CORRELATION BETWEEN STUDENTS' WRITING ABILITY AND LEARNING MOTIVATION IN GOOGLE TRANSLATE WRITING CLASS

THESIS

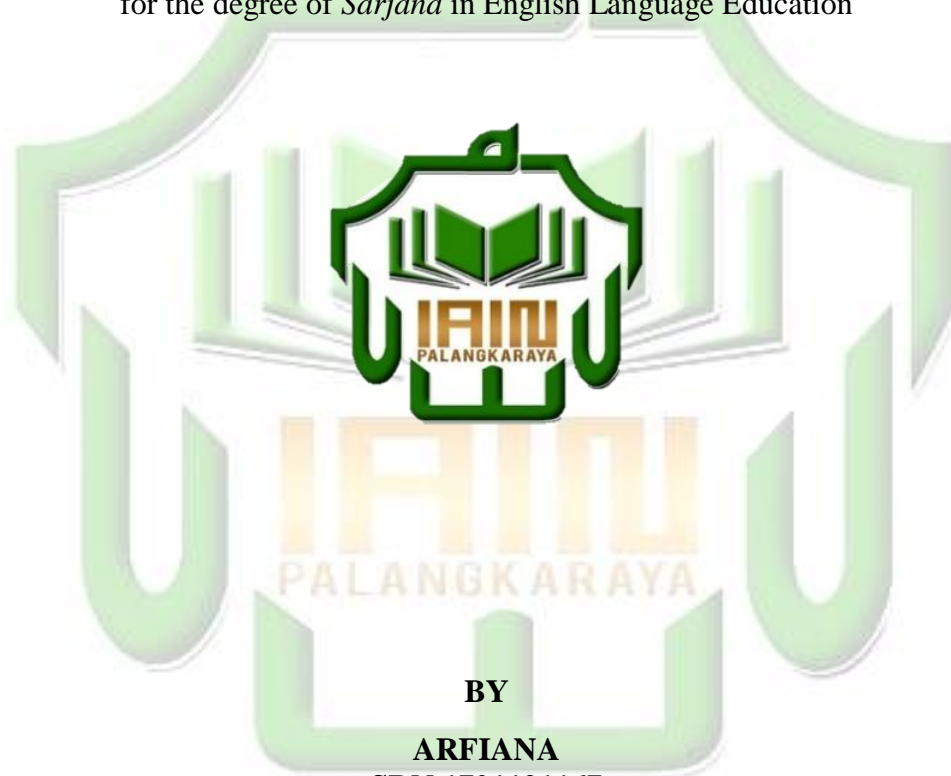**BY**

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STATE ISLAMIC INSTITUTE OF PALANGKA RAYA
FACULTY OF TEACHER TRAINING AND EDUCATION
DEPARTMENT OF LANGUAGE EDUCATION
STUDY PROGRAM OF ENGLISH EDUCATION
2022 CE / 1443 H

CORRELATION BETWEEN STUDENTS' WRITING ABILITY AND LEARNING MOTIVATION IN GOOGLE TRANSLATE WRITING CLASS

THESIS

Presented to
State Islamic Institute of Palangka Raya
in partial fulfillment of the requirements
for the degree of *Sarjana* in English Language Education

BY

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STATE ISLAMIC INSTITUTE OF PALANGKA RAYA
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DEPARTMENT OF LANGUAGE EDUCATION
STUDY PROGRAM OF ENGLISH EDUCATION
2022 CE / 1443 H

ADVISOR APPROVAL

Thesis Title

: CORRELATION BETWEEN STUDENTS' WRITING ABILITY AND LEARNING MOTIVATION IN GOOGLE TRANSLATE WRITING CLASS

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: English Education

This is to certify that the thesis has been approved by the thesis advisors for Thesis Examination/Munaqasyah by the Board of Examiners of the faculty of Teacher Training and Education of the State Islamic Institute of Palangka Raya.

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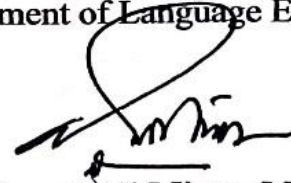**ORN. 198709282015032003**

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Dengan ini menyatakan bahwa skripsi ini telah disetujui oleh pembimbing skripsi untuk disidangkan oleh Tim Penguji Skripsi Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Palangka Raya.

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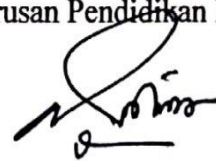NIP. 198709282015032003

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To

The Dean of Faculty of Teacher

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Assalamu'alaikum Wr. Wb.

By reading and analyzing of this thesis, we think the thesis in the name of:

Name   : Arfiana

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Thesis Title   : CORRELATION BETWEEN STUDENTS' WRITING ABILITY AND LEARNING MOTIVATION IN GOOGLE TRANSLATE WRITING CLASS

Can be examined in partial fulfillment of requirements of the Degree of Sarjana Pendidikan in The Study Program of English Education of The Language Education of The Faculty of Education and Teacher Training of State Islamic Institute of Palangka Raya. Thank you for the attention.

Wassalamu'alaikum Wr. Wb.

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di –
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Assalamu'alaikum Wr. Wb.

Setelah membaca, memeriksa dan mengadakan perbaikan seperlunya, maka:

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Sudah dapat diujikan untuk memperoleh Gelar Sarjana Pendidikan pada Jurusan Pendidikan Bahasa Program Studi Tadris Bahasa Inggris IAIN Palangka Raya. Demikian atas perhatiannya diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

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THESIS APPROVAL

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Date	:	February , 25th 2022 G / Rajab, 24th 1443 H

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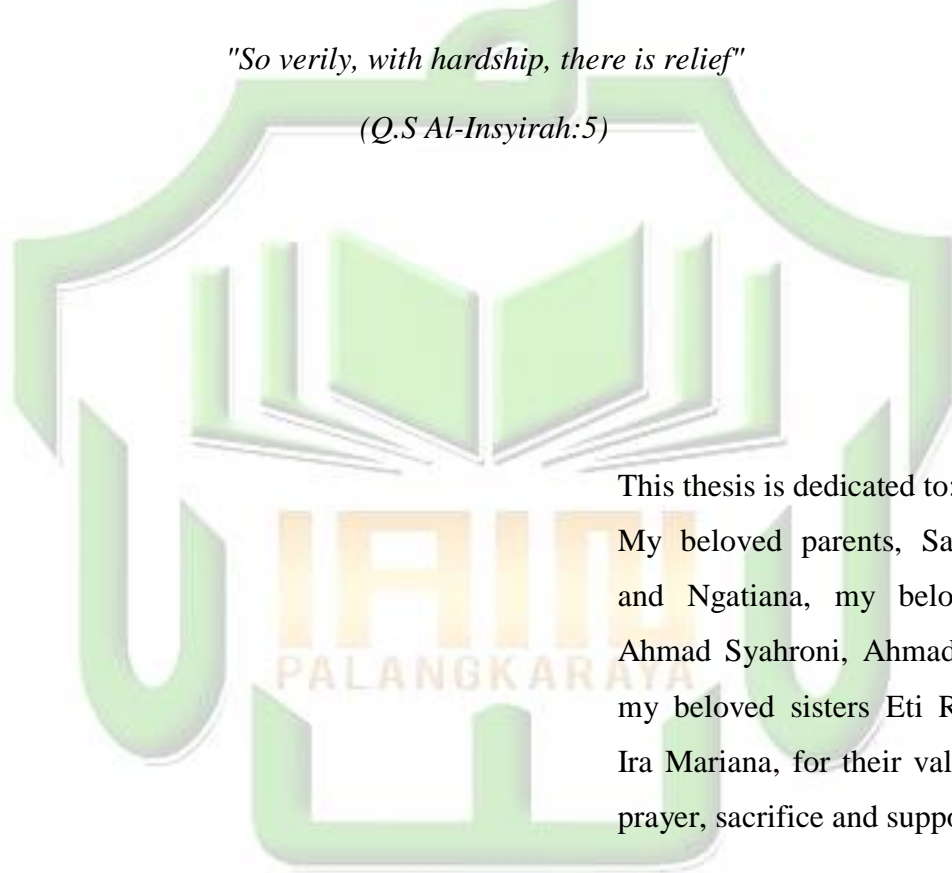ORN 196710031993032001

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MOTTO AND DEDICATION

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فَإِنَّ مَعَ الْعُسْرِ يُسْرًا

"So verily, with hardship, there is relief"

(Q.S Al-Insyirah:5)

</div>

This thesis is dedicated to:

My beloved parents, Santoso (Alm.) and Ngatiana, my beloved brothers Ahmad Syahroni, Ahmad Subaidi and my beloved sisters Eti Risnawati and Ira Mariana, for their valuable endless prayer, sacrifice and support.

DECLARATION OF AUTHORSHIP

بِسْمِ اللهِ الرَّحْمنِ الرَّحِيمِ

In the name of Allah

Herewith, I:

Name	: Arfiana
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Department	: Language Eduacation
Study Program	: English Education

Declare that:

1. This thesis has never been submitted to any tertiary education institution for any other academic degree.

2. This thesis is sole work of author and has not written in collaboration with any other person, nor does it include, without due acknowlegment, the work of any other person.

3. If at later time it is found that this thesis is a product of plagiarism, I am willing to accept any legal consequence that may be imposed to me.

Palangka Raya, January, 28th 2022

Yours Faithfull,

Arfiana
SRN. 170112167

ABSTRACT

Arfiana. 2022. *Correlation Between Students' Writing Ability and Learning Motivation in Google Translate Writing Class.* Department of Language Education, Faculty of Teacher Training and Education, State Islamic Institute of Palangka Raya. Advisors: (I) Sabarun, M.Pd., (II) Hesty Widiastuty, M.Pd.

Keywords: Correlation, writing ability, Learning Motivation, Google Translate.

This study was from the real phenomenon that showed students were using google translate for media to improved students' writing ability and learning motivation. The main problem was students' lack of vocabulary and they wanted fast and instant translation, then they prefer using google translate than their own writing ability.

The purpose of this research is to measured the correlation between students' writing ability and learning motivation in google translate writing class of 2nd semester English education study program at IAIN Palangka Raya.

The research design was correlation study in quantitative research method. The data were taken from two instrument, Learning Motivation Questionnaire and Descriptive Text Writing Test. There were 58 students from 2nd semester in academic year 2020/2021 who took paragraph writing that was participated in this research. The sample was taken by using cluster random sampling technique.

The result finding showed the calculation students' writing ability and learning motivation in google translate writing class was $r_{value} = 0.617 \geq r_{table} = 0.258$ and $t_{value} = 5.867118 \geq t_{table} = 1.67252$. So, it meant that H_a accepted and H_o rejected. In this case students' writing ability had positive high relationship or give influence to learning motivation in google translate class.

ABSTRAK

Arfiana. 2022. *Hubungan Antara Kemampuan Menulis Mahasiswa dan Motivasi Belajar di Kelas Menulis Google Penerjemah.* Jurusan Pendidikan Bahasa.Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Palangka Raya. Pembimbing: (I) Sabarun, M.Pd., (II) Hesty Widiastuty, M.Pd.

Kata Kunci: Hubungan, Kemampuan Menulis, Motivasi Belajar, Google Penerjemah.

Penelitian ini bertolak dari fenomena nyata yang menunjukkan bahwa penggunaan google penerjemah merupakan media untuk meningkatan kemampuan menulis dan motivasi belajar mahasiswa. Hal yang menjadi masalah utama yaitu kurangnya kosa kata dan keinginan mahasiswa menerjemahkan secara cepat, lalu mereka memilih menggunakan google penerjemah dibandingkan menggunakan hasil kemampuan menulis mereka sendiri.

Penelitian ini bertujuan untuk mengetahui apakah ada hubungan antara kemampuan menulis mahasiswa dan motivasi belajar di kelas menulis google penerjemah mahasiswa Bahasa Inggris semester 2 IAIN Palangka Raya.

Desain penelitian menggunakan studi korelasional dengan metode penelitian kuantitatif. Data dikumpulkan dengan menggunakan dua instrument, kuesioner motivasi belajar dan Tes menulis teks deskriptif. Ada 58 mahasiswa dari semester 2 tahun ajaran 2020/2021 yang mengambil mata kuliah menulis paragraf yang berpartisipasi di penelitian ini. Sampel penelitian ini diambil dengan menggunakan teknik random sampling.

Hasil penelitian menunjukan perhitungan bahwa kemampuan menulis mahasiswa dan motivasi belajar di kelas menulis google penerjemah yaitu $r_{value} = 0.617 \geq r_{table} = 0.258$ dan $t_{hitung} = 5.867118 \geq t_{tabel} 1.67252$) Jadi, H_a diterima dan H_o ditolak. Dalam hal ini kemampuan menulis mahasiswa memiiki hubungan yang positif tinggi atau memberikan pengaruh terhadap motivasi belajar di kelas menulis google penerjemah.

ACKNOWLEDGEMENTS

The researcher would like to express her sincere gratitude to Allah SWT., for the blessing bestowed in her whole life particularly during the thesis writing without which this thesis would not have come to its final form. *Sholawat* and *salam* always be bestowed to the last prophet Muhammad SAW., having shown us the role of life to make our life true.

Her appreciation is addressed to:

1. Dean of Faculty of Teacher Training and Education of the State Islamic Institute of Palangka Raya, Dr. Hj. Rodhatul Jennah, M.Pd., for her invaluable assistance both in academic and administrative matters.

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4. Chair of Study Program of English Education, Hesty Widiastuty, M.Pd., for her invaluable assistance both in academic and administrative matters.

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7. English lecturers and all staff of IAIN Palangka Raya for their help and support.

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9. Mr. Santoso (Alm.) and Mrs. Ngatiana as her beloved and greatest parent for their moral support and endless prayer, so that she is able to finish her study. My beloved siblings, Ahmad Syahroni, Ahmad Subaidi, Eti Risnawati and Ira Mariana, for their endless prayer, moral and finance support, so that she is be able to finish her study.

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Palangka Raya, January, 28th 2022
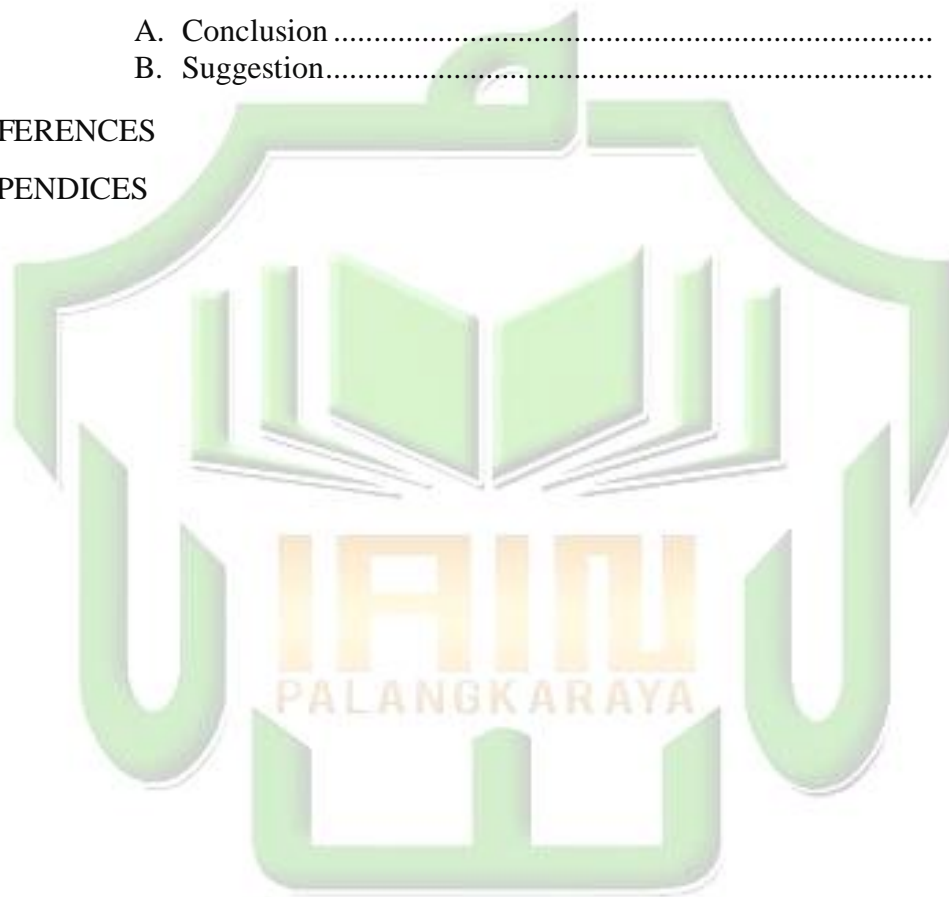
The researcher,

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LIST OF ABBREVIATIONS

L2 / L1	:	Second Language, First Language
IAIN	:	Institut Agama Islam Negeri
GT	:	Google Translate
H_a	:	Alternative Hypothesis
H_0	:	Null Hypothesis
EFL	:	English as a Foreign Language
SPSS	:	Statistical Product and Service Solution
MN	:	Mean
MDN	:	Median
MO	:	Mode
STD	:	Standard Deviation
SDA	:	Strongly Disagree
D	:	Disagree
UN	:	Uncertain
A	:	Agree
SA	:	Strongly Agree
SIS-1	:	Students' Individual Score taken by Rater I
SIS-2	:	Students' Individual Score taken by Rater II
COVID-19	:	Corona Virus 2019 Disease
KP	:	Determinant Coefficient Score
Df	:	Degree of Freedom

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CHAPTER I

INTRODUCTION

This chapter presents the discussion on the background of the study, research problem, objective of the study , hypothesis, assumption, scope and limitation, significance of the study , and definition of key terms.

A. Background of the Study

In the past, language students used words to get the implications of obscure words in the objective language. Counseling conventional word references were tedious, and L2 students may encounter trouble deciphering the importance. In this day and age of omnipresent Wi-Fi connection, PCs, tablets, and cell phones, unknown dialect educators and understudies have readily available an expansive assortment of free online resources for translators (FORTs), including strong machine interpretation or Google Translate sites and applications. These web-based assets have made life simpler than previously.

Translating in writing was a habit for everyone, not only students and even teachers who use machine translation. Indonesia was a country that made English a second language (L2); therefore, the use of English in writing is still affected by L1. According to (Rojas-Drummond, Littleton, Hernández, and Zúniga 2010), the meaning of writing was a sociocultural process, with learning taking place in the specific cultural context and institutional settings. From a sociocultural point of view, education and cognitive development were considered an artistic process, and knowledge and meaning were 'co-constructed' in the classroom as joint interactional

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accomplishments that cannot be separated from the cultural practice of a community that was shaped by cultural and historical factors.

The use of dictionaries toward writing skills at English student IAIN Palangka Raya in this era the technology of education had more advanced. Especially one of the online translators, such as Google Translate, is included in the software to automatically help someone who translates into some languages, especially English. The researcher chose to google translate to focus on students' problems in a writing activity that needs to be improved. According to schedules in IAIN Palangka Raya, descriptive text is a kind of text taught in the second semester of university students on the odd term.

Google Translate was one of the most widely recognized web-based assets for translation. A free multilingual machine interpretation administration created by Google to decipher the text, discourse, pictures, locales, or constant video from one language into another. Google Translate was a corpus-based and established-based factual recovery of text, getting the language information from colossal web information (Kirchhoff, Turner, Axelrod, and Saavedra, 2011). Google Translate was effective and viable with PC frameworks and cell phone frameworks (i.e., Android and IOS), and these highlights have made it exceptionally well known among clients. The advancement of Google Translate was noticeable, and it could interpret more than 100 languages or dialects.

Google Translate was the assistance given by Google Inc. to translate a segment of the text, or a site page, into one more language with no human association. The client can get to and decipher site pages on servers a considerable

number of miles away in a single tick. Google Inc. The organization began to offer a fundamental interpreting administration in 2001 for eight dialects and later extended to more dialects in 2003. The number of passages, or scope of specialized terms, would be deciphered as far as possible. In September 2016, Google overhauled offered help interpreting 103 dialects at different levels (Google Translate, 2016). This study was concerned with Correlation Students' Writing Ability and Learning Motivation in Google Translate Writing Class.

In this study, the researcher had some reason why choose the topic, especially for the title **"Correlation between Students Writing Ability and Learning Motivation in Google Translate Writing Class."** The researcher had three reasons for the case, the first was about writing ability, the second was learning Motivation, and the third was the use of google translate.

First, the researcher was interested in choosing a topic of writing ability because it had a relationship with the use of google translate. In researcher pre-observation and experience, English students would use Google Translate in writing classes. They used Google Translate because of a lack of vocabulary, and there was no grammar mastery, no confidence with their writing ability, or wanting to instant translation.

Second, the researcher was interested in choosing learning motivation related to writing ability. In the researcher's opinion, English students would write something they always had the Motivation before they began the writing activity; it could be from themselves or other people. For example, the student had to do a writing assignment because they had the Motivation; the intrinsic Motivation was

a student would get a pass in writing class and get a good score. The extrinsic Motivation was students wanted high scores from their classmates.

Third, the researcher was interested in choosing the topic of google translate because the researcher wanted to know how the correlation in English students of the second semester at IAIN Palangka Raya in paragraph writing class. As we know, there are so many translation tools or online dictionaries in google, but students always use google translate for the first choices; it's free and easy to access. It is based on the researcher the pre-observation and experience.

This study, because of researcher pre-perception to sure understudies at IAIN Palangka Raya, especially to the second semester of the English study program. The researcher is interested in choosing this research because of English students of the second semester in the 2020 academic year. It showed that using Google Translate towards their writing ability in the Paragraph Writing course. The researcher found that when students use google translate, the paragraph or sentences are not corresponding with grammar. The researcher also found when students were using google translate, the result of translation of the sentence or paragraph was ambiguous or not relevant, and the researcher found that when students were using Google Translate for translation, they would make corrections manually in sentences structure.

B. Research Problem

Did writing ability correlate with learning motivation in google translate writing class of 2nd semester at IAIN Palangka Raya?

C. Objective of the Study

The objective of this study was to measure the correlation between students' writing ability and learning motivation in google translate writing class of 2nd semester at IAIN Palangka Raya.

D. Hypotheses

A Hypothesis in the research was a basic assumption of what the result of the study will be. It was a prediction of a phenomenon. Moreover, in formulating hypothesis, the researcher has to ensure that the hypothesis was accurate or based on fact. Alternative Hypothesis (H_a) and Nulll Hypothesis (H_0) :

H_a : There was significant correlation between students' writing ability and learning motivation in google translate writing class of 2nd semester at IAIN Palangka Raya.

H_o : There was no significant correlation between students' writing ability and learning motivation in google translate writing class of 2nd semester at IAIN Palangka Raya.

E. Assumption

There some assumptions of this study, there were:

1. Mastering writing ability had a significant correlation toward learning motivation.

2. Using google translate had a significant correlation towards writing ability in descriptive text.

3. Using google translate in writing class could correlate media to improved students' writing ability and learning motivation in descriptive text.

4. Using google translate could make a correlate grammar usage from Indonesia to English.

F. Scope and Limitation

According to the background and problem of the study above, the researcher would make scope and limitation of this research. The study focused on the correlation between students' writing ability, learning motivation, and google translate of the second-semester students 2020 academic year of the English Education Study Program at IAIN Palangka Raya, who took a paragraph writing course. The scope of this study was to measure the correlation between students' writing ability and learning motivation in google translate writing class. In writing ability, the researcher referred to the overall or general ability to write text. The researcher wanted to know how to use google translate during the writing process. The researcher focused on learning motivation in writing and the type of Motivation, such as intrinsic and extrinsic. The researcher limits this study to descriptive text, the level of writing as in senior high school only for some paragraph at least three paragraphs and a maximum of eight paragraphs.

G. Significance of the Study

1. Theoretically : the resulted of this study was expected to support of the theory about correlation between students' writing ability and learning motivation in google translate writing class, especially for EFL teachers. The researcher hoped this research would give valid information by conducting this research.

2. Practically :

a) For students, the result of this study will improve students' understanding of using google translate in writing ability and their learning motivation.

b) For teacher, the result of this study will help increased creativity in an effort to maximize the use of google translate in paragraph writing learning.

c) For another researcher, as reference material for their research related to this study, especially in the correlation between students' writing ability and learning motivation in google translate writing class.

H. Definition of Key Term

1. The correlation assessed the relationship between two or more variables in a single group (Ary, 2010, p. 349). In this study, the researcher focused on the correlation between students' writing ability and learning motivation in google translate writing class.

2. Google Translate was a convenient tool that offers free instant translation services on the web. It could be utilized to translate words, clauses, sentences, paragraphs, and even a web page between any pairs of supported languages (Adam Ismail and Rudi Hartono, 2016, p.2). In this study, the researcher only focused on google translate, and there was no other machine translation.

3. Students' writing ability was considered a productive skill along with speaking. When students deal with language production, they should use their knowledge to produce the language to achieve a communicative purpose either in spoken or written language (Jeremy, 2007, p.265). In this study, a researcher focused on writing descriptive text.

4. Learning Motivation could, like self-esteem, be global, situational, or assignment-oriented. The Motivation was likewise commonly tested in phrases of the intrinsic and extrinsic reasons of the learner (Brown, 2007, p. 170). In this study, the researcher focused on learning Motivation in writing ability.

CHAPTER II
REVIEW OF RELATED LITERATURE

This chapter discussed theories to support the study. The theories will be used for underlying requirement to solve the problems. This study will present some theories about the correlation, google translate, writing ability, descriptive text and learning motivation by others sources.

A. Related Studies

The comparable looked from (Li Jin & Elizabeth Deifell, 2013) with the title "Foreign Language Learners' Use and Perception of Online Dictionaries: A Survey Study". The found showed that rookies believed the using online gear, which includes Google Translate, hurry up their analyzing and writing capabilities within the overseas while lowering their getting to know anxiety.

The next study was from (Timothy R. Giannetti, 2016) with the title "Google Translate as a Resource for Writing: A Study of Error Production in Seventh Grade Spanish Google Translate as a Resource for Writing: A Study of Error Production in Seventh Grade Spanish". The foundation of this study was the importance of providing teachers and students with instruction on Google Translate, and the need for further research on the effect of translators on vocabulary acquisition.

The next study was from (Süğümlüa, Üzeyir, Mutlub, Hasan Hüseyin, and Çinpolatc, Enes, 2019) with the title "Relationship between Writing Motivation Levels and Writing Skills Among Secondary School Students." They appeared that understudies or students with tall composing inspiration

scored had elevated composing assessment scores. The correlation between the writing motivation and writing scores of the understudies there was a positive critical correlation between the writing motivation and writing scores of the students ($r= .68$, $p < .01$). Appropriately, as the writing motivation of the students' increments, composing assessment scores increment. After guaranteeing the essential precondition, the simple linear regression analysis comes about decided that writing motivation clarified 46% of the overall fluctuation of composing victory ($F(1, 228)= 199.42$, $p < .001$). The positive contribution of writing motivation to the regression demonstrated was decided to be noteworthy ($ß= .68$, $p< .001$).

The next study was from (Bahri, Hossein 2016) the title Google Translate as a Supplementary Tool for Learning Malay: A Case Study at University Sains Malaysia. The discoveries advised that the most significant overall undergrads at University Sains Malaysia comprehend Google Translate as a vital strengthening gadget for concentrating on jargon, composing, and considering in Bahasa Malaysia. A couple of undergrads expressed that they may ideally acquire from their self-considering, assuming they had been helped to apply Google Translate successfully. Additionally, the utilization of Google Translate for concentrating on room commitments and sports can rouse undergrads to take a gander at it freely and shape their strategies for fixing language concentrating on issues.

The next study was from (Shulin Yua, Nan Zhou, Yao Zhenga, Limin Zhangc, Hongjian Caob, and Xiaomin Li, 2019) with the title "Evaluating

Student Motivation and Engagement in the Chinese EFL Writing Context. " The resulting student was, for the most part, motivated to write in English and locked in within the second language (L2) writing courses. Person contrasts (i.e., gender, grade, region, colleges' distinction, and calling) in L2 writing motivation and engagement were recognized. Three particular profiles of L2 learners' motivation and engagement were recognized: the "Motivated and engaged," the "Ambiguously motivated and locked in," and the "Undecidedly motivated and locked in" L2 writers. The found shed new light on the nature of Chinese English majored undergraduates' motivation and engagement in EFL composing settings.

The next study was from (Mahmood Hashemiana Ali Heidarib, 2012) with the title "The relationship between L2 Learners' Motivation/Attitude and success in L2 writing". The results showed that integrative had more success. The fourth null hypothesis, the significant and negative correlation, was found at 0.05 level between negative attitude and L2 scholarly composing (r = -0.48). The measure of the esteem of the correlation coefficient between the two was found to be around 0.50, demonstrating a tolerably tall switched relationship. In this way, the fourth invalid theory was not rejected.

The next study was from (Annisa Wardani, 2016), the title "Correlation Between Students' Learning Motivation and Writing Learning Strategies of English Department at IAIN Palangkaraya." The resulted that value was lower than the rtable at 5% and 1% critical level or 0.4821 > 0.05636 < 0.6055. it may be concluded that the alternative hypothesis (Ha) expressing

that there was a significant positive relationship and the null hypothesis (Ho)stating that there was a significant negative relationship between learning motivation and writing learning techniques of the fifth-semester students of the English study program understudies of IAIN Palangka Raya was accepted.

The next study was from (Setia Marito and Erwin Ashari, 2017), with their journal "EFL Students' Perception About Machine Translation." The result showed that all of the students have ever used machines. They used Machine Translation to translate words, phrases, sentences, paragraphs, and even text. They used Machine Translation for several reasons, for the purpose; to ensure the meaning, it indicated that they were doubtful about their vocabulary masteries.

The next study was from (Tomoharu Takahashi, 2018), his research "Motivation of students for learning English in Rwandan schools." The result was that understudies in Rwanda overall were generally subject to commend arranged motivation, trailed by inborn inspiration, future-situated motivation, uneasiness-based motivation, and hesitance-based motivation.

The last study was from (Rahadi Diah Marlianti, 2019), titled "The Correlation between Grammar Learning Strategy and Writing Ability of the English Department Students at IAIN Palangka Raya." The result showed the calculation above $\alpha = 0.05$, df = 55 and ttable was 1.673 it can be seen that $t_{value} \leq t_{table}$ (0.841 $\leq$ 1.673), so H_a rejected and H_o accepted of grammar

learning strategy in a very low relationship or did not give influence to students writing ability.

Table 2.1

The Similarity and the Different of the Study

No.	Name, Title, Period and Kind of Study	Comparison	
		Similarities	Differences
1.	Li Jin & Elizabeth Deifell, Foreign Language Learners' Use and Perception of Online Dictionaries: A Survey Study, 2013, survey study.	Google Translate	The study from Li Jin & Elizabeth Deifell, they focus on all skills (reading, writing, speaking and listening).
2.	Timothy R. Giannetti, Google Translate as a Resource for Writing: A Study of Error Production in Seventh Grade Spanish Google Translate as a Resource for Writing: A Study of Error Production in Seventh Grade Spanish, 2016, mix methods design.	Google Translate	Timothy R. Giannetti focus on mix methods qualitative and quantitative designd, they also focus on seventh grade spanish students.
3.	Süğümlüa, Üzeyir, Mutlub, Hasan Hüseyin, and Enes Çinpolatc, Relationship Between Writing Motivation Levels and Writing Skills Among Secondary School Students, 2019, quantitative methods.	Motivation and Writing Skill	Süğümlüa, Üzeyir, Mutlub, Hasan Hüseyin, and Enes Çinpolatc, they focus on secondary schools in the fall semester of the 2018-2019.
4.	Shulin Yua, Nan Zhou, Yao Zhenga, Limin Zhangc, Hongjian Caob, and Xiaomin Li, Evaluating student motivation and engagement in the Chinese EFL writing context, 2019, participant and procedure.	Learning Motivation	Study from Shulin Yua, Nan Zhou, Yao Zhenga, Limin Zhangc, Hongjian Caob, and Xiaomin Li, they focus on evaluating the motivation and engagement in Chinese EFL.
5.	Rahadi Diah Marlianti, "*The Correlation between Grammar Learning Strategy and Writing Ability of English Department Students*	Writing Ability	Rahadi Diah Marlianti, she focused on correlation between grammar learning

			strategy and writing ability, she did not focus on learning motivation and google translate
at IAIN Palangka Raya, 2019, quantitative method.			

B. Correlational Study

According to (Petrus Plain, 2010, p.9), one of the quantitative research types was correlational study or correlational research. It was imperative to have a great understanding of correlational research and correlational variables. A correlational study was a logical consider in which the researcher explored the affiliation between factors or variables. Moreover, (Ary, 2010, p.349), the correlation assesses the relationship between two or more variables in a single group. In general, a correlational study was designed to investigate the nature and strength of functional relationships among the variable of interest to the researcher.

In addition, correlational study was one of the quantitative research types that had two groups or more variables to measure whether the result of study there was the correlation and relationship in the researcher variable.

C. Writing

1. Definition of Writing

A few meanings of composing were taken from the resource to (Erlinae Hertatie, 2016) that writing was a demonstration or process to deliver some information in their mind that ought to be communicated recorded as a hard copy structure. The writing was to be awesome assuming the understudy directed the standard characterized. It normally refers to content, association

or organization, grammatical, usage and mechanic, sentence structure, mastery of vocabulary and so on.

According to Oxford Advanced Learners' dictionary that writing was the activity or occupation of writing e.g. book, story, or article. Moreover (Jeremy, 2007, p.265) stated writing was a productive skill along with speaking. So, the point when understudy manage language creation, it implied that they ought to utilize their insight to delivered the language to accomplish an informative reason e1ither as communicated in or composed language.

Based on the statement, it concluded that writing was a human activity that had some type, rule, structure and it was a productive skill. It meant that writing skill were process of writing that using the rule and structure to made a product or communication with each other in writing.

2. Kind of Writing

According to (Rabiatul Adawiyah, 2018) there were two kind of writing, first was paragraph writing. Meanwhile, the other one was essay writing.

a) Paragraph Writing

According to (Harmer, 2001, p.195), an effective passage or paragraph must include four requirements. To begin with, it may discussed one point in particular; that was it might have the solidarity of a topic. Second, it very well may be said all that know about the topic, that was it very well may be finished to the point of doing what it was expected to do. Third, the sentence inside a paragraph may follow some sensible request that our peruser could perceived and followed. Fourth, the sentence inside a section must have soundness.

Moreover, (Taylor, 2004, p. 3) characterized a paragraph was a group of the related sentence with almost a single topic. Based on the definitions over, it may be stated that a paragraph was gathered of the sentence with a single topic. Bromley (2007, p. 318) bolsters this idea and states that a paragraph was a group of coherently related sentences composed of bound together portions based on a single idea.

In addition, the paragraph was a group of sentence that included some rules, and it had a topic, the main idea, support idea or data and the main point or summary. Then, in paragraph writing, the topic sentence and supporting sentence must be unity and coherence.

b) Essay Writing

According to Bromley (2007, p. 21), an exposition was a bunch of passages around one subject. Bolsters this idea and stated that an essay was a composed composition based on an idea and essay as papers of a few passages that support a single point. In other words, an essay was a collection of sections that contained one single thought. Bromley (2007, p. 21) said that an essay was an accumulation of passages around one subject. It supports this idea and states that a paper was a composed composition based on an idea and essay as papers of a number of sections that bolster a single point. In other words, an essay was a collection of passage that contained one single idea.

Meanwhile (Zemach & Islam, 2004, p. 182) said that to write an awesome essay, the author got to take many steps. There were four-step to

sort in composition, to be particular, choosing a subject, pre-writing choosing on the group of spectators and the piece with reasonable beginning and concluding section, composing clear, and botch free-sentence.

3. Process of Writing

There was steps in writing process, based on Francine, 2001, p.81). They were: planning, drafting, writing and revising.

a. Planning

Planning was a series of the strategy designed to find and produce information in writing. It was also called pre-writing. The author must be able to define and purpose the writing, choose to write, select a fashion that was likely to accomplish the purpose and after that, organize the message.

In this arrangement, the author would, as it was concerned with finding out the subject to compose, was very vital in composing since it helped the author to type ineffectively in arranging, the author started burrowing for the essential crude fabric they required.

b. Drafting and Writing

Drafting was the appearance of the handled after planning. It was a technique outlined to organize and create a maintained piece of writing. In drafting, the author should be chosen on the most idea that will be communicated. At that point, the author would concern with the outline in which they organized the substance of composing in arrange to be coherent. At long last, the author created by giving the title, presenting and making sections into the competence writing.

After the author had created an idea almost their topic, they centred their idea on the most point and created an unpleasant arrange for the section or exposition they would compose. In this arrangement, you might include an unused idea or erase a unique one at any time within the writing handle.

c. Revising

Revising as a method for making strides or rectifying a work in advance. It was an arrangement of strategy planned to re-examine re-evaluate the choice that made a chunk of writing. In revising, the author ought to check perspectives included in writing activities such as spelling, grammar, punctuation, section improvement, etc. Edit the harsh draft for substance and organization. Checked it over for content and organization, counting solidarity, coherence, and rationale. The author may alter, re-arrange, include, or erase, all for the objective of communicating their thought more clearly, more successfully, and in a more curiously way.

D. Descriptive Text

1. Definition of Descriptive Text

The descriptive text was a bit of printed substance that portrayed a chosen individual, put, or thing. While Broadman and Jia stated that clear printed substance was a sort of content to clarify what something appears like. Another definition roughly expressive literary substance was basically based

completely on Gerot and Wignell, which clearly was a sort of printed substance that was pointed to clarify a chosen individual, put, or thing.

From the definition over, the researcher concluded that descriptive text was content that targeted to clarify and portrayed particular things, counting individuals, put, indeed unit of days, occurrence of day, or season.

2. **Generic Structures**

The generic structure of descriptive text was shown in the following table 2.2:

Table 2.2

The Generic Structure of Descriptive Text

Generic Structure	Function
Identification	To identify the person, place, or thing that would to be described.
Description	To describe the parts, qualities and characteristic of person, place, or thing that would be described.

3. **Grammatical Feature**

In descriptive text, the writer would use grammatical feature such as:

a. Specific Nouns, example: my book, my red laptop etc.

b. Using Simple Present tense, example: I have an apple; A rose may be pretty, it had used Noun Phrase to present statistics approximately subject. Example: You actually have a brown-skinned sister.

c. Some adjectives (describing, numbering, classifying)., for example, cat legs, sharp white fangs, etc.

d. The relating verb to present statistics approximately subject, example: your father is strong. It has short and thick hair.

e. Thinking verb or feeling verb to specific private author view about a subject, example: I suppose it's far a smart animal.

f. Action verb, example: Their new rabbit go to our garden; your dog eat the mouse.

g. Adverbials to present additional statistics approximately its behaviour, for example, slow, fast, big homes.

In the Junior High School one of the text paragraph level was descriptive text. Descriptive was a kind of text to described the specific individual, places, or things. It can be said that descriptive text would described what kind of individual question portrayed, great shape, its property, number, and other. The aim of descriptive text was to clarified, described, or communicated a individual question. When writing a descriptive text, there was a few common composition or generic structures.

It also had generic structure which was summarized as follows:

- Identification was to identifiy phenomenon to described something, it contained about identifying thing or person would be described.

- Description was to describe the part, quality, characteristic.

4. Language Features of Descriptive Text

1) The linguistic highlight in this content centred on a particular member, the utilize of attributive and recognizing prepare, the visit.

2) Use of epithet and classify in ostensible bunches, at and the utilized simple present tense. Moreover, George E. Wishon and Julia M. Burks of their book said that Portrayal replicated the way things see, scent, taste, feel, or sound; it might furthermore inspire dispositions, together with bliss, or joy, forlornness, or fear. It is utilized to make an unmistakable picture of individuals, places, indeed of gadgets, time-days, time of day, or season.

5. Example of Descriptive Text

Mr. Kartolo, The Farmer

Mr. Kartolo is very happy. The rainy season of this year makes the farm beautiful. It is planting time! rice fields become fresh and green during this season and by the end of this season. Mr. Kartolo is ready to harvest his corps.

Mr. Kartolo ploughs the land at the beginning of the rainy season. Then, he usually works early and finishes at noon. Milking the cows, feeding the livestock, and cleaning the barns are among Mr. Kartolo's duties before breakfast. He does most of the hard outdoor work by himself.

(Wardiman, 2008).

E. Learning Motivation

1. Definition of Learning Motivation

There were numerous definitions of motivation from many psychologists. We ought to recognize what inducement was a good way to realize and

recognize it. At its maximum primary level, "Motivation was a few sorts of inner force which pushed a person to do matter a good way to attain something" (Harmer, 2007, p.98). The phrase motivation was derived from the reason, which meant something that encourages a character to behave to do something (Purwanto, 2011, p.60).

According to (Brown, 2007, p.170) said, "Motivation was something that can, like self-esteem, be global, situational, or assignment oriented. The motivation was likewise commonly tested in phrases of the intrinsic and extrinsic reason of the learner". Meanwhile, Dornyei (2001, p.117) expressed that motivation was given the essential impulse to start learning a foreign language, and afterwards, the driving constrained to support the long and frequently repetitive learning prepare.

Based on the explanation over, the researcher concluded motivation was the need and effort which drive people to do anything dynamic to accomplish the objective. Motivation was the basic factor in learning since it impacts students' victory or disappointment as language learners, so the teacher must make an understanding of the motivation in learning, particularly in writing.

2. Types of Motivation

a. Instrinsic Motivation

According to (Ur Penny, 1996 p.280) said, Global intrinsic motivation was the generalized choice that made investments attempt withinside the studying for its personal sake was basically rooted withinside the preceding attitudes of the learners: whether or not they see them studying as worthwhile,

whether or not they just like the language and it is cultural, political and ethnic association. It approached that intrinsic motivation was the choice that came from inside a person to take some time to achieve the goal. When the learners have intrinsic motivation, they confirm their mindset withinside the study room, including they need to analyze English due to the fact they prefer and revel in studying it.

According to (Harmer, 2007, p.98), "Thus someone was probably inspired through the entertainment of the studying technique itself or through a choice to make themselves experience higher". People do a sure activity as it offers them pride and developed a specific ability primarily based totally on their inner choice. Intrinsically motivated college students were certain to do a lot higher in study room activity due to the fact they were inclined and eager to study new material. Their studying experience was greater meaningful and passed deeper into the subject to completely apprehend it.

According to (Brown, 1987, p.115) separated natural motivation into primary sorts, which could be integrative motivation and instrumental motivation.

1) The integrative motivation was hired whereas learners want to combine themselves within the convention of the moment one language group, to see themselves and conclusion up a portion of society, for occasion, migration or marriage.

2) Instrumental motivation, learner wants to procure wants to make utilize of the moment one language. Robert Gardner and Wallace Lambert

country allude to motivation to accumulate a language as a strategy for accomplishing instrumental want encouraging a career, analyzing specialized fabric, translating, and so forward (Gardner, 1987 p.8).

This delineated a state of issues where inside the analyst consider that through examining the objective language, they would be instrumental in getting distant better, much better, a higher, stronger, and improved, a much better work, position, and statutes. When students have intrinsic motivation, it will allow a very incredible effect on their learning since intrinsic motivation comes from the youths themselves. So, they analyze English through their internal choice, and it was not from a particular component from out of entryway the learner.

a) Extrinsic Motivation

According to (Harmer, 2007, p.98) expressed that extrinsic motivation was the result of any number of exterior figure. For case, the ought to pass an exam, the trust of financial reward or the plausibility of future travel. Extrinsic motivation was that which determined from the impact of a few kind of outside motivating force, as unmistakable from the wish to memorize for its claim purpose or intrigued within the task. Numerous sources of extrinsic motivation were blocked off to the impact of the teacher: for case, the specified of students to it would be ideal if you a few other authority figures such as parents, their wish to succeed in an inside exam, or peer bunches affected. In any case, other sourced were certainly influenced by

teacher activity, (Penny, 1996, p.277). Harmer expressed that outside inspiration had some outside factor:

1) The Goal

Agreeing to (Harmer, 2007, p.99), the goal was one of the most grounded external wellsprings of motivation that students see themselves to learn for. As regularly as conceivable, this was given by an unavoidable test or exam, and in this respect, it was no shock to take note of that educator as often as possible observed their test course more dedicated than another gathering who didn't have something clear to run after. Here the student expected to remember English since of any outside ascertain. The external factor drove the student to memorize English since the student expected to accomplish it. For instance, a few students have goals when they learn English. For example, they expected to get an extraordinary score in the last test, they expected to learn English since they expected to get incredible work, and they may have to continue their concentration abroad.

2) Society we live in

"Outside any classroom, there were attitudes to language learning and the English language in particular" (Harmer, 2007, p.999). The student needed to memorize English because of their society. In case they learned English because they needed to get distinction from society.

3) People around us

In expansion to the culture of the world around them, students' states of mind to language learning will be significantly impacted by the individuals

who were closed them (Harmer, 2007, p.99). Learning English was exceptionally important to communicate with individuals around the world. Now and then, individuals needed to memorize English since they felt certain in case they might ace the English language.

4) Curiosity

We have to be compelled to not underestimate a students' common interest. At the starting of a term or semester, most understudies or students have at littlest a smooth inquisitive about their modern teacher, and it would be like to be in his or her lessons. When understudies began English for the fundamental time, most were interested (too numerous degrees) to see what it was like. This beginning motivation was vital. Without it, getting a lesson on the ground and building compatibility would be that much more troublesome (Harmer, 2007, p.99).

3. Sources of Motivation

The motivation that brought students to the task of learning English can be affected and influenced by the attitude of a number of people (Harmer, 2002, p.51). There were sourced that influence the students' motivation in learning English:

a. The life society

Learning English was basic that considered being in society. Exterior any classroom, there were states of intellect to dialect or language learning and the English language in specific. From the society such as learning dialect for moo or tall status would give effect for the students' state of intellect to the

dialect being considered, and the nature and quality of this state of judgment skills would in its turn, have a vital influence on the degree of motivation the understudy brought to the course and whether or not that motivation proceeded.

b.   Noteworthy or Significant other

The state of the intellect of the understudy to language learning would be massively impacted by the effect of people who were close to them. The state of mind of parents and more prepared kin will be noteworthy. The state of intellect or mind of students' peers was additionally noteworthy. Within the occasion that they were fundamental of the subject or development, the students' motivation might persevere. Within the occasion that they were energized learners, in any case, they might take the student at the side them.

c. Teacher

The teacher was a major calculate inside the continuation of a students' inspiration. Teachers' state of intellect or state of mind to the dialect and the errand of learning would be basic. A self-evident fervour for English and English learning, in this case, would show up to be prerequisites for a positive classroom discussion.

d. Method

When either loses this certainty, motivation can be sadly influenced, but when both were comfortable with the method being utilized, victory was much more likely. The method was crucial that both teacher and student had a few certainly within the way educating and learning.

F. Google Translate

1. Definition of Google Translate

Google Translate was a helpful apparatus that provides free instant interpretation services on the internet. It may well be utilized to decipher word, clause, sentence, paragraph, and even a web page between any match of upheld languages. Besides, it may too be utilized to play downtime and exertion to do translation assignments since the translation result was generated right away. The translator was moreover made a difference with the ease and accessibility of Google Translate, which was online and open to anybody and anytime at no cost with web association (Adam Ismail and Rudi Hartono, 2016, p.2).

Subsequently, based on web journals composed Google Translate was an internet machine translation made in 2006 by Google Inc (Turovsky, 2016). Meanwhile, Google Translate only provided two languages, and after that, the language kept being included and upgraded in 2006. At that point, (Groves & Mundt, 2015) composed that GT was a free web-based machine translation that seemed to translate in numerous languages additionally had an application for mobile gadgets. Moreover, (Medvedev, 2016) composed that GT was free, moment, highlights grouping of languages for input and output, licenses voice affirmation, can interpret entire web pages and entire records by exchange it. Agreeing to (Kharbach, 2016), the highlights that GT given included, such as pronouncing the word translated, translating substance from pictures or photos, interpreting with voice, deciphering with the penmanship,

interpreting the complete document and saving the translation in a phrasebook.

Machine translation from google was named "google translate". It first advanced in 2007 with the aid of using the use of a machine known as SYSTRAN. in February 2009, after including Turkish, Thai, Hungarian, Estonian, Albanian, Maltese, and Galician. Google translate ought to translate forty-one languages automatically. Then, in August 2009, added similar languages; Africa, Belarusian, Icelandic, Irish, Macedonia, Malay, Swahili, Welsh, and Yiddish to "Google Translate", so the wide variety of supported languages to 51, or if it's far paralleled the 2550 language pairs. On 25 September 2008, google covered Indonesian. Google Translate is a supplied provider that allows users to translate different written texts from one language to any other, and it offers to translate ninety languages. It can translate presently now not most viable a word. To translate content, Google Translate distinctive search documentaries to find the charming, reasonable translation test among interpreted writings with the help of employing a human. (Lestiana Zafitri and Eka Sustri Harida, 2017, p.82).

In addition, google translate was an online or offline dictionary that we could use. If offline, it could translate word by word, and if online, it could translate in word, clause, sentences, paragraphs by supported internet connection and available language. According to Wikipedia, Google Translate is available to translate 109 languages.

2. **Benefits of Google Translate**

According to (Maulida, 2017) google translate had benefit:

a. Translator

This was really the most function, to be specific, as a web translator, particularly Google Translate Indonesian to English, which broadly utilized in Indonesian to English translation exercises. In any case, since of the proceeded change of this Google translation, there may be numerous different advantages of free Google Translate that will be gotten separated from as translator or interpreters.

b. Online Dictionary

Another advantage of Google Translate was a web dictionary (or once in a whereas furthermore called "Online", withinside the Network). Since, whereas the translation machine user makes the interpretation in step with the express, at that point consequently, Google Translate would appear a few choices of the translation of the supply state withinside the objective language.

c. Online Thesaurus

The value of Google Translate in expansion to being a translator and an internet dictionary can too be valuable as a thesaurus or reference to the choice of the same. In expansion to an assortment of equivalent word choices, the level of use of the word is additionally shown.

d. Spell Check

Google Translate, besides being a web language translator that was a spell checker for the word that showed up as a typo. It is exceptionally valuable when the writer or user of GT needs to do an English spelling check.

e. Learning Tool

Foreign Language Pronunciation for those who want to learn a foreign language, for example, who want to learn English for free, especially how to pronounce words, Google translate can be used.

In addition, google translate had five benefits. First, GT as a translator. It meant that GT could translate from L1 (first language) to L2 (second language). For example, it was from Indonesian to English translation. Second, GT as an online dictionary. It meant that the writer could translate full sentences or paragraph only when they had an internet connection (online). Third, GT as an online thesaurus. It meant that GT made it easy to find the synonym choices. Fourth, GT as a spell-check. It meant that GT made it easy to check the correct spell or typo. Last GT as a learning tool. It meant that GT was not only for translation but could be a media for learning English, such as in pronunciation, writing, spell check, synonym check, typo check.

3. Advantages and Disadvantages of Google Translate

As a benefit of Google Translate made a difference in translating. Google Translate was able to decode vocabulary quickly. The various word that was not as of now found inside the word reference of their suggestion may well be found on google translate. It as well grants the user to interpret into diverse

tongues. So, with this application, the student might truly save more since they don't get to buy a word reference to interpret into a dialect. In expansion to interpreting as its primary function, Google translate additionally licenses clients to memorize articulation. This will be an advantage that's outstandingly valuable for clients within the occasion compared with utilizing a dictionary. The system that on it made google translate the word without considering the word structure so that the elucidation comes approximately of a sentence have much differing. In other words, Google translate deciphered vocabulary, so it was especially conceivable to form a bumble in the event that it deciphered inside the outline of the sentence.

Agreeing to (Clifford et al., 2013), as cited in case (2015), said that GT had no advantage for the learning preparation. The reason since it was reaching to best carry the students' reliance, it was not continuously accurate, and it might make college understudy overlook the opportunity state like withinside the customary dictionary. Agreeing to (Pena, 2011), alluded to in (Dough puncher, 2013) overview, in addition, demonstrated a disadvantage of GT in dialect considering, which the researcher has to reestablish the interpretation made through the way of the strategy of GT since of the truth (Medvedev, 2016) additionally chosen that GT routinely out of put language structure and exactness at the concern of drawn-out writings.

Meanwhile, (Sukkhwan, 2014) cited that each so regularly GT maybe presently not be specific for dialect learning due to the truth it delivered off base interpretation. (Harris, 2010), as expressed in (Pastry specialist, 2013),

an EFL educator in Japan, in addition, composed that the halt ceases result of utilizing GT is the deficiency of a "precious plausibility Bahri and (Mahadi, 2016) expressed that GT did not have any gifts in perusing.

G. Theoretical Framework

The goal of this study needed to know the noteworthy correlation between students' writing ability and learning motivation in google translate writing class. Subsequently, the frame work was as followed on figure 2.1:
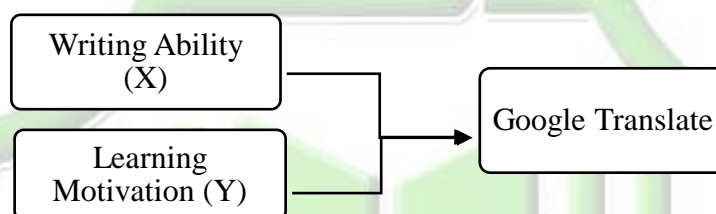
Figure 2.1 Theoretical Framework

CHAPTER III

RESEARCH METHOD

This chapter discusses around the research method within the present study. It comprises of research design, population and sample, research instrument, data collection procedures and data analysis methods.

A. Research Design

The research design utilized was correlational design, which assessed the relationship between two or more factors. (Mujis, 2004, p.1) expressed that correlational was designed which assess the relationship between two or more factors in a single gather. The method utilized in this research was quantitative. This method emphasized objectivity by utilizing numbers, statistics, structure, and control. Meanwhile, (Ary, 1972, p. 648) expressed quantitative research was a request utilizing operational definition to produce numeric information or data to reply to foreordained hypotheses or questions.

In this research, the design needed to know the correlation between two continuous variables. They were students' writing ability and learning motivation in google translate writing class. The correlation demonstrated whether the relationship between matched scores was positive or negative and the quality of this relationship (Ary, 2010, p.128). This research was conducted to find the continuous variables:

- Writing Ability (X)

- Learning Motivation (Y)

The variable meant that as something that varies from one case to another. Variable was a developed character that may take diverse values or scores (Ary, 2010, p.37). Variable was classified as ceaseless if they appeared gradational distinction within the same characteristic had by a person (Latief, 2014, p.11). The variable utilized in this research was continuous. The research design would describe as outlined in figure 3.1:
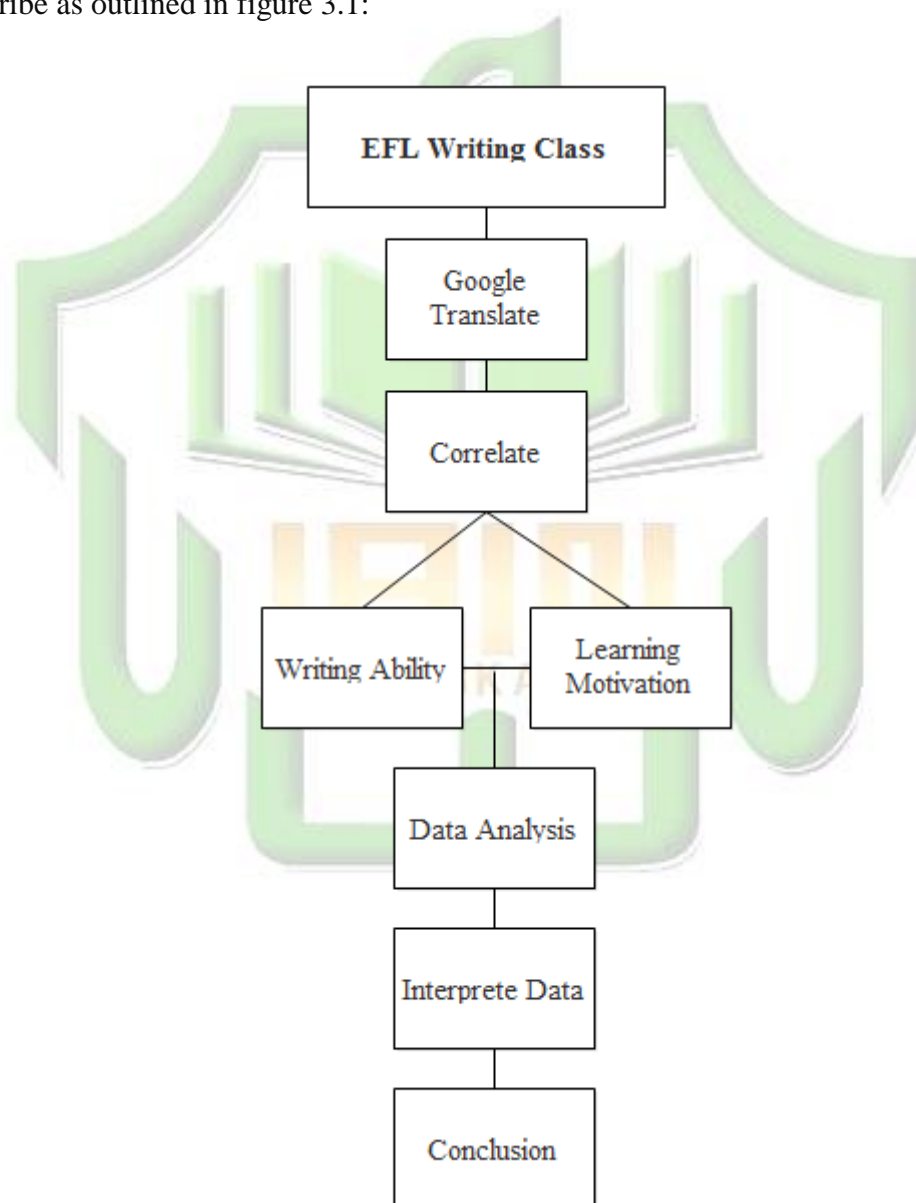
Figure 3.1 Research Design

According to Ary (2010, p. 132) showed the three illustration of direction in correlation which are positive, negative, and no correlation. Based on Creswell (2012, p.345) believed that positive correlation is where one variable with low or high scores relate to second variable with low or high scores. On the contrary, the negative correlation was the low or high scores of variable was contrast significantly on the other variables. Scatterplot illustrates the direction of the relationship between the variables. A scatterplot with dots go from lower left to upper right indicate a positive correlation and one with dots go from upper left to lower right indicate a negative correlation, it showed that on figure 2.1 below:
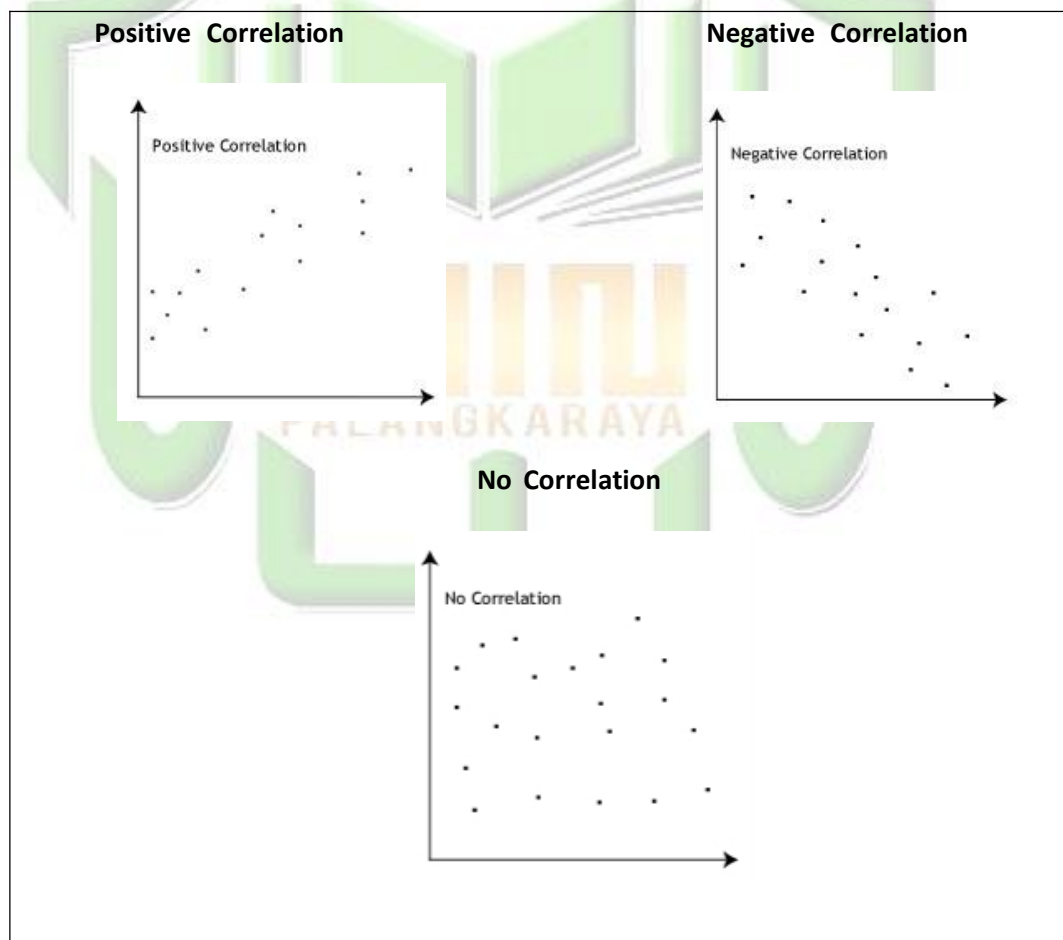
Figure 3.2 Scatter Plot

B. Population and Sample

1. Population

The larger gather almost which the generalization was called population. A population was characterized as all part of any well-defined course of individuals, occasion or object (Ary, 2010, p. 148). The population was the question of research from which the researcher might collect information. Population implied all the members of the gather of participant/object to which the author needed to generalize his or her research finding (Perry, 2005, p.59).

The researcher would conclude that a population was the whole gathering of individuals or objects. The researcher would like to generalize the study finding and give the researcher the data or information to solve the research problem.

In this case, the population of this research was the second-semester in English understudies of IAIN Palangka Raya, who took a Paragraph Writing Course. The whole populace was 58 understudies or students. It was classified into two classes as follows table 3.1:

Table 3.1

Population

No.	Paragraph Writing Class	Students
1.	A Class	30 students
2.	B Class	28 students
Total		58 students

2. Sample

A sample was a portion of a populace (Ary, 2010, p.148). If the research subject was less than 30, understudy was way better to require all of them. So, it called a populace to inquire about (Sugiyono, 2012, p.126). This research

sampling method will utilize cluster random sampling. Agreeing to (Ika, 2014) expressed that Cluster sampling was a sampling in which intact groups, not person, cluster examining referred to gather or chunk of components that would reduce heterogeneity among individuals within each group was chosen for study. The researcher chose cluster sampling because the score of the populace was heterogeneity. Subsequently, the researcher took all classes (A and B) as the sample. The total was 58 English students.

In this study, the researcher chose all populations in the 2020 generation academic year of English Students second semester at IAIN Palangka Raya who took a paragraph writing course. The researcher took all classes, was that the researcher wanted to know the correlation between writing ability and the learning motivation in google translate writing class. Also, the researcher wanted to compare the results of writing descriptive text using Google Translate and the learning motivation in writing.

C. Research Instrument

1. Research Instrument Development

a. Writing Test

Agreeing to (Cresswell, 2012, p. 157), the instrument used to collect the data needed. The student would write at least three paragraphs, a maximum of eight paragraphs, about the topic that "describing person", it would adopted by the book from (Dorothy E. Zemach and Lisa A. Rumisek, 2003, p. 28). It could be students' classmates, best friends, siblings, teachers and others. The instrument the used to measure the student's writing ability and to find was there any correlation during

using google translate. The specification of writing test and question was adopted

by (Dorothy E. Zemach and Lisa A. Rumisek, 2003, p.28) as follows the table 3.2:

Table 3.2

Specification Item of Writing Test

No.	Specifications	No. Questions
1.	Created a descriptive text with the topic was describing person. at least three paragraph and maximum eight paragraph using google translate.	1
2.	Describedd one of the picture, it could be your classmate, sibling, best friend, etc. Please use your imagination!	2

Scoring rubric for writing descriptive text, the researcher would used from

(Brown, 2007) as see in this table 3.3 as followed:

Table 3.3

Scoring Rubric

Aspect	Score	Performance Description	Weighting
Content (C) 30% - Topic - Details	4	The topic was completed and clear and the detail were relating to the topic.	3 x
	3	The topic was completed and clear but the detail were almost relating to the topic.	
	2	The topic was completed and clear but the detail were not relating to the topic.	
	1	The topic was not clear and the detail were not relating to the topic.	
Organization (O) 20% - Identification - Description	4	Identification was completed and description were arranged with proper connective.	2 x
	3	Identification was almost completed and description were arranged with almost proper connective.	

	2	Identification was not completed and description were arranged with few misuse of connective.	
	1	Identification was not complete and description were arranged with misuse of connectived.	
Grammar (G) 20% - Use present tense - Agreement	4	Very few grammatical or agreement inaccuracy.	2 x
	3	Few grammatical or agreement inaccuracy but not affect on meaning.	
	2	Numerous grammatical or agreement inaccuracy.	
	1	Frequent grammatical or agreement inaccuracy.	
Vocabulary (V) 15%	4	Effective choiced of word and word form.	1.5 x
	3	Few misuse of vocabulary, word form, but not changed the meaning.	
	2	Limited range confusing word and word form.	
	1	Very poor knowledge of word, word form, and not understandable.	
Mechanics (M) 15% - Spelling - Punctuation - Capitalization	4	It used correct spelling, punctuation, and capitalization.	1.5 x
	3	It had occasional error of spelling, punctuation, and capitalization.	
	2	It had frequent error of spelling, punctuation, and capitalization.	
	1	It was dominated by error of spelling, punctuation, and capitalization.	

Score $= \dfrac{3C + 2O + 2G + 1.5V + 1.5M}{40}$ x 10

Table 3.4

The Conversion Scored

No.	Category (Conversion)	Class Bounderies
1	Very Good (4)	80-90
2	Fair (3)	70-79
3	Poor (2)	60-69
4	Very Poor (1)	50-59

From book standard of faculty of teacher training and education scored at IAIN Palangka Raya, if scored of student were 80-95 the category was very good, if scored of student 70-79 category was fair, and the scored of student 60-69 the category was poor.

b. Questionnaire

A questionnaire was defined as a document containing questions and other types of items designed to solicit information appropriate to analysis (Babbie, 1990, p.377). The researcher would give a questionnaire to the research sample. All classes in the second-semester student of the 2020 academic year generation the English Education Study Program at IAIN Palangka Raya to find the correlation between learning motivation and writing ability in Google Translate writing class.

In this study, the researcher would use a google form to share the questionnaire. The researcher would adopted the questionnaire of Learning Motivation for Writing, "Academic Writing Motivation Questionnaire" (AWMQ) from (Ashley Renee Payne, 2012, p.35) to measure the students' learning motivation in writing. The item of AWMQ was 15 items. The students would ask to response to the statement on a five-point Likert scale: 1= strongly disagree, 2 =

disagree, 3 = uncertain, 4 = agree, 5 = strongly agree. In detail, AWMQ in this study would measure self-efficacy in learning motivation, especially in writing. Specific kinds of questions based on Ashley Payne, (2012, p.27) it showed in table 3.5:

Table 3.5

Specification Items for Learning Motivation Questionnaire

No.	Intrinsic Motivation	No. Items
1.	Enjoyment	1, 2, 3
2.	Self-efficacy	4, 5, 6, 7
	Extrinsic Motivation	
3.	Instrumentality	8, 9
4.	Effort	10, 11, 12
5.	Recognition	13, 14, 15

In this study, the researcher would use google forms questionnaire. For specification each item questions showed on table 3.6:

Table 3.6

Criteria Scored for Questionnaire

Score	Interpretation
0%-20%	Very Low
20%-40%	Low
40%-60%	Moderately
60%-80%	Strong
80%-100%	Very Strong

2. **Instrument Validity**

Validity was the foremost imperative thought in creating and assessing measuring instrument (Ary, 2010, p.225). In this consider, the validity would classify into: face, construct, and content. To degree the legitimacy of the

instrument, the researcher utilized the detailing of Product Moment by Pearson as followed this formula:

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

Where :

r$_{xy}$: The coefficient of correlation between variable x and y

ΣX : Total Value of Score X

ΣY : Total Value of Score Y

ΣXY : Multiplication Result between Score X and Score Y

Criteria :

If R$_{value}$ > R$_{table}$ = Valid

If R$_{value}$ < R$_{table}$ = Invalid

To know the validity level of the instrument, the resulted of the test was deciphered to the criteria or the relationship list as followed:

0.000 – 0.199 = Very Poor.

0.200 – 0.399 = Poor.

0.400 – 0.599 = Fair

0.600 – 0.799 = High.

0.800 – 1.000 = Very High.

a. **Face Validity**

The sort of face validity, if the test item looked right to another analyzer, lecture, indicator and test. The sort of test thing, which would utilize in this research, can be appropriate to the others at the same level in the second semester

of English Students at IAIN Palangka Raya. For face validity of the test thing as take after:

1. The test would utilize writing test and questionnaire.

2. Kind of the writing test was descriptive content.

3. The language of thing was utilized English and Google translate for writing test

4. The evaluation was by writing test based on scoring system.

5. After the writing test of descriptive text had wrapped up or finished, proceed with google forms questionnaire.

6. The questionnaire was about the learning inspiration in composing

7. Calculated the proportion of respondents answering for each category of questions.

b. Construct Validity

Agreeing to Ary (2010, p. 638) expressed that construct validity (estimation) was the degree to which a test or other instrument what the researcher claimed it did, the degree to which prove and hypothesis support the elucidation of test scored involved by the proposed utilize the test. In this study, the researcher composed the test to degree the correlation between writing ability and learning motivation in google translate writing class.

c. Content Validity

It is particularly imperative for the accomplishments test. Moreover, it was a concern for another sort of measuring rebellious, such as identity and inclination measured (Ary, 2010, p.228). In this think about, the validation of the instrument

was coordinated to the content validity. Related to the writing test and questionnaire, the content validity was checked by examining, and the test would be utilized to degree the goals. The researcher utilized the inter-rater strategy (test of validity). Inter-rater were two raters who scored the students' writing test. For questionnaire would get the score compositions as conceivable.

3. Instrument Reliability

Agreeing to Ary (2010, p. 236) claims that the Reliability of a measuring instrument was the degree of consistency with which it measures anything its measures. This quality was basic in any kind of estimation. It was utilized to demonstrate that the instrument was around accepted to be utilized as an instrument of collecting the data since it was regarded well. The dependable instrument was the constant.

Reliability correlating with the instrument seem to deliver the same result to the question that was measured over and over at the same time. Ary, et.al. (2010, p.155) said that "Reliability was necessary characteristic of any good test: for it to be valid data all, a test must first be reliable as a measuring instrument. If the test was administrated procedure candidates on different occasion (with no language practice work taking place these accasion) then, to the extent that was procedured differing resulted, it was not reliable".

The researcher used the following formula K-R 21:

$$r_{11} = \left[\frac{K}{K-1}\right] 1 - \left[\frac{M(k-M)}{kVt}\right]$$

Where:

r_{11} : Instrument Reliability

k   : Number of Item on the Test

M   : Mean Total of the Score

Vt   : Variance of scores on the total test. $Vt = (\sum X^2) - \dfrac{\frac{(\sum x)^2}{N}}{N}$

In which :

Vt   : Variance of scores on the total test

$(\sum x^2)$: sum of the squared of scores

$(\sum x)^2$: sum of X.

D. Normality Test

The normality of the data aimed to be analyzed whether both groups have normal distribution or not. In this study, to test the normality, the researcher connected to SPSS 24.0 program level of centrality 0.05 or 5%. The calculation resulted in asymptotic importance higher than α 0.05 or (5%). So, the distribution data were ordinary. On the opposite, if the result of an asymptotic centrality was lower than α 0.05 or (5%), it implied the information were not normal distribution (Ary, et.al., 2010, p.555).

E. Linearity Test

The linearity test was utilized for the correlation method, and it was utilized to know whether the variable was connected straightly or not. It was tested by utilizing the SPSS program (linearity test) with the level of significance is 0.05. The variable was related directly if the calculation result of probability ≤ 0.05. The researcher utilized SPSS 24.0 for windows in this study to get basic linear regression.

F. Data Collection Procedures

There were some data would collect procedure such as:

1. Choosed the subject and placede of the study.

2. Asked permission to carry out the study.

3. Gave the writing test.

4. The researcher would ask the student to write about descriptive text using google translate, the topic was describing person.

5. Asked the student to write the text in the certain time.

6. After the writing test had finished, it would continue with google forms questionnaire.

7. Gave the google forms questionnaire about learning motivation in writing and ask to fill in the certain time.

8. Calculated the proportion of respondent answering for each category of each question.

9. Checked the student answer of writing and questionnaire resulted.

10. Gave score and analysed the data.

G. Data Analysis Procedures

After collecting the quantitative data on the two variables for each student in sample, the researcher tabulated the data into the distribution of frequency table scored and counting the scored of mean and standard deviation of variable X and Y by using SPSS 24.0 or the formula:

a) Mean of students' scored by Ary (2010, p.8)

$$M = \frac{\sum Y}{N}$$

Where:

M = mean

$\sum Y$ = sum of scores

N = number of students

b) Standard Deviation

x = x – X

x = deviation score

X = raw score

$\overline{X}$ = mean.

c) Correlation Product Moment Test

The researcher calculated data by using the formula below:

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

Where :

r_{xy} :   The coefficient of correlation between variable x and y

ΣX :   Total Value of Score X

ΣY :   Total Value of Score Y

ΣXY :   Multiplication Result between Score X and Score Y

d) To interpret the index scores of "r" correlation, product moment (r_{xy}) usually

used the interpretation according to Sudjiono (2007, p.193) such as bellow:

Table 3.8

The Interpretation of Correlation "r" Product Moment

The score of "r" product moment (r_{xy})	Interpretation
0.00 – 0.20	There is no correlation between X and Y
0.20 – 0.40	The variable X and Y interpreted low correlation.
0.40 – 0.70	The variable X and Y interpreted the

	moderate correlation.
0.70 – 0.90	The variable X and Y interpreted high/strong correlation.
0.90 – 1.00	The variable X and Y interpreted very high/strong correlation.

e) The researcher interpreted the data.

f) The researcher made a discussion and conclusion of the data analysis.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

This chapter dicusses about the data which had been collected from the research in the field of study. The data are the result of data presentation, research findings, and discussion.

A. Data Presentation

1. The Result of Writing Test

In this study, the researcher did online observation via zoom meeting and WhatsApp group into paragraph writing course at 2nd semesters' class in the academic year 2020/2021, because in this research was in 2021 and it still online learning activity because of Corona Virus Diseases-2019 (COVID-19) Pandemic. The total population was 58 students. The first sample was taken at B class on March 16, 2021, by zoom meeting, the last sample was taken at A class on March 17, 2021, by WhatsApp group.

After the results writing test were collected, it gave the score to the students' resulted test. There were two raters, the first rater was the researcher, and the second rater was the lecturer. The following table 4.1 showed the writing test score:

Table 4.1

The Result of Students' Writing Score

No.	Code	SIS-1	SIS-2	Total Score	Final Score	Category
1	S1	80	60	140	70	Fair
2	S2	85	75	160	80	Very Good
3	S3	85	90	175	88	Very Good
4	S4	85	80	165	83	Very Good
5	S5	85	75	160	80	Very Good
6	S6	90	95	185	93	Very Good
7	S7	80	75	155	78	Fair
8	S8	90	80	170	85	Very Good
9	S9	80	70	150	75	Fair
10	S10	80	70	150	75	Fair
11	S11	90	95	185	93	Very Good
12	S12	80	75	155	78	Fair
13	S13	85	85	170	85	Very Good
14	S14	70	55	125	63	Poor
15	S15	50	50	100	50	Very Poor
16	S16	50	50	100	50	Poor
17	S17	90	85	175	88	Very Good
18	S18	50	65	115	58	Poor
19	S19	90	65	155	78	Fair
20	S20	70	60	130	65	Poor
21	S21	90	95	185	93	Very Good
22	S22	80	70	150	75	Fair
23	S23	80	60	140	70	Fair
24	S24	60	65	125	63	Poor

25	S25	50	70	120	60	Poor
26	S26	75	85	160	80	Very Good
27	S27	85	80	165	83	Very Good
28	S28	50	65	115	58	Very Poor
29	S29	60	50	110	55	Very Poor
30	S30	75	75	150	75	Fair
31	S31	75	75	150	75	Fair
32	S32	85	80	165	83	Very Good
33	S33	90	85	175	88	Very Good
34	S34	80	77	157	79	Fair
35	S35	65	60	125	63	Poor
36	S36	85	77	162	81	Very Good
37	S37	85	90	175	88	Very Good
38	S38	80	80	160	80	Very Good
39	S39	90	82	172	86	Very Good
40	S40	85	82	167	84	Very Good
41	S41	90	87	177	89	Very Good
42	S42	50	40	90	45	Very Poor
43	S43	70	60	130	65	Poor
44	S44	90	90	180	90	Very Good
45	S45	90	72	162	81	Very Good
46	S46	85	80	165	83	Very Good
47	S47	90	80	170	85	Very Good
48	S48	75	67	142	71	Fair
49	S49	85	85	170	85	Very Good
50	S50	90	77	167	84	Very Good
51	S51	85	80	165	83	Very Good
52	S52	75	60	135	68	Poor
53	S53	80	65	145	73	Fair

54	S54	90	77	167	84	Very Good
55	S55	90	82	172	86	Very Good
56	S56	80	75	155	78	Fair
57	S57	75	75	150	75	Fair
58	S58	75	65	140	70	Fair
Sum	4429					
Highest Score	92					
Lowest Score	45					
Mean	76.36					
Standard Deviation	11.485					

From table 4.1 above. the researcher obtained the mean score and standard deviation. From all participants were (N=58) the result showed the mean score of writing test (X) = 76.36, standard deviation = 11.485. It meant that the students' writing ability was at the fair category.

Note   : SIS-1 Students' Individual Score taken by Rater I.

: SIS-1 Students' Individual Score taken by Rater II.

Table 4.2

Percentage Frequency of Writing Score

	Category (Conversion)	Class Boundaries	Frequency	Percentage
1	Very Good (4)	80-100	29	50.0%
2	Fair (3)	70-79	16	27.6%
3	Poor (2)	60-69	7	12.1%
4	Very Poor (1)	50-59	6	10.3%

The table 4.3 above told there were four level of students' writing score, they were Very Good score (80-100), Fair score (70-79), Poor score (60-69) and Very Poor (50-59). From the table 4.3, it can be seen that 29 students (50.0%) whose

score at very good level, 16 students (27.6%) for fair level, 7 students (12.1%) for poor level, 6 students (10.3%) for very poor level.

The highest number come in very good level. It can be concluded that the level of writing ability of 2nd semester students of English Education at IAIN Palangka Raya was in very good level.

After scoring process, it made several group of the data in some level on predicate of score then making percentage by using formula:

$$S = \frac{n}{N} X100$$

Where :

S   : Students' score

N   : The number of students who got score in a level

N   : Total of students

Table 4.3

Distribution Frequency and Precentation Score of the Students' Writing

No.	Category	Frequency	Percent
1	Score 80≤100	25	43.1%
2	Score 70≤80	17	29.3%
3	Score 60≤70	9	15.5%
4	Score 50≤60	6	10.3%
5	≤50	1	1.7%
	Total	58	100%
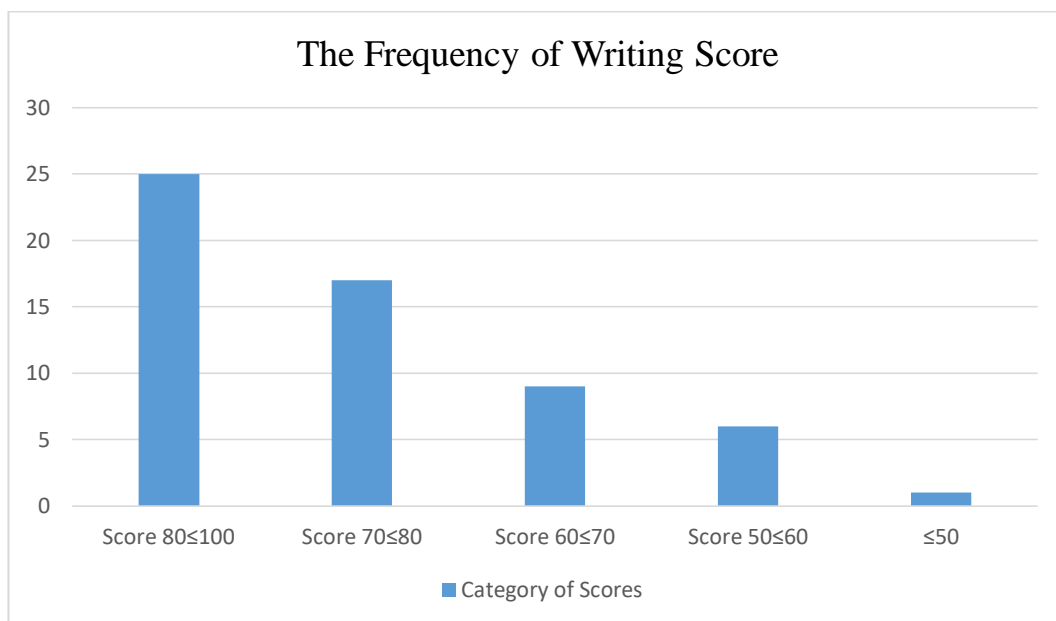
Figure 4.1 The Frequency of Writing Score

Based on the data above, it can be explained that there were 43.1% students who acquired scored 80-100, 29.3% students who acquired scored 70-80, 15.5% students who acquired scored 60 -70, 13.6% students who acquired scored 50-60 and there were 10.3% students who acquired scored < 50, 1.7%. The following chart was about the frequency of writing test scored. It concluded that students' writing ability was in high-level category.

2. The Result of Learning Motivation Questionnaire

The questionnaire contained 15 statement with scaled responded that used in determining the questionnaire score. Questionnaire were distributed the second semester of English students in order to determine students' intrinsic motivation and extrinsic motivation in writing ability. Then, present the data for paragraph writing class A and B class were tabulated in the table. 4.4 below:

Table 4.4

Result of Learning Motivation Questionnaire

Items		Scale									
		SDA 1	D 2	UN 3	A 4	SA 5	Total	MN	MDN	MO	SD
1	Number	0	3	14	14	27	239	4.12	4.00	5	0.957
	Percent	0	5.2	22.4	37.9	46.6	100				
2	Number	0	3	14	14	27	239	4.12	4.00	5	0.957
	Percent	0	5.2	24.1	24.1	46.6	100				
3	Number	0	3	13	18	24	237	4.09	4.00	5	0.923
	Percent	0	5.2	22.4	31.0	41.4	100				
4	Number	0	7	15	11	25	228	3.93	4.00	5	1.090
	Percent	0	12.1	25.9	19.0	43.1	100				
5	Number	1	3	8	17	29	244	4.21	4.50	5	0.987
	Percent	1.7	5.2	13.8	29.3	50.0	100				
6	Number	0	4	9	11	34	249	4.29	5.00	5	0.973
	Percent	0	6.9	15.5	19.0	58.6	100				
7	Number	0	2	9	16	31	250	4.31	5.00	5	0.863
	Percent	0	3.4	15.5	27.6	53.4	100				
8	Number	0	1	12	15	30	248	4.28	5.00	5	0.854
	Percent	0	1.7	20.7	25.9	51.7	100				
9	Number	1	1	6	8	42	263	4.53	5,00	5	0.883
	Percent	1.7	1.7	10.3	13.8	72.4	100				
10	Number	0	0	14	11	33	251	4.33	5.00	5	0.846
	Percent	0	0	24.1	19.0	56.9	100				
11	Number	0	4	16	9	29	237	4.09	4.50	5	1.031
	Percent	0	6.9	27.6	15.5	50.0	100				
12	Number	0	2	7	12	37	258	4.45	5.00	5	0.841
	Percent	0	3.4	12.1	20.7	63.8	100				
13	Number	1	2	16	10	29	238	4.10	4.50	5	1.038
	Percent	1.7	3.4	27.6	17.2	50.0	100				
	Number	0	3	11	9	35	250	4.31	5.00	5	0.959

14	Percent	0	5.2	19.0	15.5	60.3	100				
	Number	1	7	13	12	25	227	3.91	4.00	5	1.144
15	Percent	1.7	12.1	22.4	20.7	43.1	100				

Based on table 4.4 above, the resulted of the questionnaire described the highest average score of mean 4.53 on item 9, at the median of 5.00 on item 6,7,8,9,10,12,14, in mode 5 on all item 1,2,3,4,5,6,7,8,9,10,11,12,13,14,15 while at standard deviation 1.144 on item 15. It was apparent from the table 4.5 above that English students' responded of Learning Motivation in writing at second semester IAIN Palangka Raya, as followed table 4.5:

Table 4.5

Result of Item 1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	3	5.2	5.2	5.2
	Uncertain	14	24.1	24.1	29.3
	Agree	14	24.1	24.1	53.4
	Strongly Agree	27	46.6	46.6	100.0
	Total	58	100.0	100.0	

Table 4.5 above showed that 27 students (46.6%) stated strongly agreed, 14 students (24.1%) stated strongly agreed, 14 students (24.1%) stated uncertain, 3 students (5.2%) stated disagreed, and there was no student stated strongly disagreed. Based on the criteria with item 1, *"I enjoy writing assignments that challenge me"*, students stated they agreed and strongly agreed with as many as 41 students or 70.7%. Meanwhile, there were 3 students or 5.2% stated disagreed and 14 students or 24.1% uncertain with it. It meant that most students' intrinsic motivation were agreed with feeling enjoyment in writing that challenged them.

Table 4.6

Result of Item 2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	3	5.2	5.2	5.2
	Uncertain	14	24.1	24.1	29.3
	Agree	14	24.1	24.1	53.4
	Strongly Agree	27	46.6	46.6	100.0
	Total	58	100,0	100,0	

Table 4.6 above showed that 25 students (43.1%) stated strongly agreed, 15 students (25.9%) stated agreed, 3 students (5.2%) stated disagreed, and there was no student stated strongly disagreed. Based on the criteria with item 2, *"I enjoy writing literary analysis papers"*, students stated they agreed and strongly agreed as many 40 students or 69%. Meanwhile, there were 3 students or 5.2%, who disagreed, and 15 students, 25.9%, stated uncertain about it. It meant that most students' intrinsic motivation were feeling agreed with enjoyment in writing literary analysis papers.

Table 4.7

Result of Item 3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	3	5.2	5.2	5.2
	Uncertain	13	22.4	22.4	27.6
	Agree	18	31.0	31.0	31.0
	Strongly Agree	24	41.4	41.4	100,0
	Total	58	100.0	100.0	

Table 4.7 above showed that 24 students (41.4%) stated strongly agreed, 18 students (31.0%) stated strongly agreed, 13 students (22.4%) stated uncertain, 3 students (5.2%) stated disagreed, and there was no student stated strongly

disagreed. Based on the criteria with item 3, *"I enjoy writing research papers"*, students stated agreed and strongly agreed as many 42 students or 72.4%. Meanwhile, there were 3 students or 5.2% who disagreed, and 13 students or 22.4% stated uncertain about it. It meant that most students' intrinsic motivation were feeling agreed with enjoyment in writing a research paper.

Table 4.8

Result of Item 4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	7	12.1	12.1	12.1
	Uncertain	15	25.9	25.9	37.9
	Agree	11	19.0	19.0	
	Strongly Agree	25	43.1	43.1	100,0
	Total	58	100.0	100.0	

Table 4.8 above showed that 25 students (43.1%) stated strongly agreed, 15 students (25.9%) stated uncertain, 11 students (19.0%) stated agreed, 7 students (12.1%) stated disagreed, and there was no stated strongly disagreed. Based on the criteria with item 4, *"I use correct grammar in my writing"*, students stated agreed and strongly agreed as many 36 students or 62.1%. Meanwhile, there were 7 students, or 12.1% stated they disagreed, and 15 students or 25.9%, stated uncertain about it. It meant that most students' intrinsic motivations were feeling agreed with self-efficacy in using correct grammar in their writing.

Table 4.9

Result of Item 5

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	1.7	1.7	1.7
	Disagree	3	5.2	5.2	6.9
	Uncertain	8	13.8	13.8	20.7
	Agree	17	29.3	29.3	50.0
	Strongly Agree	29	50.0	50.0	100.0
	Total	58	100.0	100.0	

Table 4.9 above showed that 29 students (50.0%) stated strongly agreed, 17 students (29.3%) stated agreed, 8 students (13.8%) stated uncertain, 3 students (5.2%) stated disagreed, and there 1 student (1.7%) stated strongly disagreed. Based on the criteria with item 5, *"I complete a writing assignment even when it is difficult"*, students stated they agreed and strongly agreed as many 46 students or 79.3%. Meanwhile, there were 3 students, or 5.2% disagreed, 1 student or 1.7% stated strongly disagreed, and 8 students or 13.8% uncertain with it. It meant that most students' intrinsic motivation were feeling agreed with self-efficacy to complete a writing assignment even when it was difficult.

Table 4.10

Result of Item 6

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	4	6.9	6.9	6.9
	Disagree	9	15.5	15.5	22.4
	Uncertain	11	19.0	19.0	41.4
	Strongly Agree	34	58.6	58.6	100.0
	Total	58	100.0	100.0	

Table 4.10 above showed that 26 students (44.8%) stated strongly agreed, 22 students (37.9%) stated uncertain, 9 students (15.5%) stated disagreed, 1 student (1.7%) stated strongly disagreed, and there was no stated agreed. Based on the criteria with item 6, *"I plan how I am going to write something before I write it"*, students stated strongly agreed as many 26 students or 44.8%. Meanwhile, there were 10 students or 17.2% stated disagreed and strongly disagreed, and 26 students or 44.8%, were uncertain about it. It meant that most students' intrinsic motivation were feeling strongly agreed with self-efficacy to plan how they would write something before they write it.

Table 4.11

Result of Item 7

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	2	3.4	3.4	3.4
	Uncertain	9	15.5	15.5	19.0
	Agree	16	27.6	27.6	46.6
	Strongly Agree	31	53.4	53.4	100.0
	Total	58	100.0	100.0	

Table 4.11 above showed that 31 students (53.4%) stated strongly agreed, 16 students (27.6%) stated agreed, 9 students (15.5%) stated uncertain, 2 students (3.4%) stated disagreed, and there was no student stated strongly disagreed. Based on the criteria with item 7, *"I revise my writing before submitting an assignment"*, students stated agreed and strongly agreed as many 47 students or 81%. Meanwhile, there were 2 students or 3.4% stated disagreed, and 9 students or 15.5% uncertain about it. It meant that most students' intrinsic motivation were feeling agreed with self-efficacy to revise their writing before submitting an assignment.

Table 4.12

Result of Item 8

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	1.7	1.7	1.7
	Uncertain	12	20.7	20.7	22.4
	Agree	15	25.9	25.9	48.3
	Strongly Agree	30	51.7	51.7	100.0
	Total	58	100.0	100.0	

Table 4.12 above showed that 30 students (51.7%) stated strongly agreed, 15 students (25.9%) stated agreed, 12 students (20.7%) stated uncertain, 1 student (1.7%) stated disagreed, and there was no student stated strongly disagreed. Based on the criteria with item 8, *"I like to get feedback from an instructor on my writing"*, students stated agreed and strongly agreed as many 45 students or 77.6%. Meanwhile, there were 1 student or 1.7% stated disagreed, and 12 students or 20.7% uncertain with it. It meant that most students' extrinsic motivation were feeling agreed with instrumentality to get feedback from an instructor on their writing.

Table 4.13

Result of Item 9

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	1.7	1.7	1.7
	Disagree	1	1.7	1.7	3.4
	Uncertain	6	10.3	10.3	13.8
	Agree	8	13.8	13.8	27.6
	Strongly Agree	42	72.4	72.4	100.0
	Total	58	100.0	100.0	

Table 4.13 above showed that 37 students (63.8%) stated strongly agreed, 10 students (17.2%) stated agreed, 11 students (19.0%) stated uncertain, and there was no student stated disagreed and strongly disagreed. Based on the criteria with item 9, *"Being a better writer will help me in my career"*, students stated agreed and strongly agreed as many 47 students or 81.8%. Meanwhile, there was 11 student or 81% uncertain about it. It meant that most students' extrinsic motivation

were feeling agreed with instrumentality to being a better writer will help their career.

Table 4.14

Result of Item 10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Uncertain	14	24.1	24.1	24.1
	Agree	11	19.0	19.0	43.1
	Strongly Agree	33	56.9	56.9	100.0
	Total	58	100.0	100.0	

Table 4.14 above showed that 33 students (56.9%) stated strongly agreed, 14 students (24.1%) stated uncertain, 11 students (19.0%) stated agreed, 1 student (1.7%), and there was no state disagreed and strongly disagreed. Based on the criteria with item 10, *"I write as well as other students"*, students stated agreed and strongly agreed as many 44 students or 75.9%. Meanwhile, there were 11 students, or 19.0% stated uncertain about it. It meant that most students' extrinsic motivation were feeling agreed with the effort to write as well as other students.

Table 4.15

Result of Item 11

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	4	6.9	6.9	6.9
	Uncertain	16	27.6	27.6	34.5
	Agree	9	15.5	15.5	50.0

		Frequency	Percent	Valid Percent	Cumulative Percent
	Strongly Agree	29	50.0	50.0	100.0
	Total	58	100.0	100.0	

Table 4.15 above showed that 29 students (50.0%) stated strongly agreed, 16 students (27.6%) stated uncertain, 9 students (15.5%) stated agreed, 4 students (6.9%) stated disagreed, and there was no student stated strongly disagreed. Based on the criteria with item 11 *"I practice writing in order to improve my skills"*, students stated agreed and strongly agreed as many 38 students or 65.5%. Meanwhile, there were 4 students, or 6.9% stated disagreed, and 16 students or 27.6%, were uncertain about it. It meant that most students' extrinsic motivation were feeling agreed with the effort to practice writing in order to improve their skill.

Table 4.16

Result of Item 12

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	2	3.4	3.4	3.4
	Uncertain	7	12.1	12.1	15.5
	Agree	12	20.7	20.7	36.2
	Strongly Agree	37	63.8	63.8	100.0
	Total	58	100.0	100.0	

Table 4.16 above showed that 32 students (55.2%) stated strongly agreed, 18 students (31.0%) stated agreed, 7 students (12.1%) stated uncertain, 1 student (1.7%) stated disagreed, and there was no student stated strongly disagreed. Based on the criteria with item 12 *"I want the highest grade in the class on a writing assignment"*, students stated agreed and strongly agreed as many 50 students or 86.2%. Meanwhile, there were 1 student or 1.7% stated disagreed, and 7 students

or 12.1% uncertain with it. It meant that most students' extrinsic motivation were feeling they agreed with the effort to want the highest grade in the class on a writing assignment.

Table 4.17

Result of Item 13

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	1.7	1.7	1.7
	Disagree	2	3.4	3.4	5.2
	Uncertain	16	27.6	27.6	32.8
	Agree	10	17.2	17.2	50.0
	Strongly Agree	29	50.0	50.0	100.0
	Total	58	100.0	100.0	

Table 4.17 above showed that 29 students (50%) stated strongly agreed, 16 students (27.6%) stated uncertain, 10 students (17.2%) stated agreed, 2 students (3.4%) stated disagreed and 1 student (1.7%) stated strongly disagreed. Based on the criteria with item 13, *"I write as well as other students"*, students stated agreed and strongly agreed as many 39 students or 67.2%. Meanwhile, there were 16 students, or 27.6%, who stated uncertain, 2 students or 3.4% disagreed, and 1 student or 1.7% strongly disagreed with it. It meant that most students' extrinsic motivations were feeling agreed with write as well as other students.

Table 4.18

Result of Item 14

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	3	5.2	5.2	5.2
	Uncertain	11	19.0	19.0	24.1
	Agree	9	15.5	15.5	39.7
	Strongly Agree	35	60.3	60.3	100.0
	Total	58	100.0	100.0	

Table 4.18 above showed that 35 students (60.3%) stated strongly agreed, 11 students (19%) stated uncertain, 9 students (15.5%) stated agreed, 3 students (5.2%) stated disagreed, and there was no student stated strongly disagreed. Based on the criteria with item 14 *"I practice writing in order to improve my skills"*, the student stated agreed and strongly agreed as many 44 students or 75.8%. Meanwhile, there were 3 students, or 5.2% stated they disagreed, and 11 students or 19% stated uncertain about it. It meant that most students' extrinsic motivation were feeling agreed with recognition to practice writing in order to improve their skill.

Table 4.19

Result of Item 15

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	1.7	1.7	1.7
	Disagree	7	12.1	12.1	13.8
	Uncertain	13	22.4	22.4	36.2
	Agree	12	20.7	20.7	56.9
	Strongly Agree	25	43.1	43.1	100.0
	Total	58	100,0	100,0	

Table 4.19 above showed that 25 students (43.1%) stated strongly agreed, 13 students (22.4%) stated uncertain, 12 students (20.7%) stated agreed, 7 students

(12.1%) stated disagreed, and 1 student (1.7%) stated strongly disagreed. Based on the criteria with item 15, *"I want the highest grade in the class on a writing assignment,"* students stated agreed and strongly agreed as many 37 students or 63.8%. Meanwhile, there were 8 students, or 13.8% stated disagreed and strongly disagreed, and 13 students or 22.4% uncertain about it. It meant that most students' extrinsic motivation were feeling uncertain with wanted the highest grade in the class on a writing assignment.
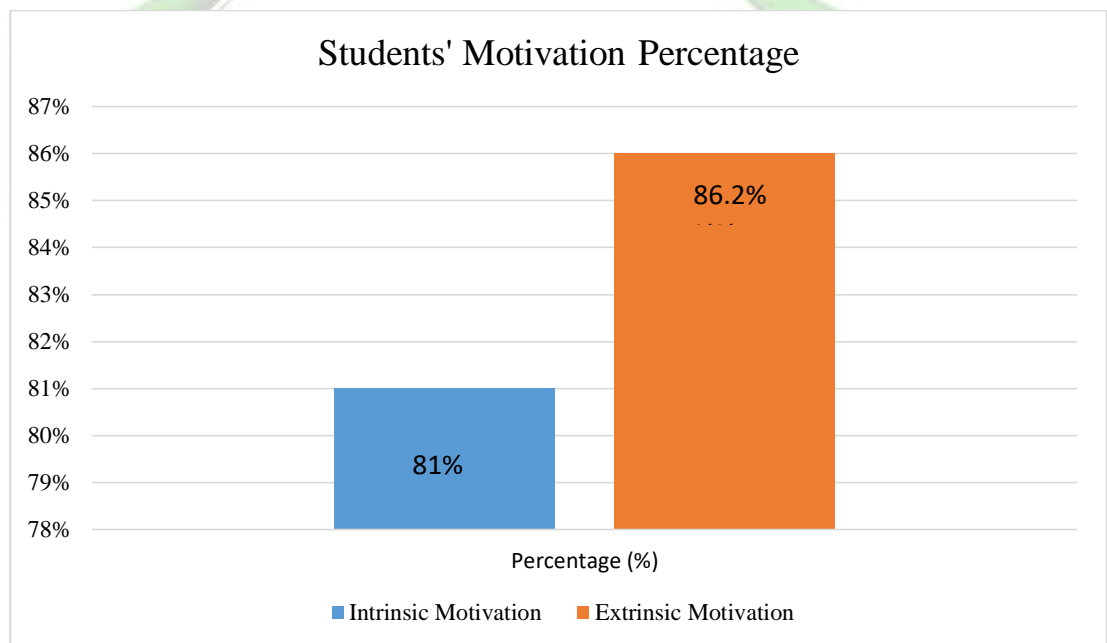
Figure 4.2 Students' Motivation Percentage

Based on figure 4.2, it showed that:

1. Intrinsic Motivation

    a. The most students stated strongly agreed and agreed with item 7 (81%) *"I revise my writing before submitting an assignment"*

2. Extrinsic Motivation

a. The most students stated strongly agreed and agreed with item 12 (86.2%) *"I want the highest grade in the class on a writing assignment."*

Based on the data above the count for the final score of learning motivation questionnaire, it used formula $\frac{total\ score}{75} \times 100$. It could be concluded in the table 4.20 below:

Table 4.20

The Final Result Students' Motivation Score

Code	Scale					Items															Total	Final Score ($\frac{total}{75}$x100)
	SDA 1	D 2	UN 3	A 4	SA 5	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15		
S1	1	-	12	12	35	4	3	4	5	5	5	3	5	5	5	3	5	3	4	1	60	80
S2	-	2	18	16	20	3	4	3	5	4	4	3	5	5	3	3	2	5	3	4	56	75
S3	-	-	6	12	50	5	5	5	4	5	4	5	3	4	5	3	5	5	5	5	68	90
S4	-	-	-	44	20	4	4	4	5	4	4	4	4	4	4	4	5	5	4	5	64	85
S5	-	4	9	12	35	2	5	2	5	3	5	3	4	5	4	3	4	5	5	5	60	80
S6	-	-	3	8	60	5	5	5	5	5	5	5	5	5	5	5	4	3	5	4	71	95
S7	-	2	9	24	25	3	5	4	2	4	5	5	4	4	4	3	5	3	4	5	60	80
S8	-	6	-	8	50	5	5	5	2	5	2	2	5	5	4	4	5	5	5	5	64	85
S9	-	-	21	20	15	3	3	4	4	4	3	3	3	3	3	4	4	5	5	5	56	75
S10	-	4	12	20	20	4	4	2	3	4	5	3	5	3	5	4	5	4	2	3	56	75
S11	-	-	-		75	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	75	100
S12	-	-	6	44	10	4	4	4	4	4	5	4	4	4	5	4	3	3	4	4	60	80
S13	-	-	-	-	75	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	75	100
S14	-	-	27	4	25	5	3	5	3	5	3	3	5	5	3	3	3	3	3	4	56	75
S15	-	-	30	8	15	3	3	3	5	3	3	4	4	3	5	3	3	3	5	3	53	70

S16	-	2	21	20	10	4	5	3	3	4	5	4	3	4	3	2	4	3	3	3	53	70
S17	-	-	6	12	50	5	4	5	4	3	5	4	3	5	5	5	5	5	5	5	68	90
S18	1	6	-	8	45	2	5	5	2	5	4	5	4	5	5	2	5	1	5	5	60	80
S19	-	-	3	8	60	5	5	5	5	3	5	5	5	5	5	5	5	5	4	4	71	95
S20	-	-	-	-	75	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	75	100
S21	-	-	-	-	75	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	75	100
S22	-	-	-	-	75	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	75	100
S23	-	4	3	12	45	5	3	4	2	5	5	5	5	5	5	4	5	2	5	4	64	85
S24	-	-	6	8	55	4	5	5	3	5	3	5	4	5	5	5	5	5	5	5	69	92
S25	-	-	-	-	75	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	75	100
S26	-	-	-	-	75	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	75	100
S27	-	-	-	-	75	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	75	100
S28	-	6	18	4	25	3	5	4	5	2	2	3	5	3	5	5	2	3	3	3	53	70
S29	-	-	12	44	-	4	4	4	4	4	4	4	3	3	4	3	4	3	4	4	56	75
S30	-	-	18	28	10	3	4	3	4	3	4	4	4	5	3	4	5	4	3	3	56	75
S31	-	-	18	16	25	4	3	5	5	5	3	4	3	5	3	3	4	5	4	3	59	80
S32	-	2	9	24	25	4	3	3	5	4	4	5	4	5	4	5	4	5	2	3	60	80
S33	-	2	6	-	60	5	5	5	3	3	5	5	5	5	5	5	5	5	5	2	68	90
S34	-	2	12	-	50	5	5	5	3	5	5	5	5	5	5	3	5	3	3	2	64	85
S35	-	2	18	16	20	3	3	4	2	3	4	5	4	5	3	5	5	4	3	3	56	75
S36	-	2	3	8	55	5	5	5	5	4	5	5	3	5	4	5	5	5	5	2	68	90
S37	-	-	6	12	50	5	4	3	3	5	5	5	5	5	5	5	5	4	5	4	68	90
S38	-	-	3	8	60	4	5	5	5	5	5	5	5	5	5	3	4	5	5	5	71	95
S39	-	2	9	4	50	5	3	3	5	5	5	5	5	5	4	5	5	3	5	2	65	87
S40	-	2	9	8	45	5	3	4	5	5	3	5	5	5	4	5	5	3	5	2	64	85
S41	-	2	3	8	55	3	5	4	2	5	5	5	5	5	5	5	5	4	5	5	68	90
S42	1	10	27	-	-	3	2	3	3	2	2	3	2	1	3	2	3	3	3	3	38	50
S43	-	2	24	12	15	3	3	3	2	4	5	4	4	5	3	3	5	3	3	3	53	70
S44	-	-	-	-	75	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	75	100
S45	-	4	9	12	35	3	5	5	5	2	4	2	4	4	5	3	3	5	5	5	60	80
S46	-	-	-	60	-	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	60	80
S47	-	-	3	20	45	3	4	4	5	5	5	5	5	5	4	5	5	4	5	4	68	90
S48	-	-	21	20	15	3	3	4	4	3	4	4	3	4	5	3	3	5	5	3	56	75
S49	-	-	-	28	40	4	4	4	4	4	5	4	5	5	5	5	4	5	5	5	68	90
S50	-	4	6	4	50	5	2	3	3	5	5	5	5	5	5	5	5	2	5	4	64	85
S51	-	4	3	12	45	5	4	4	4	5	5	5	5	3	5	5	5	2	2		64	85
S52	1	4	12	16	20	4	3	3	3	1	3	4	4	2	5	5	5	4	5	2	53	70
S53	-	-	18	28	10	4	4	3	4	4	3	4	3	5	3	3	4	3	5	4	56	75
S54	-	-	15	4	45	3	3	4	3	5	5	3	3	5	5	5	5	5	5	5	64	85
S55	-	-	12	8	45	5	5	3	3	5	5	5	3	5	3	4	5	4	5	5	65	87
S56	-	-	18	12	30	5	5	5	3	4	3	4	5	5	3	5	4	3	3	3	60	80
S57	-	6	12	8	30	2	2	2	3	4	5	5	4	5	5	3	5	5	3	3	56	75
S58	-	4	15	24	10	5	4	4	3	4	2	4	3	3	3	2	3	4	4	5	53	70

Sum																				4871
Mean																				83.98
Max																				100
Min																				50
Std. Dev																				10.552

Based on the calculation variable X was found $\Sigma X= 4871$ and mean was 83.98. Based on data above, it was known that the highest score or maximum score was 100, and the lowest or minimum score was 50 and the standard deviation was 10.552.

Figure 4.3 The Group Distribution of Questionnaire Students' Motivation

Based on figure 4.3 above, it could be concluded that student motivation scores were 40-60 (1 student), 60-80 (16 student) and 80-100 (41 student). It meant that they were in very strong level of learning motivation (80-100).

B. Research Findings

1. **Normality Test**

    a. **Normality Test of Writing Ability and Learning Motivation**

    In this studied, the researcher used One-sample Kolmogorov-Smirnov

    Test and the researcher used SPSS 24.0 program to calculate the normality.

    The resulted of testing the normality in writing ability and learning

    motivation could be seen as followed table 4.21:

    Table 4.21

    Normality Test Using SPSS 24 Program

One-Sample Kolmogorov-Smirnov Test			
			Unstandardized Residual
N			58
Normal Parameters[a,b]	Mean		,0000000
	Std. Deviation		8,30676552
Most Extreme Differences	Absolute		,156
	Positive		,156
	Negative		-,092
Test Statistic			,156
Asymp. Sig. (2-tailed)			,001[c]
Monte Carlo Sig. (2-tailed)	Sig.		,110[d]
	99% Confidence Interval	Lower Bound	,101
		Upper Bound	,118
a. Test distribution is Normal.			
b. Calculated from data.			
c. Lilliefors Significance Correction.			
d. Based on 10000 sampled tables with starting seed 299883525.			

    Based on table 4.21 above, the calculation using the SPSS 24.0 program,

    the criteria of the normality test if the value of (probability value/critical

value) was higher than α=0.05, it meant that the distribution was normal. Based on the calculation using SPSS 24 above, the value from writing ability and learning motivation score in Kolmogorov-Smirnov was $0.110 \geq 0.05$. It concluded that students' scores of writing and learning motivation had a normal distribution.

2. **Linearity Test**

a. **Linearity Test of Writing Ability and Learning Motivation**

In this study, the researcher used SPSS 24.0 program to calculate the linearity. The testing of linearity was used to know whether the variable writing ability and learning motivation or (X and Y) were correlated linearity or not. The resulted of testing the linearity could be seen as follows table 4.22:

Table 4.22

Linearity Test Using SPSS 24 Program

ANOVA Table			Sum of Squares	Df	Mean Square	F	Sig.
Learning Motivation* Writing Ability	Between Groups	(Combined)	3988,483	23	173,412	2,500	,007
		Linearity	2413,849	1	2413,849	34,798	,000
		Deviation from Linearity	1574,634	22	71,574	1,032	,457
	Within Groups		2358,500	34	69,368		
	Total		6346,983	57			

The criteria of the linearity test were if the value of (probability value/critical value) was higher than α=0.05, it meant the distribution was linear. Based of table 4.22 above, could be known the resulted of writing ability and learning motivation in google translate writing class that linearity significant

value deviation was 0.457, where it was greater than α=0.05 (0.457 ≥ 0.05). It concluded that data between writing ability and learning motivation in google translate writing class was linear.

3. **Hypothesis Test**

a. **Correlation between Writing Ability and Learning Motivation**

To measure the correlation between writing ability and learning motivation in google translate witing class, the researcher used Pearson Product Moment formula in manual calculation and used SPSS 24. The data were described to the following table 4.23

Table 4.23

Correlation Between Writing Ability and Learning Motivation

No.	X	Y	XY	X^2	Y^2
1	70	80	5600	4900	6400
2	80	75	6000	6400	5625
3	88	90	7920	7744	8100
4	83	85	7055	6889	7225
5	80	80	6400	6400	6400
6	93	95	8835	8649	9025
7	78	80	6240	6084	6400
8	85	85	7225	7225	7225
9	75	75	5625	5625	5625
10	75	75	5625	5625	5625
11	93	100	9300	8649	10000
12	78	80	6240	6084	6400
13	85	100	8500	7225	10000
14	63	75	4725	3969	5625
15	50	70	3500	2500	4900
16	50	70	3500	2500	4900
17	88	90	7920	7744	8100
18	58	80	4640	3364	6400

19	78	95	7410	6084	9025
20	65	100	6500	4225	10000
21	93	100	9300	8649	10000
22	75	100	7500	5625	10000
23	70	85	5950	4900	7225
24	63	92	5796	3969	8464
25	60	100	6000	3600	10000
26	80	100	8000	6400	10000
27	83	100	8300	6889	10000
28	58	70	4060	3364	4900
29	55	75	4125	3025	5625
30	75	75	5625	5625	5625
31	75	80	6000	5625	6400
32	83	80	6640	6889	6400
33	88	90	7920	7744	8100
34	79	85	6715	6241	7225
35	63	75	4725	3969	5625
36	81	90	7290	6561	8100
37	88	90	7920	7744	8100
38	80	95	7600	6400	9025
39	86	87	7482	7396	7569
40	84	85	7140	7056	7225
41	89	90	8010	7921	8100
42	45	50	2250	2025	2500
43	65	70	4550	4225	4900
44	90	100	9000	8100	10000
45	81	80	6480	6561	6400
46	83	80	6640	6889	6400
47	85	90	7650	7225	8100
48	71	75	5325	5041	5625
49	85	90	7650	7225	8100
50	84	85	7140	7056	7225
51	83	85	7055	6889	7225
52	68	70	4760	4624	4900
53	73	75	5475	5329	5625
54	84	85	7140	7056	7225
55	86	87	7482	7396	7569
56	78	80	6240	6084	6400

57	75	75	5625	5625	5625
58	70	70	4900	4900	4900
Total	$\sum X$ 4429	$\sum Y$ 4871	$\sum XY$ 376220	$\sum X^2$ 345727	$\sum Y^2$ 415427

Based on table above, it was known that $\sum X = 4429$, $\sum Y = 4871$, $\sum XY = 376220$, $\sum X^2 = 345727$ and $\sum Y^2 = 415427$. Based on the calculation of correlation between writing ability (variable X) and learning motivation (variable Y) above, it can be known of each variable. The manual calculation to found r_{xy}, as followed:

$$r_{xy} = \frac{N\sum xy - (\sum x)(\sum y)}{\sqrt{\{N\sum x^2 - (\sum x)^2\}\{N\sum y^2 - (\sum y)^2\}}}$$

$$r_{xy} = \frac{58 \times 376220 - (4429)(4871)}{\sqrt{\{58 \times 345727 - (4429)^2\}\{58 \times 415427 - (4871)^2\}}}$$

$$r_{xy} = \frac{21820760 - 21573659}{\sqrt{\{20052166 - (19616041)\}\{24094766 - 23726641\}}}$$

$$r_{xy} = \frac{247101}{\sqrt{\{436125\}\{368125\}}}$$

$$r_{xy} = \frac{247101}{\sqrt{160548515625}}$$

$$r_{xy} = \frac{247101}{40068505790084}$$

$$r_{xy} = 0.617.$$

Based on the manual calculation above, r_{value} was 0.617, it was interpreted on table 4.24:

Table 4.24

The Interpretation of Correlation "r" Product Moment

Correlation Value (r)	Interpretation
0.800 – 1.000	Very High Correlation
0.600 – 0.799	High Correlation
0.400 – 0.599	Fair Correlation
0.200 – 0.399	Low Correlation
0.000 – 0.199	Very Low Correlation

From the table 4.24 above, the interpretation coefficient correlation was showed that r_{value}= 0.617 and it was in high correlation category. It meant that correlation between students' writing ability and learning motivation was in positive correlation. The result of manual calculation was 0.617. Then, the degree of freedom with formula as followed:

df = N – nr (N= 58, nr= 2)

df = 58-2 = 56.

b. Correlation between Students' Writing Ability and Learning Motivation Using SPSS 24 Program

To support the manual resulted calculation, the researcher applied SPSS 24 program to the Pearson Product Moment correlation in testing hypothesis of this study. The resulting test using SPSS 24 program could be see in table 4.25:

Table 4.25

The Correlation of Pearson Product Moment Using SPSS 24

Program

Correlations		Writing_Ability	Learning_Motivation
Writing_Ability	Pearson Correlation	1	,617[*]

			,000
	Sig. (2-tailed)		
	N	58	58
Learning_Motivation	Pearson Correlation	,617*	1
	Sig. (2-tailed)	,000	
	N	58	58
*. Correlation is significant at the 0.05 level (2-tailed).			

From the table 4.26 above could be seen that the SPSS calculation and the result of correlation was same with the manual calculation, it was 0.617 for 0.05 significance level. The value of "r" based on the calculation degree of freedom was known that df = N-nr, N =58, nr=2, df = 58-2=56. The result of calculation was counted by product moment above showed that $0.617 \geq 0.05$, it meant that H_a accepted and H_o rejected.

Even so, it was known $r_{value} = 0.617$, $r_{value} \geq 0.05$ ($0.617 \geq 0.05$), and $r_{table} = 0.258$, $r_{value} \geq r_{table}$ or $0.617 \geq 0.258$. It showed that alternative hypothesis (H_a) accepted and the null hypothesis (H_o) rejected between writing ability and learning motivation in significant level 5% or 0.05. To concluded, there was a positive high correlation between students' writing ability and learning motivation in google translate writing class, and it was 0.617 in the high positive correlation category. It meant that the higher motivation the learners had, the better achievement on writing ability the learners had.

The scatterplots of correlation between writing ability and learning motivation can be seen in the figure 4.5 as followed:
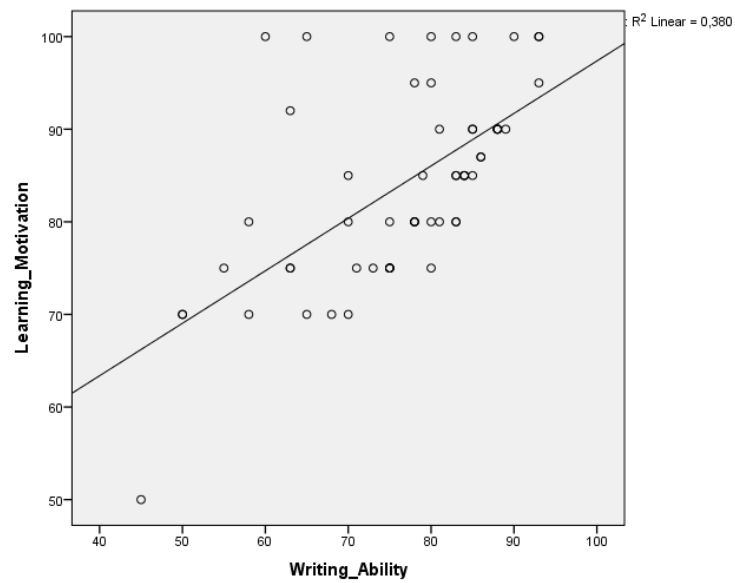
Figure 4.5 Scatter Plot

Based on figure 4.5 above showed that the plot was spread to up, it was proof that high positive correlation or there was correlation between variable X and Y. Then, to know the contribution of the variable X to Y was used the formula below:

$KP = r^2 \times 100\%$

Where:

KP   : Determinant Coefficient Score

r   : Correlation Coefficient Score

KP $= r^2 \times 100\%$

KP $= 0.617^2 \times 100\%$

KP $= 0.380689 \times 100\%$

KP $= 38.0689\%$.

So, it meant that variable X (writing ability) gave contribution to variable Y (learning motivation) in google translate writing class for the 2nd semester English student at IAIN Palangka Raya was 38.0689%.

To know the value of t_{value} was used the formula:

$$t_{value} = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

Where:

t_{value} : value t

r : the number of coefficient correlation

n : number of sample.

So that formula above, it was known that:

$r = 0.617$

$n = 58$

$$t_{value} = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

$$t_{value} = \frac{0.617\sqrt{58-2}}{\sqrt{1-0.617^2}}$$

$$t_{value} = \frac{0.617\sqrt{56}}{\sqrt{1-0.380689}}$$

$$t_{value} = \frac{4.617205}{\sqrt{0.619311}}$$

$$t_{value} = \frac{4.617205}{0.786963}$$

$t_{value} = 5.867118.$

Based on the calculation above, $\alpha = 0.05$ and $n = 58$ so $df = 56$ and t_{table} was 1.67252. So, it showed that $t_{value} \geq t_{table}$ ($5.867118 \geq 1.67252$). It concluded that the H_a accepted and H_o rejected. In this case, the variable X or writing ability had

high positive relationship influence to students' learning motivation in google translate writing class.

C. Discussion

Based on the result, the researcher found r_{value}= 0.617, $r_{value} \geq$ N.Sig 5% ($0.617 \geq 0.05$), and it was $r_{value} \geq r_{table}$ ($0.617 \geq 0.258$) and $t_{value} \geq t_{table}$ ($5.867118 \geq 1.67252$) which meant that alternative hypothesis (H_a) accepted and the null hypothesis (H_o) rejected. So, it said that there was a positive correlation between students' writing ability and learning motivation in google translate writing class and it was 0.617 in high positive correlation category. It meant that the higher motivation the learners had, the better achievement on writing ability the learners had.

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The finding of the study indicated that alternative hypothesis stating that "there was a significant correlation between students' writing ability and learning motivation in google translate writing class of 2nd semester at IAIN Palangka Raya", it accepted and null hypothesis stating that "there was no significant correlation between students' writing ability and learning motivation in google translate writing class of 2nd semester at IAIN Palangka Raya", it rejected. The value was 0.617, and it was interpreted as a high positive correlation.

When the researcher conducted the writing test, there was some student that did not follow the instruction, such as out from topic, grammar, spelling or pronoun error. It showed that students did not follow the process of writing. According to Francine, (2001) p. 18 in Chapter II there was planning, drafting,

writing and revising. It meant that half of the students were not focused. A lot of student grammar and pronoun errors when did test of writing descriptive text. In this case, there were many students who made errors in grammar when descriptive text must be simple present tense, but they used the simple past tense. In pronouns, there were "she – her", but they were mistaken by "he – his". According to Francine, (2001) p. 18 on Chapter II, in revising, the writer should check aspects involved in writing activity such as spelling, grammar, punctuation, paragraph development, etc.

While the student was writing the descriptive text for a test, then they were using their own writing ability. They were not confusing. But, when they used Google translate the resulted from there were some words, pronouns and grammar mistakes. But, they could study by themselves and correct or fix the wrong word or sentence. Moreover, they used google translate for doing the study, and it could inspire them to look at independently to form their personal technique for fixing language studying problems. It was stated by Bahri, Hossein (2016), in chapter II p.10.

According to Brown, (2007) p.22 on Chapter II, motivation was something that could, like self-esteem, be global, situational, or assignment-oriented. The motivation was likewise commonly tested in the phrase of the intrinsic and extrinsic reason of the learner. Based on the learning motivations' questionnaire, most students chose "uncertain" from 15 items. The calculated score was 20-40 (2 students), 40-60 (46 students) and 60-80 (10 students), based on Riduwan, (2013) p. 42 on chapter II stated that it meant "moderately level". Students'

motivation in writing was still medium level, and google translate was one of the media to improve the students' writing skills, and it helped students for fixing wrong words, sentences or paragraphs without wasting time opening a manual dictionary. According to Ary, (2010), in chapter II p.14, the correlation assessed the relationship between two groups or more variables in a single group.

Based on the resulted data, between writing ability and learning motivation in google translate writing class on descriptive text in paragraph writing class, there was a significant correlation between both variables. However, the correlation score was 0.617 that categorized as a high positive correlation. So, it concluded that there was a correlation between students' writing ability and learning motivation in google translate writing class second semester of English Students at IAIN Palangka Raya academic year 2020/2021.

According to the previous study was from Rahadi Diah Marlianti, (2019), there were some different resulting studies. The first was about the variable, Rahadi Diah, focused on the correlation between grammar learning strategy and writing ability. Meanwhile, this study focused on writing ability and learning motivation in google translate writing class. The second was about the final result, and the previous study was $t_{value} \leq t_{table}$ (0.848 $\leq$ 1.673), and it meant H_o accepted and H_a rejected in very low correlation. Meanwhile, the resulted of this study was $t_{value} \geq t_{table}$ (5.867118 $\geq$ 1.67252), and it meant H_a accepted and H_o rejected in high correlation. The last was this study used r_{value} and r_{table} (0.617 $\geq$ 0.258); meanwhile, the previous study only used r_{value} did not use r_{table}.

CHAPTER V

RESEARCH FINDINGS AND DISCUSSIONS

The conclusion and some suggestion of this research are interpreted by the researcher.

A. Conclusion

From research finding, the researcher found $r_{value} = 0.617$, $r_{value} \geq$ N.Sig 5% $(0.617 \geq 0.05)$, and it was $r_{value} \geq r_{table}$ $(0.617 \geq 0.258)$ and $t_{value} \geq t_{table}$ $(5.867118 \geq 1.67252)$. It meant alternative hypothesis (H_a) accepted and the null hypothesis (H_o) rejected. So, there was a positive high correlation between students' writing ability and learning motivation in google translate writing class, and it was 0.617 in high positive correlation category. It concluded that the higher motivation the learners had, the better achievement on writing ability the learners had. Therefore, motivation can be considered as the most dominant factor in learner's successful writing.

B. Suggestion

According to the result of this research was, writing ability and learning motivation in google translate writing class correlated. Then, almost all students got good and bad scores in learning motivations' questionnaires and writing descriptive text. The researcher was convinced that a lack of focus on tenses, punctuation, pronoun, and verb transformation affects the writing process. The researcher would like to give some suggestions for the lecturer and learner also recommendations for future researchers:

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1. Lecturer or Teacher

   The English lecturer or teacher could hand in improving teaching and learning with the variation of education at writing ability, especially on grammar, punctuation, pronoun, and verb. Then, the researcher hoped that the teacher or lecturer could increase students' motivation in the writing activity class. Then, the lecturer or teacher manages the class for the student would not use google translate in their writing process. It would be a better result of the writing process without any misunderstanding.

2. The Students

   The researcher hoped the students always upgrade vocabulary focus on grammar, punctuation, spelling and avoid using google translate to translate all of the students' writing processes or results. The researcher suggested that the development of this study could be a motive for students to increase motivation in the writing process, especially in descriptive text.

3. Other Researchers

   Another researcher could use the study as a reference for conducting similar topics, or improve the quality of teaching, learning, and supporting students' processes. The weakness of this study was that the sample was too small, spread the instrument online, and did not give a time limit and emphasis when giving devices and in conditions that were not right because of COVID-19 disease. The researcher suggested that future research was expected to develop and improve this research to be better. Hopefully, this research will be the reference to the following research.

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