Belajar Mengajar* (Jakarta: Raja Wali Pers, 2011), p.73-74.

<sup>13</sup> Syaiful Bahri Djamarah, *Op.Cit.*, p. 162.

3) Motivation will be stimulated due to the goal. So the motivation in this case is actually a response from something objective. Motivation indeed appears from inside humans, but its appearance because of the presence of other elements of a sexually aroused in this existence purpose.<sup>14</sup>

Such as, then motivation will lead to occurrence of something changes the energy in man, so that it will lead to the emergence of some psychiatric symptoms such as feelings and emotions, then act or do anything. All of this encouraged due to desire.

b. The essential of intrinsic motivation

Intrinsic motivation is defined as the doing of an activity for its inherent satisfaction rather than for some separable consequence. When intrinsically motivated a person is moved to act for the fun the challenge entailed rather than because of external prods, pressures, or rewards. According to Ryan and Deci “intrinsic motivation is defined as the doing of an activity for its inherent satisfaction rather than for some separable consequence. When intrinsically motivated, a person is moved to act for the fun or challenge entailed rather than because of external products, pressures or reward.<sup>15</sup> Intrinsic motivation is clearly visible in young infants. That consistently try to grasp, throw, bite, squash or shout at new objects they encounter.

Dimiyati and motivational nature that divided Mudjjiono two. The first motivation that comes from within yourself or also called

---

<sup>14</sup> Mc. Donald, Education Psychology, (Tokyo: Ovearseas Publication Ltd, 1959). P.77.

<sup>15</sup> Ryan R.M. and Deci.E.L, “*Contemporary Educational Psychology*” (<http://www.co.au> accessed at Desember 30, 2018 retrieved on 10 pm).



intrinsic motivation, the two motivations are sourced from outside of extrinsic motivation or called someone.<sup>16</sup> Then as Aunurrahman disclosed that the motivation Of is encouragement from within themselves to do something activity.<sup>17</sup>

Intrinsic motivation is the emergence of a boost it by itself, without being stimulated from the outside. As disclosed and Dimiyati Mudjiono that intrinsic motivation is motivation caused because someone is happy to do.<sup>18</sup> So, The pleasure of doing a thing is caused due to a person's needs and objectives. Djamarah explains that protégés motivated to learn solely to control the values that are contained in the lesson material, not because of the desires of others, like want to get praise, the high score or gift and others.<sup>19</sup> Therefore, Oemar Hamalik mentioned that:

Then motivation of fact arising from the inside of his own students, such as the desire to get a particular skill.<sup>20</sup>

Djamarah argued if someone has intrinsic motivation in himself, he will consciously carry out activities that do not require motivation from outside himself.<sup>21</sup> Someone who has intrinsic motivation will have education and knowledge goals. One way to achieve its goal is to learn, because by learning someone will realize that education and knowledge

---

<sup>16</sup> Dimiyati and Mujiono, *Belajar dan Pembelajaran* ( Jakarta: PT. Asdi Mahasatya, 2006), p. 90.

<sup>17</sup> Aunurrahman, *Belajardan Pembelajaran* (Bandung: Alfabeta, 2013), p.115.

<sup>18</sup> Dimiyati, *Op.cit.*, p.90.

<sup>19</sup> Syaiful Bahri Djamarah, *Psikologi Belajar* (Jakarta: Bumi Aksara, 2008), p. 162.

<sup>20</sup> Oemar Hamalik, *Proses Belajar Mengajar* ( Jakarta: PT Bumi Aksara, 2008), p. 162.

<sup>21</sup> Syaiful Bahri Djamarah, *Op.cit.*, p. 150.

are very important. Djamarah says that students who have intrinsic motivation to learn will become someone have educated, knowledge, and have expertise in certain fields.

Sardiman said that:

Motivation is motives' which becomes active or functioning so it does not need to be stimulated from the outside, because inside every individual already exist the urge to do something. It is such a pleasure to read, not necessarily anyone else telling or pushed him, he's been diligent to find books as material that wanted him to learn.<sup>22</sup>

As a concrete example, a student's writing, to really get the skills in writing, he wrote not because of the duties of the teacher or anyone else. This often occurs in people who have an intrinsic motivation. Please note that students who have an intrinsic motivation will have the goal to be an educated person, knowledgeable, have expertise in a particular field, and one that must be done for example is the habit in learning to read, write and others.

#### c. Function of motivation

The function of motivation according to Sardiman a. M there are three functions, namely:

- 1) Encouragement to do, so as the movers or the motor that releases energy. The motivation in this case is its driving force of any of the activities that will be carried out.
- 2) Determines the direction of the works, i.e. towards the objectives to be achieved. Thus the motivation can give directions and activities that should be carried out in accordance with the outline of its objectives.
- 3) Selection of works, i.e. determining what actions should be undertaken in order to achieve the goal of matching, allotting the works that are not useful for the purpose.

---

<sup>22</sup> Sardiman A.M, *Op.Cit.*, p.85.

Somebody student will face a test with the hope of graduating, certainly will be doing a learning activity and will not spend time to play cards or read the comics, because not in accord with the goals.<sup>23</sup>

In addition, there are also other functions. Motivation can serve as the catalyst of effort and achievement. Someone did an attempt because of motivation. The existence of a good motivation in learning will show good results. In other words, with the diligent efforts and especially based on the existence of a motivation, then someone who learned it will be able to give birth to a good achievement. The intensity of motivation a student will largely determine the level of achievement.

## **2. Students' Writing Ability**

### **a. Definition of students' writing ability**

Writing is a communication activity language using language as the medium. Writing is a skill used language to communicate indirectly, not face-to-face with other people. Writing is an activity that is productive and expressive. In the activities of the author should write this skilled make use of language, structure and vocabulary. It consists of a series of letters that means with all the thoroughness of the coat of arms like spelling. A person can be called a writer because it has the finesse to pour in writing ideas, ideas, and feelings with

---

<sup>23</sup>Sardiman A.M, Op. Cit., p. 85.

coherently. Writing is primarily a productive and expressive activities.

In the activity of writing is skilled a writer must make use of language, Graphology, the structure of words. Writing skills are used to record, to convince, to report, inform, and influence the reader. Such goal and purpose can only be achieved by the learner who can devise and construct roads and suggest thoughts in writing in a clear, smooth, and communicative. This depends on clarity of thought, organization, usage and word choice, and sentence structure.<sup>24</sup> What written meaning and benefits that make the other person feel the need to read and enjoy it.<sup>25</sup>

Muchlisoh suggested that:

Writing is an activity or activities of a person to convey an idea of indirectly to others by the reader using the coat of arms of charts that can be understood by the author and the reader so indirect communication between authors and readers.<sup>26</sup>

Similar with Muchlisoh, and M. Suparno Jonah lays out that writing is an activity is the delivery of the message using the language of writing as atool of his writing. The message is the content o r content that is contained in the writing. Writing is a symbol or emblem of the language can be seen and agreed upon the wearer. Thus, in writing at least communication there are four elements involved: the writer as a

---

<sup>24</sup> Mc. Crimmon & James M, *Writing With a Purpose* (Boston: Houghton Mifflin Company, 1967), p. 122.

<sup>25</sup> Sabarti Akhadiah M.K., Maidar G.A, Dan Sakura Ridwan, *Kemampuan Menulis Bahasa Indonesia* (Jakarta : Erlangga, 2001), p. 13.

<sup>26</sup>Muchlisoh,Dkk., *Pendidikan Bahasa Indonesia* (Jakarta: Depdiknas, 1992), p. 233.

Messenger of a message, the content of the writings, the channel or media in the form of writing, and the reader as the recipient of the message.<sup>27</sup>

Henry Guntur Tarigan argues, is a writing skills-language used to communicate indirectly, not face-to-face with other people. Writing is an activity that is productive and expressive.<sup>28</sup> While Furneaux said, "Writing is essentially act: you usually write to communicate with an audience. Which has expectation about the key type you produce."<sup>29</sup> So, writing is an activity to express ideas in writing form or the process of giving information by texts that involved in generating the letters, words and sentences.

b. The nature of writing

Writing is not a difficult job but also did not easy. To get started writing, every writer does not have to wait to become a skilled writer. Learning theory writing is easy, but not enough to practical once or twice. The frequency of the writing exercise will make someone skilled in the field of writers'. No in appropriate time to start writing. That is, whenever, wherever, and however in situations that a foreigners studying in Indonesia can do so. Fear of failure is not a cause that must be maintained. That's one of the tips, techniques, and strategies offered

---

<sup>27</sup>Suparno Dan M. Yunus. *Keterampilan Dasar Menulis* (Jakarta : UT, 2003), p. 96.

<sup>28</sup>Henry Guntur Tarigan. *Menulis Sebagai Suatu Keterampilan Berbahasa*. (Bandung :Tarsito, 1987). p. 3.

<sup>29</sup>Clare Furneaux, *Recent Materials On Teaching Writing* ( *ELT Journal Vol 53/1 Januari 1999*). Oxford : Oxford University Press. 1999). p. 57.

by David Nunan.<sup>30</sup> In his book *Language Teaching Methodology*. He offers a concept of the development of writing skills that include:

- 1) Is the difference between spoken language and written look at the functions and characteristics shared by both. However, it is noteworthy that both should have the function of communication. From the point of view this is known the extent to which the relationship between spoken language and written, so that it can be applied in communication activities.
- 2) View that writing skills as a process and write it as a product. Process-oriented approach, focusing more on learning activities (writing process); While the product-oriented approach, focusing more on the results of the study of writing that is a form of writing.
- 3) Generic structure of the discourse of each type of essay (writing) does not indicate a striking difference. It's just on a kind of narrative essay shows the complete structure, which include orientation, complications and resolution. This is a characteristic of this type of essay/writing.
- 4) To add insights on writing skills, every writer needs to know the writers are skilled and unskilled writers. The goal is to be able to follow the path of the mind (reasoning) of both.
- 5) At least three process of writing offered by David Nunan, namely; (a) the stage of prewriting, (b) the stage of writing, and (c) the stage of improvement.<sup>31</sup>

To implement the third stage of writing the necessary skills of combining a product and process writing. Writing is primarily a productive and expressive activities. In the activity of writing is skilled a writer must make use of language, Graphology, structure and vocabulary. Writing skills are used to record, record, report, inform, persuade and influence the reader. Such goal and purpose can only be achieved by the learner who can devise and construct roads and

---

<sup>30</sup>David Nunan, *Language Teaching Methodology*. New York: Prentice Hall, 1991), p. 86-90.

<sup>31</sup>*Ibid.*, p. 86-90.



suggested thoughts in writing in a clear, smooth, and communicative. This depends on clarity of thought, organization, usage and word choice, and sentence structure.<sup>32</sup> Thus ability is the activity to transfer the ideas through words or sentence the idea will change to scientific.

### c. Kinds of Writing

The various effects a writer may wish to have on his or her readers to inform, to persuade, to entertain result in different kinds of prose. The most common is prose that informs, which, depending on what it is about, is called exposition, description, or narration.

#### 1) Exposition

Exposition explains. How things work an internal combustion engine. Ideas a theory of economics. Facts of everyday life how many people get divorced. History why Custer attacked at the Little Big Horn. Controversial issues laden with feelings abortion, politics, religion. But whatever its subject, exposition reveals what a particular mind thinks or knows or believes. Exposition is constructed logically. It organizes around cause/effect, true/false, less/more, positive/negative, general/particular, assertion/denial. Its movement is signaled by connectives like *therefore, however, and so, besides, but, not only, more important, in fact, for example*.

---

<sup>32</sup>Mc. Crimmon, *Op.Cit.*, p. 122.

## 2) Description

Description deals with perceptions most commonly visual perceptions. Its central problem is to arrange what we see into a significant pattern. Unlike the logic of exposition, the pattern is spatial: above/below, before/behind, right/left, and so on.

## 3) Narration

The subject of narration is a series of related events a story. Its problem is twofold: to arrange the events in a sequence of time and to reveal their significance. *Persuasion* seeks to alter how readers think or believe. It is usually about controversial topics and often appeals to reason in the form of *argument*, offering evidence or logical proof. Another form of persuasion is *satire*, which ridicules folly or evil, sometimes subtly, sometimes crudely and coarsely. Finally, persuasion may be in the form of *eloquence*, appealing to ideals and noble sentiments.<sup>33</sup> So that, narration is a condition want to influence by audience.

### d. The characteristic of writing

Some characteristic of written language, from the perspective of a reader. Let's revisit those from a writer's review point. They are:

---

<sup>33</sup>Thomas S. Kane, *The Oxford, Essential To Writing* (New York: Oxford University Press, 2000), p. 6-7.

1) Permanence

One something is written down and delivered in its final form to its intended audience, the writer abdicates a certain power: power to emend, to clarify, to withdraw.

2) Production time

The good news is that, given appropriate stretches of time, a writer can indeed become a “good” writer by developing efficient processes for achieving the final product.

3) Distance

The distance factor required what I have called cognitive empathy, in good writers can “read” their own writing from the perspective of the mind of the targeted audience.

4) Orthograph

Everything from simple greetings to extremely complex ideas captured through the manipulation of a few dozen letters and other written symbols.

5) Complexity

Writers must learn how to remove redundancy. How to combine sentences, how to make references to other elements in a text, how to create syntactic and lexical variety and much more.

6) Vocabulary

Writing places a heavier demand on vocabulary use than does speaking. Good writers will learn to take advantage of the richness of English vocabulary.

7) Formality

Whether a student is filling out a questionnaire or writing a full-blown essay, the conventions of each form must be followed.

8) Coherence

Coherence is traditionally described as the relationship that link the ideas in a text to create meaning. It is important that students be taught alternative strategies to improve their writing.<sup>34</sup>

Based on the characteristics above the writer must be able and then applying to their article, although the reader can be easy to read.

---

<sup>34</sup>H. Douglas Brown, *Teaching By Principles: An Interactive Approach To Language Pedagogy* (New Jersey: Prentice Hall, 1994), p. 325-326.

e. Evaluation of Writing.

Evaluation of writing is task. The task must be specifying the amount of time students will have to complete the writing. According to Arthur Hughes there are some criteria of writing assessment.

1) Grammar

Grammar is the part of the study of language which deals with forms and structure of words, with their customary arrangement in phrase and sentence and often with language sounds and world meaning.

2) Vocabulary

There are many sets of words which add greatly to our opportunities to express subtle shades of meaning at various levels of style.

3) Mechanic

This criterion is talk about punctuation and spelling of the writing. In a good writing is correct used of English writing conventions: left and right margins, all needed, punctuation and spelling.

4) Fluency

In a fluency on writing must be consistence between choice of structure with vocabulary and also both of them must be appropriate.

5) From (organization).

In writing activity organization is one of the main assessments in writing ability. This criteria is identify introduction, body, and conclusion of writing task.<sup>35</sup>

f. Writing as a skill

A sure way to wreck your chances of learning how to write competently is to believe that writing is a “natural gift” rather than a learned skill.

g. The process of writing.

Writing is a personal act; it is an expression of the self it is a process that is done for a purpose, which results in a product. It is a process of thought and emotion that requires certain skills and abilities to gain the product and accomplish the purpose. This product has certain qualities and conditions of form that can be judged in terms of the purpose. Because writing is personal, the individual determines the purpose and judges the product. As an expression of self, the process changes as the individual changes. As a student’s background of experiences enlarge, the needs for expression change. As a student the ability to give expression grows-providing the skills necessary for such expression.

There are three process of writing, they are:

- 1) Prewriting or motivation, discussion and concept development.

---

<sup>35</sup> Arthur Hughes, *Testing for Language Teacher*, (New York: Cambridge University Press, 1990), p. 91-93

- 2) While writing, which takes place in classroom or at home so students can rely both teacher and students for feedback and support.
- 3) Post writing, in which students share their writing with other reading aloud what they have written, or exchange writing with other students.<sup>36</sup>

To make good writing there are the writing process, According to Penny Ur the purpose of writing, in principle, is the expression of ideas, the conveying of messages to the reader. So the ideas themselves should arguably be seen as the most important aspect in the writing.<sup>37</sup> So, the researcher concludes, that purpose of writing is when the writers do their writing, of course they have some purpose. They have to consider the purpose of their writing since this will<sup>38</sup> influence, not only the type of text they wish to produce, but including the language which they use, and the information that they choose.

### 3. Descriptive text

#### a. Definition of descriptive text

Descriptive text is a kind of text which the content is a description of a case being described clearly. Descriptive text is a containing two components, identification and description by which a writer describes a person, or a tree, or a house, or camping as his topic.

According to Sanggam Siahaan, descriptive is a written English text in which the writer describes an object. In this text, the object can be a concrete or abstract object. It can be a person, or an

---

<sup>36</sup>Eka Susti Harida, *Diktat: Reading Comprehension*, (Published: IAIN Padangsidempuan, 2014 ), p. 5-7.

<sup>37</sup>Penny Ur, *A Course in Language Teaching*, (USA: Cambridge University Press, 1991), p. 163.

animal, or a tree, or a house, or a camping. It can be any topic.<sup>39</sup> According to Sri Dewi Astuti “descriptive text is that describes the characteristic of a particular thing, a place, or a person”.<sup>40</sup> Description or information given can be as a surveying of the five senses, the list of description logically or some case based on the priority, the quality or quantity. It is related to the opinion of Joyce Armstrong and Carol sights, smell, taste, and touch. “it can make you smell the smoke from a dying campfire, the crickets sing, or see the author’s friends”.

Description can stand on its own or breathe life into other types of writing, such as poems story. According to Pardiyo descriptive is a type of written text, which has the specific function to give description about an object (human or no human).<sup>41</sup> So, the researcher concludes, that Descriptive text is a kind of the text in genre that gives description about things, living thing or non living thing. Descriptive text describes much information about an object, where the information is about the parts, qualities, or characteristics of the object that is describes.

#### **b. The Generic Structure of Descriptive Text**

The generic structure descriptive text is identification and description. Identification intended of the topic which is wanted to descript, and description intended of writing that tries to put a picture

---

<sup>39</sup> Sanggam Siahaan, *Generic Text Structure* (Pematang Siantar: Graha Ilmu, 2007), p.89.

<sup>40</sup>Sri Dewi Astuti, *Comparing and Contrasting Descriptive and Report Text* (Bekashi: Aldhi Aksara Abadi Indonesia), p. 1.

<sup>41</sup> Pardiyo, *Teaching Genre-Based Writing*, (Yogyakarta: Andi OFFSET, 2007), p.34.

in the reader's mind.<sup>42</sup> Description tells how something looks or sounds or taste or smell or feel. Lowes and Clark also explained that text structure of descriptive text consist of:

1. Identification is writing the name or something, place, pictured, city, and family with brief description.
2. Description is describes parts, qualities and characteristics of thing.<sup>43</sup>

According to Mark Anderson and Kathy Anderson the generic features of description are :

- 1) Verb in the presents tense
- 2) Adjective to describe the features of the subject
- 3) Topic sentences to begin paragraph and organize the various aspect of the description.<sup>44</sup>

So, based on definition above, the researcher can conclude the generic structure of descriptive text is the students should master the generic structure of descriptive text before they write a descriptive text.

### **c. Example of Descriptive Text**

The example of descriptive text is below:

#### **Refflesia Arnoldi**

RefflesiaArnoldi is one of the rare plants in Indonesia. It can be found only in Bengkulu, one of Indonesia's provinces. It is an almost extinct plant that should be conserved. It is tremendous and high. It can

---

<sup>42</sup> Lewis and Clark, *Recent Materials On Teaching Writing* (<http://www.campusschool.edullofti/>)Primary, retrieved on 28 July 2013, 09:00 o'clock.

<sup>43</sup>*Ibid.* 09:00 o'clock.

<sup>44</sup> Mark Anderson and Kathy Anderson, *Text Type in English 3*, (Australia: MacMillan, 1998), p. 26.



be four meters height. This plant grows up in the wild area such as in the jungle. It cannot be planted by human since it grows naturally. It has a wide and large leaves. The leaves can be there meters length. It usually has five big size leaves. The leaves are usually patterned and colorful. The most color is maroon and in contains white spots to make it interesting to look at. The mid part is the trunk. This part is the highest part. It can be two or three meters height. This part soars up to the sky since this plant grows up following the suns light. Actually, it can be not called as “trunk” since it is the leaf that has a form like a trunk. It is harder than the other leaves and it is only one without branches. When we approach it, it has a bad smell. The smell is carrion-like. It spreads up to ten meters surround. The bad smell function to protect itself from any disturbance such as animal, insect, etc<sup>45</sup>

## **B. Review of Related Finding**

There are some review of related finding towards this thesis as follow:

1. Pike makharani did research about : the correlation of students’ motivation and students’ English Achievement at grade VIII SMP N 9 Padangsidempuan. Based on the result of this thesis, she concluded that there was a correlation between learning motivation and learning achievement at grade VIII SMP N 9 Padangsidempuan. It is based on the

---

<sup>45</sup> SanggamSiahaan, *Generic Text Structure*, (Pematangsiantar, GrahaIlmu,2008), p.89-92.

data that showed  $r_{xy}$  was 0.381 while  $r_{table}$  was 0.279. It means that  $r_{count} > r_{table}$  ( 0.381 > 0.289 ) which means the hypothesis was accepted.<sup>46</sup>

2. Mely Gusnijar did the research about “The Influence of Students’ Motivation toward Students’ Achievement at SMP N 1 Halongonan Paluta”. It is based on the data that showed  $r_{xy}$  was 0.672 while  $r_{table}$  was 0.279. It means that  $r_{count} > r_{table}$  ( 0.672 > 0.279 ) which means the hypothesis was accepted.<sup>47</sup>
3. Nurliani did the research about “The Correlation between Learning Motivation and English Achievement ( A study to the grade VIII at SM N 3 Siabu )”. It is based on the data that showed  $r_{xy}$  was 0.89 while  $r_{table}$  was 0.279. It means that  $r_{count} > r_{table}$  ( 0.89 > 0.279 ) which means the hypothesis was accepted.<sup>48</sup>
4. Ade Yanti did the researcher about “The Correlation between Extrinsic Motivation and English Achievement at the grade VIII Students’ of SMP N 2 Padangsidimpuan”. It is based on the data, the researcher found that mean score of variabel X was 96.57 and mean score of variabel Y was 87.2. besides, the score of  $r_{xy}$  was higher than  $r_{table}$  ( 0.357 > 0.200 ). The

---

<sup>46</sup> Pike Makharani, *the correlation of students’ motivation and students’ English achievement at grade VIII SMP N 9 Padangsidimpuan*, ( Padangsidimpuan : IAIN Padangsidimpuan, 2014 )p.51

<sup>47</sup> Mely Gusnijar, *The Influence of Students’ Motivation towards students’ Achievement at SMP N 1 Halongonan Paluta*, ( Padangsidimpuan : IAIN Padangsidimpuan, 2014)

<sup>48</sup> Nurliani, *The Correlation between Learning Motivation and English Achievement ( A study to the grade VIII at SM Negeri 3 Siabu )*, (Padangsidimpuan : IAIN Padangsidimpuan , 2014 )

result showed that there was correlation between two variables but in low category.<sup>49</sup>

5. Annasari did the researcher about “The Effect of Using Group Working Technique To Students’ Descriptive Writing Ability ar Grade VIII SMP N 1 Lembah Sorik Marapi”. It based on the data, the researcher found that mean score variable X was 74,31 and mean score of variable Y was 54,5. Besides the score of  $r_{xy}$  was higher (40,06 >37,42). So, the effect of group working technique to students’ descriptive writing ability was an affective and efficient technique and can effect the students’ descriptive writing ability.<sup>50</sup>

### **C. The Conceptual Framework**

Every behavior of individuals is always accompanied with the motivation. Motivation is very important towards the achievement of the goals, and rewarding good results can be achieved when grounded by strong motivation. In fact the motivation which is based on acquiring ability of a lot of students wrote descriptive, meaning that students without having to be instructed and compulsion from the outside many students who move with their own. This is due to the encouragement of her own.

Intrinsic motivation is the most important motivation in pushing someone to write what you have in mind, for it to write in fact can’t be

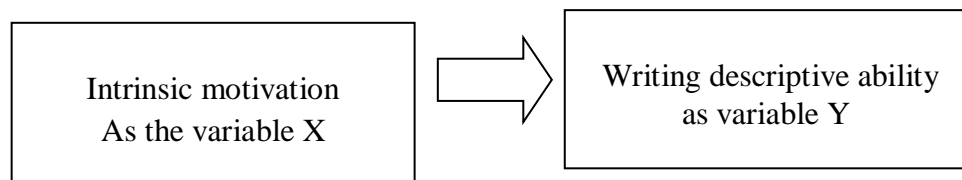
---

<sup>49</sup> Ade Yanti, The Correlation between Extrinsic Motivation and English Achievement at grade Students’ of SMP N 2 Padangsidempuan, ( Padangsidempuan : IAIN Padangsidempuan, 2017 )

<sup>50</sup> Annasari, The Effect Using Group Working Technique To Students’ Descriptive Writing Ability at Grade VIII SMP N 1 Lembah Sorik Marapi, ( Padangsidempuan : IAIN Padangsidempuan, 2015 )

imposed, if writing it because of coercion would cause difficulties and the results were not good. For it to get good results in the writing course because his own desire. This we can see a lot of experts who succeeded in writing his work caused desires such as: al-Ghazali, Aristoteles, Ibnu Sina, and many experts are finally famous due to his own.

Thus in the frame of this Research, as described below:



#### **D. Hypothesis**

Based on frame theory and frame of the above, then it can be a research hypothesis is formulated as follows:

There is a significant relationship between intrinsic motivations towards writing descriptive ability to the Fifth semester of english students' IAIN Padangsidimpuan.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Research on Place and Time**

The location of the research will be conducted at english students' IAIN Padangsidempuan. The school location Jl. T. Rizal Nurdin Km, 4.5 Sihitang. The subject of research at the fifth of the english students' in IAIN Padangsidempuan 2020 academic year.

#### **B. Research Design**

This research will be design by correlation research. L.R. Gay says that correlation research attempt to the determine whether, and to what degree, a relationship exist between two or more variables. A correlation was a quantitative measure of the degree of correspondence between two or more variables.<sup>51</sup>

From the definition above, the researcher concluding that the correlation quantitative is a kind of descriptive method in this research which has the aim to know the correlation of two or more variables. The correlation research requiring information about least two variables obtain from a single group of people. So the researcher want to describe a correlation between the X and Y variables. X variables is Intrinsic motivation (dependent variables) and Y variable is Writing descriptive ability (independent variable).

---

<sup>51</sup> L. R. Gay and Peter Airaisian. *Educational Research* (New Jersey: Prentice Hall, 2000), p.12.

## C. Population and Sample

### 1. Population

The population of the research is all of the Fifth Semester students of English on IAIN Padangsidimpuan in 2020 academic year, which consist of 78 students in 2 classes. They are , TBI-2, and TBI-5 class. Then, because number of the population is more than 78 students, so sample can be take about 10-15% or 20-25%. B

Based on the explanation above the Fifth semester of English students IAIN Padangsidimpuan is seen in the following table:

**Table 3.0**  
**Population of the Research**

Number	Class	Total
1	Class TBI-2	38
2	Class TBI-5	40
Total	2 Class	78 students

### 2. Sample

The researcher choose the class TBI-2, consist 38 students and class TBI 5, consist 40 students'. So, the total sample of the researcher are 78 students'. And then, the researcher using the technique of random sampling r random sample, name so because in taking sample, researcher of "mixing" subjects in the population so that all of the subject are considered equal. When the subject is less than 100, more well taken all so researcher's is the research population. But if the subject is large, can be taken between 10-15% or 20-25% or more.

**Table 3.1**

**Samples of the Research**

Number	Class	Total	Samples 15%
1	Class TBI-II	38	15
2	Class TBI-III	40	15
Total	2 Class	81students	30students

The researcher will use random sampling to take the sample. Random sampling is the process of selecting a sample in such a way that all individuals in the defining population have an equal and independent chance of being select for the sample.<sup>52</sup> Before using random sampling, the researcher have finding that both all of classes (TBI 1, TBI 2, TBI 3, TBI 4, and TBI 5). In this research, researcher choose TBI 2 as experimental class and it class consist of 15 students where as TBI 5 as control class and it consist of 15 students. So total sample of the research are 30 students.

**D. Instruments of the Research**

Instrument is very important to support every research. This research makes questionnaire and test as the instrument to collect data. The instrument is choose by researcher to collect the data in order to make research becomes systematically and easier. In this case, in order to get the data of this research, the researcher will prepare the available instrument. There is

---

<sup>52</sup>*Ibid*, p. 123.

two instrument, they were questionnaire and test. The instrument that will use by researcher in Intrinsic motivation is and questionnaire.

### 1. Test

Test is a method of measuring a person’s ability knowledge, or performance in a given domain.<sup>53</sup> So, test measure students’ ability especially in writing descriptive ability.

Researcher test the students based on the indicator by writing descriptive ability. There they are to do the test for students’ writing descriptive ability. The test is used by the researcher to find out any problem weakness regarding the students writing ability. Because, Test is some of question or view and other tool use for measure skill, knowledge, and intelligence. The researcher used essay test to know intrinsic motivation in writing descriptive ability.

**Table 3.2**  
**The Evaluation of Writing Descriptive Ability**

No	Indicator	Number of Items	Score
1	Writing Ability in Descriptive Text 1. Identification 2. Description	1	30 70
	Total	1	100

The tests given for each student to find out the scores of students’ writing descriptive ability . The researcher gives scores for each items, identification (30), description (70) and total score of test is 100.

---

<sup>53</sup> H. Douglas Brown, *Language Assessment Principles and Classroom Practice*, (San Francisco: Longman, 2004), p. 3.



## 2. Questionnaire

questionnaire is some question to get information that pointed understanding to reference in intrinsic motivation. Appropriate with the instrument of this research, the researcher wants to know the students' intrinsic motivation. The researcher gave question to students in form questionnaire, Researcher test the students based on the indicator by questionnaire. The researcher give the questionnaire to the students. Because a questionnaire is simply a "tool" for collecting and recording information about a particular issue of interest. It is mainly made up of a list of questions, but should also include clear instructions and space for answer or administrative details. Questionnaires should always have a definite purpose that is related to the objectives of this research, and it needs to be clear from the outset how to finding will be use.

The researcher uses questionnaire to collect the data. In this part, the researcher will given the questionnaire to students, and asks them to answer directly. Then, the researcher collect all questionnaires as they have finish to be answer.

The type of questionnaire that use in this research is scale, it is Likert Scale. The type of questionnaire in this research is scale. The Likert -type scale response is level of frequency, in which the scoring of them is divided into two based on the direction. The positive direction is call

favorable, while the negative direction is called unfavorable.<sup>54</sup> Both of them have their own score. They are describe in the following table.

**Table 3.3**  
**Likert Scale**

No	Symbol	Explanation	Favorable score	Unfavorable score
1	SS	More Agree	5	1
2	S	Agree	4	2
3	TS	Dissagree	3	3
4	STS	More Disagree	2	4

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

**Table 3.4**  
**Indicator of Intrinsic Motivation (Variable X)**

No	Indicator of intrinsic motivation	Number of item	Total
1	Students intrinsic motivation		
	1) Self desire	1,2,3,4,5,6,7,8,9,10	10
	2) Satisfaction	11,12,13,14	4
	3) Good habits	15,16,17,18,19,20	6
	4) Awareness	21,22,23,24,25,26.	6

<sup>54</sup> Werge M. Vagias, *Likert – Type scale response anchors*, (<http://www.clemson.edu/centers-institutes/tourism/documents/sample-scales.pdf>), accessed at October 7<sup>th</sup>, 2016 retrieved on 10.00 wib.

## 1. Validity and Reliability Instrument

### a. Validity

Anas Sudijono state that the validity is a characteristic of the good test. To get the validity of an achievement test can be use two way:

- a) Totality of the test validity
- b) Item validity.<sup>55</sup> Beside that Gay and Airasian state that validity is the most important characteristic a test or measure instrument can possess.<sup>56</sup> Kumar state that validity is the ability of an instrument to measure what it is design to measure.<sup>57</sup>

And then there are three types of validity in quantitative research:

- 1) Face and content validity
- 2) Concurrent and predictive validity
- 3) Construct validity.<sup>58</sup> In this research, the researcher use construct validity based on suggusttion from lecture IAIN Padangsidimpuan, because, The construct validity will be easy used by researcher.

---

<sup>55</sup>Anas Sudijono, *Pengantar Evaluasi Pendidikan* ( Jakarta: PT Raja Grafindo Persada, 1996), p. 163.

<sup>56</sup>*Op. Cit*, p. 161.

<sup>57</sup> Ranjit Kumar, *Research Methodology: A Step by Step Guide for Beginners, Third Edition* (New Delhi, Sage Publication, 2011) p. 178.

<sup>58</sup> *Ibid.*, 179.

b. Reliability

Reliability is necessary characteristic of a good test. It is very need to create a good test. The test can be said reliable if the test can be believable to collect data because the instrument is good. Reliability is the degree of accuracy or precision in the measurements made by a research instrument.<sup>59</sup>

In this research the researcher used formula correlation of product moment as below:

$$r_{xy} = \frac{N(\sum XY) - (\sum X)(\sum Y)}{\sqrt{\{N(\sum X^2) - (\sum X)^2\}\{N(\sum Y^2) - (\sum Y)^2\}}}$$

$r_{xy}$  = coefficient of correlation

N = total of the sample reability

X = score of the first test

Y = score of the second test<sup>60</sup>

Reliability is a good character of the test that refers to the consistency of the measurement. The test is reliable if  $r_{\text{count}} > r_{\text{table}}$ . The test is reliable if  $r_{\text{count}} > r_{\text{table}}$  by using formulation correlation of product moment with the interpretation table as follow:

**Table 3.5**  
**Correlation Level of Reability Instrument**

Coefficient Interval	Correlation Level
Between 0.00-0.199	Very Low
Between 0.20-0.399	Low
Between 0.40-0.599	Enough

---

<sup>59</sup> *Ibid.*, p. 181.

<sup>60</sup> Iqbal Hasan, *Analisis Data Penelitian Dengan Statistik* (Jakarta: PT Bumi aksara, 2004), p. 44.

Between 0,60-0,799	High
Between 0.800-1.000	Very High <sup>61</sup>

## E. Tecnique of Collecting Data

Collecting data is very important in conducting a research because it has the important function in a research. Collecting data is this research is trough testing. One test will be perform to get the data about intrinsic motivation and students' writing descriptive ability, and questionnaires to get the degree or not. The process explained as follows:

### 1. Giving questionnaires

After getting seminar the researcher will distribute the questionare. The first, the researcher will do the research at Fifht Semester Students of IAIN Padangsidimpuan. The second, the researcher uses questionnaire to collect the data. In this part, the researcher will give the questionnaire to students, and asks them to answer directly. Then, the researcher collects all questionnaires as they have finish to be answer.

### 2. Test

Test is use to know the ability of students where it is sequence of question or practice that will be use surveying the skill, intelligence, knowledge or trail that is own by individual or group. As Brown defines "test as a method of measuring a persons' ability; knowledge or

---

<sup>61</sup>Sugiyono, *StatistikauntukPenelitian* (Bandung: Alfabeta, 2007),p. 231.

performance in given domain".<sup>62</sup> In short, this research the form of the test were essay test.

## F. Technique of Analyzing Data

In this research data processing stage, answering the question of who has been the formulation using certain stages are:

### 1. Descriptive Statistic Analysis

Descriptive analysis is a static function to describe or give a picture of the object being investigated through the data sample and the population as it is without doing analysis and making conclusions or generalization apply to the public.<sup>63</sup> Descriptive statistic are the ways of presenting the analyze data by the following data:

#### a. Mean (average)

The formula used is:  $M_x = \frac{\sum f x}{N}$

Description:

$M_x$  :Mean (average)

$\sum f x$  : The sum of the multiplication of each score with a frequency

$N$  : Number of students

---

<sup>62</sup>H.Douglas Brown, *Language Assessment*, (San Francisco: Longman,2004), p.3.

<sup>63</sup> Sugiono, *Metode Penelitian Kuantitatif Kualitatif R & D* (Bandung: Alfabeta, 2008), p.

b. Median

The formulation used is:

$$\text{Median} = \ell + \left( \frac{1/2 N - f_{kb}}{f_i} \right) X \ i$$

Description:

$\ell$  : Lower limit of the real-containing median score

$f_{kb}$  : Cumulative frequency lies below the median score containing

$f_i$  : Original frequency (frequency of scores containing median)

c. Modus

The formulation used is:

$$Mo = \ell + \left( \frac{fa}{fa+fb} \right) X \ i$$

Description:

$Mo$  : Mode

$\ell$  : Lower limit of the interval containing the real-mode

$fa$  : Frequency located of the interval that contains the mode

$fb$  : Frequency located below the interval contained mode

$i$  : Class interval

d. Frequency distribution of table

Frequency distribution table is a tool of statistical data presentation in the form of columns and lines, in which publish numbers can describe or depict scatter or frequency distribution of the

variable is the object of study. In this case the distribution use is the relative frequency distribution.

The formulation use is:

$$P : \frac{f}{N} \times 100\%$$

Description:

P : Tte percentage

f : frequency being sought percentage

N : Number of frequency/ number of individual (samples).

## 2. Analysis histogram (bar chart)

The result measurements in the form of figures from the mean result are then analyze to give the interpretation of the distribution of the data obtain on population, to seek the categorization is done by formula:

1). Strong : M (mean) + 1 SD to rank up

2).Medium : M (Mean) + 1 elementary to middle champion

3).Weak : lower rank

Furthermore, to determine weather there is correlation between intrinsic motivation and students writing descriptive ability, use the formula of correlation “r” Product Moment as follows:

$$r_{xy} = \frac{N(\sum XY) - (\sum X)(\sum Y)}{\sqrt{\{n \sum X^2 - (\sum X)^2\} \{n \sum Y^2 - (\sum Y)^2\}}}$$



Description:

$R_{x,y}$  : Product moment correlation coefficient

$N$  : Number of samples

$\sum x$  : Number of Variable X

$\sum y$  : Number of Variable Y

$\sum X^2$  : Total variable  $X^2$

$\sum Y^2$  : Total variable  $Y^2$

$\sum XY$  : Number of product variables X and Y.

Then for the test significant, with the formula

$$T_{hitung} = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

Description:

$t$  :  $t_{hitung}$

$r$  : Coefficient of correlation of results  $t_{hitung}$

$n$  : Number of respondents

**Table 3.6**  
**Interpretation of Coefficient Value “r”**

No	The Value	Degree
1	0,800-1,000	Very high correlation
2	0,600-0.799	High correlation
3	0400-0,599	Significant correlation
4	0,200-0,399	Low correlation
5	0,00-0,199	Very low correlation

## **G. Out Line Script**

The systematic of the research is dividing into five chapters each chapter consists of many sub chapters and they are drawn as follow:

In chapter one consists of background of the problem, identification of the problem, limitation of the problem, formulation of the problem, the aims of the research, the significant of the research, definition of the operational variables and hypothesis.

The chapter two, consists of theoretical descriptions, review of related finding and conceptual framework.

In chapter three consists of research design, time and the place of research, population and sample, instrument, technique of data collecting and technique of analyze data.

In chapter four consists data of description, hypothesis test and explanation of the research result.

The last chapter consists of conclusion and Suggestion.

## **CHAPTER IV**

### **THE RESULT OF THE RESEARCH**

In this chapter the author discussed the result of testing the research instrument in the form of a questionnaire and a test the result of research on the correlation between students' intrinsic motivation and students writing descriptive ability at the Fifth semester of English students' in IAIN Padangsidimpuan.

#### **A. Description of Data**

To understand this research easily, it is described based on variables. There are two variables in this research and started from students' intrinsic motivation for variables "X", and students' writing descriptive ability for variable "Y" and also continue to the testing of hypothesis.

##### **1. Students' Intrinsic Motivation**

Based on the result of analyzing the respondents' answer by using questionnaire, the computation of result of variable for students' intrinsic motivation, In this research, the researcher present 25 items of questionnaires. For each number, the researcher gives 5 as maximal score for each statement.

After calculating scores, it was found that the highest score was 116 and the lowest score was 77. To complete this research, it was needed for the researcher to calculate the mean

score was 93,33 the median score was 89, the modus was 94,58

So, the specification calculation was described in the table below:

**Table 3.4**  
**The resume of variable score of intrinsic motivation**

No	Statistic	Variable X
1	High score	116
2	Low score	77
3	Range	39
4	Interval	7
5	Mean score	93,33
6	Median score	96,5
7	Mode	94,58
8	Standard deviation	10,15

Based on the above table, it shows that mean is 93,33 it means that the students in intrinsic motivation was in good predicate. To know revelation of data was done to grouped the variable score of students' intrinsic motivation which the total classes 2 and interval 7.

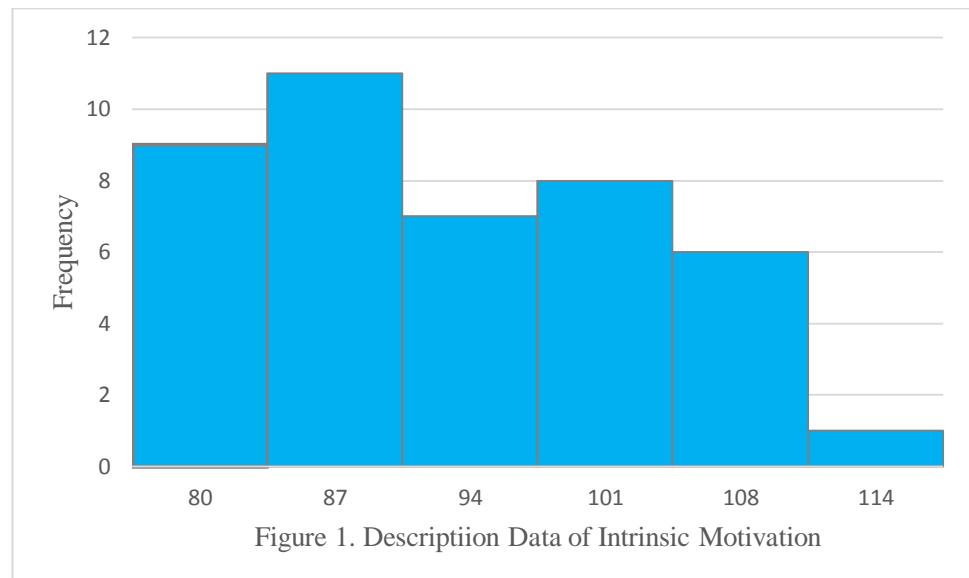
Then, the computed of the frequency distribution of the students' score of group can be applied in to table frequency distribution as follows:

**The table 3.5**  
**The frequency distribution of students intrinsic motivation**

No	Interval	Mid point	Frequency	Percentage
1.	77-83	80	7	21,4 3%
2.	84-90	87	7	26,19%
3.	91-97	94	7	16,67%
4.	98-104	101	5	19,05%

5.	105-111	108	3	14,28%
6.	112-116	114	1	2,38%
Total				100%

In order to get a description of the data clearly and completely, the researcher present them in histogram on the following figure:



Based on the above table, it was known the variable revelation of students' intrinsic motivation shown that the respondent at interval 77-83 were 7 students ( 21,43%), interval 84-90 were 7 students ( 26,19%), interval 91-97 were 7 students (16,67%), interval 98-104 were 5 students (19,05%), interval 105-111 were 3 students (14,28%), the last interval 112-116 were 1 students (2,38%).

## 2. Students writing descriptive ability

The next variable was students ability in writing descriptive text. These data acquired by holding a test and examining them.

The data that were collected as follow.

**Table 3.6**  
**The resume of the variable score of writing descriptive ability**

No	Statistic	Variable Y
1	High Score	90
2	Low Score	40
3	Range	6
4	Interval	8
5	Mean Score	63,27
6	Median Score	57,1
7	Mode	57,9
8	Standard Deviation	12,11

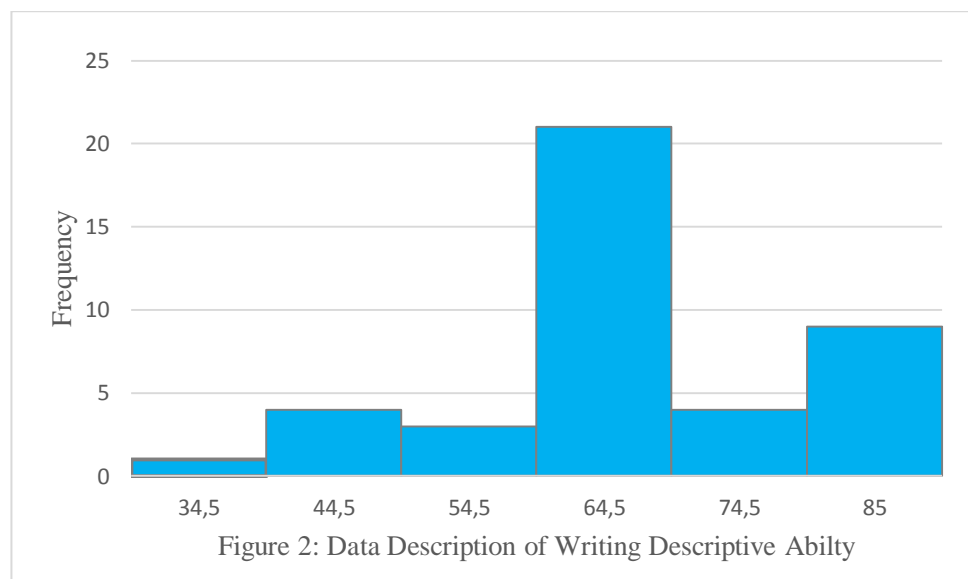
Based on the above table, the researcher got high score 90, low score was 40 mean score was 62,27. Median score was 57,1, mode score was 57,9 the data could be seen in the appendix 6

Based on the calculation of mean score, it was 62,27 it means that the students writing descriptive ability was good predicate. To known the revelation of data was done to group the variable score of Writing descriptive ability which the total class 6 and interval 10. Then, the computed of the frequency distribution of the students score of group can be applied in to table frequency distribution as follow:

**Table 3.7**  
**The frequency distribution of writing descriptive ability**

No	Interval	Mid Point	Frequency
1.	40-47	43.5	4
2.	48-55	51.5	3
3.	56-63	59.5	10
4.	64-71	67.5	7
5.	72-79	75.5	17
6.	80-88	83.5	4
7.	89-96	92.5	1
	Total		30

In order to get a description of the data clearly and completely, the researcher present them in histogram on the following figure:



Based on the above table, it was known that the variable revelation of Writing descriptive ability shown that the respondent at interval 30-39 were 1 students( 2,38%), interval 40-49 were 4 students ( 9,52%), interval 50-59 were 3 students(

7,14%), interval 60-69 were 21 students (50%), interval 70-79 were 4 students (9,52%), the last interval 80-90 were 9 students (21,43 %).

### 3. Testing of hypothesis

The purpose of hypothetical testing was known whether there was a correlation between students' intrinsic motivation and writing descriptive ability. The data of students intrinsic motivation (X) and students writing descriptive ability (Y). before testing the hypothesis, fist performed the calculation of the scores obtained by the respondents as below:

$$\sum X = 2775$$

$$\sum Y = 1855$$

$$\sum X^2 = 259575$$

$$\sum Y^2 = 118925$$

$$\sum XY = 173435$$

$$N = 30$$

The next step was all data calculated using product moment to prove whether the hypothesis of this research was significant or not. The formula was:

$$r_{xy} = \frac{N(\sum XY) - (\sum X)(\sum Y)}{\sqrt{\{N(\sum X^2) - (\sum X)^2\}\{N(\sum Y^2) - (\sum Y)^2\}}}$$

$$r_{xy} = \frac{30(173435) - (2775)(1855)}{[30(259575) - (2775)^2] [30(118925) - (1855)^2]}$$

$$r_{xy} = \frac{5203050 - 5147625}{\sqrt{[7787250 - 7700625] - [3567750 - 3441025]}}$$

$$r_{xy} = \frac{55425}{\sqrt{[86625] [126725]}}$$



$$r_{xy} = \frac{55425}{\sqrt{10977553125}}$$

$$r_{xy} = \frac{55425}{\sqrt{33132.3576734285}}$$

$$r_{xy} = 1,67283598$$

$$r_{xy} = 1,672$$

So, the correlation coefficient was 1,672

So, based on the above calculation between variable X and Y by  $r_{xy}$ , the researcher got 1,672.

## **B. The Discussion of Result**

In this section, the researcher would like to discuss and interpret the findings of the research. According to the hypothesis above, it could be proved that the correlation between intrinsic motivation and students' writing descriptive ability at Fifth semester of IAIN Padangsidimpuan.

Based on explanation above it was proved that this research about intrinsic motivation and students writing descriptive ability was rather different with the other research, intrinsic motivation had a low correlation with writing descriptive ability.

In this research, researcher found that intrinsic motivation of students was low. There are some assumptions of why it could be. The first intrinsic and extrinsic motivation couldn't be separated. Based on comparison with other researcher showed that intrinsic motivation gave lower correlation than extrinsic motivation. Logically, researcher got a high

correlation when they correlate between motivation and writing ability. Where, motivation here consisted of intrinsic and extrinsic motivation.

Automatically when intrinsic and extrinsic motivation were separated, there would be distribution of significant level of both motivation. It means that, if researcher just focus on one motivation only in this discussion focus on intrinsic motivation, the result of course would be not high as the result of integration of both of motivation. Additionally, by giving intrinsic motivation, it could change be extrinsic motivation because students realized that outside influence can be encourage for student itself to increase students self confidence.

The second, researcher assumed that those happened because of a little intensive of factor of intrinsic motivation such as students interest themselves. In fact they just give motivation and support the students in certain time such as in examination only or when students followed the competition. Meanwhile as we know that students had an unstable of interested and motivation, it can be higher even lower.

Explanation above doesn't mean that teacher, parents. They were needed for guidance and director of students intrinsic motivation. Without outside factor, students would not be able direct their extrinsic motivation. Oppositely, the researcher found that in this research student had a high students writing ability although they had a low motivation. Researcher concluded that there are same factors that made it happen:

First, the fact in the field showed that standard score in English subject for Junior High School was high. In this research. Student had to reach score 80 as the standard of English subject. Sure it would not be teacher responsibility to make all the student could pass this score. But what happened in the field was not like what teacher hoped. There had to make a requirement test to encourage students score pass standard score. The teacher often made re-test(remedial) or another requirement to make it happen. So the score in DKN can be real or not. So, indirectly government law here also influenced of teacher giving score to students based on the standard score.

The second, school also had a role in this problem. When teacher let students had a low score it will affect to school accreditation. When many students couldn't pass standard score it would be of course decrease interest of society to join and register their so to that school. That is why teacher had to improve students score passed the standard score.

Even the score is real or not , it had been researcher responsibility to believe that the score was real and formal. It will be teacher and school business if they do a deceitfulness in giving score.

So, based on explanation above it can be stated that intrinsic motivation was needed and had the correlation with students' writing descriptive ability even in low category.

### **C. Limitation of the Research**

The researcher found the threats of this research as follows:

1. The researcher didn't know how serious the students were in answering the questionnaire.
2. Some students asked the answer to their friends or only guess the answer.
3. Time was limited, because english students' IAIN Padangsidempuan at the time was doing examination for Fifht semester that caused researcher difficult to decide the appropriate time to do a research.

## CHAPTER V

### CONCLUTION AND SUGGESTION

#### A. Conclusion

After getting the result of research work, the research came to describe the data as follows:

1. Students intrinsic motivation of learning at the Fifht semester of english students' IAIN Padangsidimpuan was "enough" getting mean score were 93,33 that if calculated, the percentage was 64.38 %.
2. Students writing descriptive ability at the Fifht semester of english students' IAIN Padangsidimpuan was "good" by getting mean score were 63,27.
3. The correlation coefficient between intrinsic motivation and students writing descriptive ability at Fifht semester of english students' IAIN Padangsidimpuan was 0,7056. It was significant because  $r_{xy} = 0,7056 > r_{5\%} = 0,304$   $r = 0,7056 > r_{1\%} = 0,393$ . Therefore, it could be concluded that there was correlation between intrinsic motivation and students' writing descriptive ability at the Fifht semester Padangsidimpuan and the hypothesis was accepted.

#### B. Suggestion

After the researcher finished this research, the researcher hoped that thoughts in this thesis could be beneficial to all parties. Therefore, the researcher conveyed some suggestions as follows:

1. IAIN Padangsidimpuan was hoped to support all English lecturer well and provide facilities involves with English learning.
2. English Lecturer should give a positive stimulus to increase students intrinsic motivation.
3. For the students, students who want to get good writer in writing descriptive ability should motivate themselves to write studies more, and make writing as a daily habit.
4. For the researcher, this research can be a stepping stone that other researcher wants to conduct a study related to students' intrinsic motivation and students writing descriptive ability. Also, if the same research is going to be conducted, additional instruments of data collection technique, such as interview and documentation can be added.

## REFERENCES

- Airaisian Peter and Gay L. R.. *Educational Research*, New Jersey: Prentice Hall, 2000
- Aunurrahman, *Belajardan Pembelajaran*, Bandung: Alfabeta, 2013.
- Akhadiah Sabarti M.K., Maidar G.A, Dan Sakura Ridwan, *Kemampuan Menulis Bahasa Indonesia*, Jakarta : Erlangga, 2001.
- Astuti Sri Dewi, *Comparing and Contrasting Descriptive and Report Text* (Bekashi: Aldhi Aksara Abadi Indonesia
- Brown,H. Douglas, *Teaching By Principles: An Interactive Approach To Language Pedagogy*, New Jersey: Prentice Hall, 1994.
- Brown, H. Douglas, *Language Assessment*, Francisco: Longman, 2004
- Clark and Lewis , [http:// www.campusschool.edulofti/](http://www.campusschool.edulofti/) Primary, retrieved on 28 July 2013, 09:00 o'clock.
- Deci.E.L and Ryan R.M., “*Contemporary Educational Psychology*” (<http://www.co.au> accessed at Desember 30, 2018 retrieved on 10 pm).
- Dewi, Teacher of MTs N 2 Padangsidempuan, *Private Interview*, on November 10<sup>th</sup> 2016 at 09.00)
- Djamarah Syiful Bahri, *Psikologi Belajar*, Jakarta: Bumi Aksara, 2008.
- Donald, Mc, *Education Psychology*, Tokyo: Overseas Publication Ltd, 1959.
- Furneaux Clare, *Recent Materials On Teaching Writing, ELT Journal Vol 53/1 Januari 1999*). Oxford : Oxford University Press. 1999.
- Hamalik Oemar, *Proses Belajar Mengajar*, Jakarta: PT Bumi Aksara, 2008.
- Hughes Arthur, *Testing for Language Teacher*, New York: Cambridge University Press, 1990.
- Harida Susti Eka, *Diktat: Reading Comprehension*, Published: IAIN Padangsidempuan, 2014.
- James M & Mc. Crimmon, *Writing With a Purpose*, Boston: Houghton Mifflin Company, 1967.
- Judith M, Harackiewicz, Carol Sansone, *Intrinsic and Extrinsic Motivation the search for Optimal Motivation and Performance*, Landon: Academic Press, 2000.

- Kathy Anderson and Mark Anderson, *Text Type in English 3*, (Australia: MacMillan, 1998.
- Kane Thomas S., *The Oxford, Essential To Writing*, New York: Oxford University Press, 2000.
- Kumar Ranjit, *Research Methodology: A Step by Step Guide for Beginners, Third Edition* New Delhi, Sage Publication, 2011.
- Muchlisoh,Dkk., *Pendidikan Bahasa Indonesia*, Jakarta: Depdiknas, 1992.
- Mujiono and Dimiyati, *Belajar dan Pembelajaran*, Jakarta: PT. Asdi Mahasatya, 2006.
- Nunan David , *Language Teaching Methodology*, New York: Prentice Hall, 1991.
- Pardiyono, *Teaching Genre-Based Writing*, Yogyakarta: Andi OFFSET, 2007.
- Ross, Brian H, *The Psychology of learning and Motivation*, London: Elsevier Academic Press, 2004.
- Sardiman, *Interaksi Dan Motivasi Belajar Mengajar*, Jakarta: Raja Wali Pers, 2011.
- Sudijono Anas, *Pengantar Evaluasi Pendidikan*, Jakarta: PT Raja Grafindo Persada, 1996.
- Sugiono, *Metode Penelitian Kuantitatif Kualitatif R & D*, Bandung: Alfabeta, 2008.
- Siahaan Sanggam, *Generic Text Structure*, Pematang Siantar: Graha Ilmu, 2007.
- Tarigan Guntur Henry, *Menulis Sebagai Suatu Keterampilan Berbahasa*, Bandung :Tarsito, 1987.
- Ur Penry, *A Course in Language Teaching*, USA: Cambridge University Press, 1991.
- Vagias Werge M., *Likert – Type scale response anchors*”, (<http://www.clemson.edu/centers-institutes/tourism/documents/sample-scales.pdf> ), accessed at October 7<sup>th</sup> 2016 retrieved on 10.00 wib.
- Yunus. M Dan Suparno, *Keterampilan Dasar Menulis*, Jakarta : UT, 2003.



## **CURRICULUM VITAE**

### **A. Identity**

Name : SITI ARIFAH RAMBE  
Reg. No : 13 340 0109  
Place/Birth : Simatorkis / September, 26<sup>rd</sup> 1994  
Sex : Female  
Religion : Islam  
Address : Desa Simatorkis, Kec. Dolok, Kab.Padang Lawas  
Utara

### **B. Parent**

Father's Name : ASNAN RAMBE  
Mother's Name : NISWA TANJUNG

### **C. Educational Background**

1. Elementary School : SD AL-ISMAILIYAH
2. Junior High School : SMP AL-ISMAILIYAH
3. Senior High School : PONPES Modern Daarul Muhsinin Janji  
Manahan Kawat LABUHANBATU
4. Institute : IAIN Padangsidimpuan

## APPENDIX I

### VARIABLE X

#### (INTRINSIC MOTIVATION)

1. Maximal and minimum core were gotten by setting the variable score from low score to high score.

77	78	79	81	81	81
83	85	87	87	87	88
89	90	92	93	93	95
96	96	97	98	98	102
103	104	105	105	109	116

2. High score = 116

3. Low score = 77

4. Range =

$$R = \text{High Score} - \text{Low score}$$

$$= 116 - 77 = 39$$

5. The total of the class (BK) =  $1 + 3.3 \log n$

$$= 1 + 3.3 \log 30$$

$$= 1 + 3.3(1.477)$$

$$= 1 + 4.874$$

$$= 5.874$$

$$= 6$$

6. Interval (i)

$$I = \frac{\text{range}}{\text{many class}} = \frac{39}{6} = 6,5$$

$$I = 7$$

7. Mean Score

No	Interval	F	X	Fx	Fkb	Fka
1.	77-83	7	80	560	N=30	7
2.	84-90	7	87	609	23	14
3.	91-97	7	94	658	16	21
4.	98-104	5	101	505	9	26
5.	105-111	3	108	324	4	29
6.	112-116	1	114	144	1	N=30
	Total	30				

$$\text{Mean (X)} = X \frac{\sum FX}{F} = \frac{2800}{30} = 93.33$$

8. Median

No	Interval	F	X	Fx	Fkb	Fka
1.	77-83	7	80	560	N=30	7
2.	84-90	7	87	609	23	14
3.	91-97	7	94	658	16	21
4.	98-104	5	101	505	9	26
5.	105-111	3	108	324	4	29
6.	112-116	1	114	144	1	N=30
	Total	30				

$$\text{Me} = l + \left( \frac{\frac{1}{2}n - f_{kb}}{f_i} \right) \times i$$

$$l = 90.5 \quad i = 7$$

$$f_i = 7$$

$$\frac{1}{2}n = 15 \quad F_{kb} = 9$$

$$\text{Me} = l + \left( \frac{\frac{1}{2}n - f_{kb}}{f_i} \right) \times i$$

$$\text{Me} = 90.5 + \left( \frac{15-9}{7} \right) \times 7$$

$$\begin{aligned}
&= 90.5 + \left(\frac{6}{7}\right) \times 7 \\
&= 90.5 + 6 \\
&= 96.5
\end{aligned}$$

### 9. Modus

No	Interval	F	X	Fx	Fkb	Fka
1.	77-83	7	80	560	N=30	7
2.	84-90	7	87	609	23	14
3.	91-97	7	94	658	16	21
4.	98-104	5	101	505	9	26
5.	105-111	3	108	324	4	29
6.	112-116	1	114	144	1	N=30
	Total	30				

$$Mo = l + \left(\frac{fa}{f+fb}\right) \times i$$

$$l = 90.5 \quad i = 7$$

$$fa = 7 \quad fb = 5$$

$$Mo = l + \left(\frac{fa}{fa+fb}\right) \times i$$

$$= 90,5 + \left(\frac{7}{7+5}\right) \times 7$$

$$= 90.5 + 4.08$$

$$= 94.58$$

## APPENDIX III

### VARIABLE Y

#### (WRITING DESCRIPTIVE ABILITY)

1. Maximal and minimum core were gotten by setting the variable score from low score to high score.

40	40	40	45	50	55
55	60	60	60	60	60
60	60	60	60	60	65
65	65	65	65	70	70
75	80	80	80	80	90

2. High score = 90

3. Low score = 40

4. Range

$$\begin{aligned} R &= \text{High score} - \text{Low score} \\ &= 90 - 40 = 50 \end{aligned}$$

5. The total of the class (BK) =  $1 + 3.3 \log n$

$$= 1 + 3.3 \log (30)$$

$$= 1 + 3.3(1.477)$$

$$= 1 + 4.874$$

$$= 5.874$$

$$= 6$$

6. Interval (i)

$$I = \frac{\text{range}}{\text{many class}} = \frac{50}{6} = 8.33$$

$$I = 8$$

7. Mean score

No	Interval	F	X	Fx	Fkb	Fka
1.	40-47	4	43.5	174	N=30	4
2.	48-55	3	51.5	154.5	26	7
3.	56-63	10	59.5	595	23	17
4.	64-71	7	67.5	472.5	13	24
5.	72-79	1	75.5	75.5	6	25
6.	80-88	4	83.5	334	5	29
7.	89-96	1	92.5	92.5	1	N=30
	Total	30				

$$\text{Mean (X)} = X \frac{\sum FX}{F} = \frac{1898}{30} = 63.27$$

8. Median

No	Interval	F	X	Fx	Fkb	Fka
1.	40-47	4	43.5	174	N=30	4
2.	48-55	3	51.5	154.5	26	7
3.	56-63	10	59.5	595	23	17
4.	64-71	7	67.5	472.5	13	24
5.	72-79	1	75.5	75.5	6	25
6.	80-88	4	83.5	334	5	29
7.	89-96	1	92.5	92.5	1	N=30
	Total	30				

$$\text{Me} = \ell + \left( \frac{\frac{1}{2}n - f_{kb}}{f_i} \right) \times i$$

$$\ell = 55.5 \quad i = 8$$

$$f_i = 10$$

$$\frac{1}{2}n = 15 \quad F_{kb} = 13$$

$$\text{Me} = \ell + \left( \frac{\frac{1}{2}n - f_{kb}}{f_i} \right) \times i$$

$$\text{Me} = 55.5 + \left( \frac{15 - 13}{10} \right) \times 8$$

$$= 55.5 + \left( \frac{2}{10} \right) \times 8$$

$$= 55.5 + 1.6$$

$$= 57.1$$

## 9. Modus

No	Interval	F	X	Fx	Fkb	Fka
1.	40-47	4	43.5	174	N=30	4
2.	48-55	3	51.5	154.5	26	7
3.	56-63	10	59.5	595	23	17
4.	64-71	7	67.5	472.5	13	24
5.	72-79	1	75.5	75.5	6	25
6.	80-88	4	83.5	334	5	29
7.	89-96	1	92.5	92.5	1	N=30
	Total	30				

$$Mo = l + \left( \frac{fa}{fa+fb} \right) \times i$$

$$l = 55.5 \quad i = 8$$

$$fa = 3 \quad fb = 7$$

$$Mo = l + \left( \frac{fa}{fa+fb} \right) \times i$$

$$= 55.5 + \left( \frac{3}{3+7} \right) \times 8$$

$$= 55.5 + \left( \frac{3}{10} \right) \times 8$$

$$= 55.5 + 2.4$$

$$= 57.9$$

## APPENDIX IV

### THE SCORE OF RESPONDENT STUDENTS INTRINSIC MOTIVATION

No	Initial of Students	Score of Students
1.	AA	87
2.	AN	98
3.	ANF	81
4.	BS	83
5.	DFS	90
6.	DI	105
7.	DA	87
8.	FY	92
9.	FY	102
10.	HF	79
11.	ISN	81
12.	KP	95
13.	KHC	105
14.	MA	88
15.	MJ	98
16.	NA	96
17.	NH	103
18.	NF	85
19.	OS	96
20.	RRAP	81
21.	RPHH	93
22.	RAH	109
23.	RH	104
24.	RK	77
25.	RAM	93
26.	RH	87
27.	SWR	97
28.	SHH	89
29.	SAN	116
30.	SNH	78
	Total	2775



## APPENDIX V

### THE SCORE OF RESPONDENT STUDENTS WRITING DESCRIPTIVE ABILITY

No	Initial of Students	Score of Students
1.	AA	65
2.	AN	80
3.	ANF	50
4.	BS	60
5.	DFS	70
6.	DI	75
7.	DA	60
8.	FY	65
9.	FY	60
10.	HF	45
11.	ISN	60
12.	KP	65
13.	KHC	70
14.	MA	60
15.	MJ	60
16.	NA	80
17.	NH	80
18.	NF	65
19.	OS	60
20.	RRAP	60
21.	RPHH	60
22.	RAH	90
23.	RH	80
24.	RK	40
25.	RAM	55
26.	RH	60
27.	SWR	55
28.	SHH	40
29.	SAN	65
30.	SNH	40
	Total	1875

## APPENDIX VI

### The result of Variable X and Variable Y

No	Initial of Students	Variable X	Variable Y
1.	AA	87	65
2.	AN	98	80
3.	ANF	81	50
4.	BS	83	60
5.	DFS	90	70
6.	DI	105	75
7.	DA	87	60
8.	FY	92	65
9.	FY	102	60
10.	HF	79	45
11.	ISN	81	60
12.	KP	95	65
13.	KHC	105	70
14.	MA	88	60
15.	MJ	98	60
16.	NA	96	80
17.	NH	103	80
18.	NF	85	65
19.	OS	96	60
20.	RRAP	81	60
21.	RPHH	93	60
22.	RAH	109	90
23.	RH	104	80
24.	RK	77	40
25.	RAM	93	55
26.	RH	87	60
27.	SWR	97	55
28.	SHH	89	40
29.	SAN	116	65
30.	SNH	78	40
	Total	2775	1875

## APPENDIX VII

**TABLE**  
**STATICAL ANALYSIS OF DATA**

<b>No</b>	<b>Initial</b>	<b>X</b>	<b>Y</b>	<b>X<sup>2</sup></b>	<b>Y<sup>2</sup></b>	<b>XY</b>
1.	AA	87	65	7569	4225	5655
2.	AN	98	80	9604	6400	7840
3.	ANF	81	50	6561	2500	4050
4.	BS	83	60	6889	3600	4980
5.	DFS	90	70	8100	4900	6300
6.	DI	105	75	11025	5625	7875
7.	DA	87	60	7569	3600	5220
8.	FY	92	65	8464	4225	5980
9.	FY	102	60	10404	3600	6120
10.	HF	79	45	6241	2025	3555
11.	ISN	81	60	6561	3600	4860
12.	KP	95	65	9025	4225	6175
13.	KHC	105	70	11025	4900	7350
14.	MA	88	60	7744	3600	5280

15.	MJ	98	60	9604	3600	5880
16.	NA	96	80	9216	6400	7680
17.	NH	103	80	10609	6400	8240
18.	NF	85	65	7225	4225	5525
19.	OS	96	60	9216	3600	5760
20.	RRAP	81	40	6561	900	2430
21.	RPHH	93	60	8649	3600	5580
22.	RAH	109	90	11881	8100	9810
23.	RH	104	80	10816	6400	8320
24.	RK	77	40	5929	1600	3080
25.	RAM	93	55	8649	3025	5115
26.	RH	87	60	7569	3600	5220
27.	SWR	97	55	9409	3025	5335
28.	SHH	89	40	7921	1600	3560
29.	SAN	116	65	13456	4225	7540
30.	SNH	78	40	6084	1600	3120
	Total	$\sum X$ =2.775	$\sum Y$ =1,855	$\sum X^2$ =259.575	$\sum Y^2$ =118.925	$\sum XY$ =173.435

The result was used to calculate the value of correlation between variable X and

Y. This is the calculation  $r_{xy}$ :

$$r_{xy} = \frac{N(\sum XY) - (\sum X)(\sum Y)}{\sqrt{\{N(\sum X^2) - (\sum X)^2\}\{N(\sum Y^2) - (\sum Y)^2\}}}$$

$$r_{xy} = \frac{30(173435) - (2775)(1855)}{[30(259575) - (2775)^2] [30(118925) - (1855)^2]}$$

$$r_{xy} = \frac{5203050 - 5147625}{\sqrt{[7787250 - 7700625] - [3567750 - 3441025]}}$$

$$r_{xy} = \frac{55425}{\sqrt{[86625] [126725]}}$$

$$r_{xy} = \frac{55425}{\sqrt{10977553125}}$$

$$r_{xy} = \frac{55425}{\sqrt{33132.3576734285}}$$

$$r_{xy} = 1,67283598$$

$$r_{xy} = 1,672$$

So, the correlation coefficient was 1,672



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**INSTITUT AGAMA ISLAM NEGERI PADANGSIDIMPUAN**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan T. Rizal Nurdin Km. 4.5 Sititang 22733  
Telepon (0634) 22080 Faksimile (0634) 24022

Nomor : B - 333 /In 14/E/TL.00/04/2020  
Hal : Izin Penelitian  
Penyelesaian Skripsi

15 April 2020

Yth. Ketua Program Studi Tadris/Pendidikan Bahasa Inggris  
IAIN Padangsidimpuan  
Kota Padangsidimpuan

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama : Siti Anfah Rambe  
NIM : 13 340 0109  
Program Studi : Tadris/Pendidikan Bahasa Inggris  
Fakultas : Tarbiyah dan Ilmu Keguruan

adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul "The Correlation Between Intrinsic Motivation and Students' Writing Descriptive Ability at Five Semester of English Students IAIN Padangsidimpuan".

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.



Dr. Lelya Hilda, M.Si  
NIP. 19720920 200003 2 002