CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this chapter, the writer explained about the result of the study that consisted of theresult of thequestionnaire and the correlation between students' learning motivation and writing learning strategy.

A. Research Finding

1. The result of Learning Motivations' Questionnaire

The questionnaire data was taken on September 2016 at English Department IAIN Palangka Raya. The sample used in this study was 42 students of English Study Program at IAIN Palangka Raya. The sample was given 15 simple questions which its result is summarized as follows.

Table 4.1
Result of questionnaire

No	Item		Scale				Total	MN	MDN	MO	SD
			SDA	DA	A	SA					
			1	2	3	4					
1	1	Number	0	0	31	11	137	3.26	3	3	0.445
		Percent	0	0	73.8	26.2	100				
2	2	Number	1	3	27	11	132	3.14	3	3	0.647
		Percent	2.4	7.1	64.3	26.2	100				
3	3	Number	0	0	21	21	147	3.50	3.5	3	0.506
		Percent	0	0	50.0	50.0	100				
4	4	Number	1	1	24	16	139	3.31	3	3	0.643
		Percent	2.4	2.4	57.1	38.1	100				
5	5	Number	1	4	24	13	133	3.17	3	3	0.696
		Percent	2.4	9.5	57.1	31.0	100				
6	6	Number	1	8	25	8	124	2.95	3	3	0.697
		Percent	2.4	19.0	59.5	19.0	100				

7	7	Number	1	0	18	23	147	2.95	4	4	0.634
		Percent	2.4	0	42.9	54.8	100				
8	8	Number	1	2	24	15	137	3.26	3	3	0.665
		Percent	2.4	4.8	57.1	35.7	100				
9	9	Number	1	1	21	19	142	3.38	3	3	0.661
		Percent	2.4	2.4	50.0	45.2	100				
10	10	Number	0	4	23	15	137	3.26	3	3	0.627
		Percent	0	9.5	54.8	35.7	100				
11	11	Number	0	6	25	11	131	3.12	3	3	0.633
		Percent	0	14.3	59.5	26.2	100				
12	12	Number	1	0	24	17	141	3.36	3	3	0.618
		Percent	2.4	0	57.1	40.5	100				
13	13	Number	1	1	17	23	146	3.48	4	4	0.671
		Percent	2.4	2.4	40.5	54.8	100				
14	14	Number	0	0	30	12	138	3.29	3	3	0.457
		Percent	0	0	71.4	28.6	100				
15	15	Number	1	0	13	28	152	3.62	4	4	0.632
		Percent	2.4	0	31.0	66.7	100				

It was apparent from the table above that the students' response of Learning Motivation at IAIN Palangka Raya, as follows:

Table of students' learning motivation item1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	31	73.8	73.8	73.8
	4	11	26.2	26.2	100.0
	Total	42	100.0	100.0	

Item 1, *"learning English is really great*". There were 31 students (73.8%) agreed and 11 students (26.2%) strongly agreed.

Table of students' learning motivationitem2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	2.4	2.4	2.4
	2	3	7.1	7.1	9.5
	3	27	64.3	64.3	73.8
	4	11	26.2	26.2	100.0
	Total	42	100.0	100.0	

Item 2, "*I really enjoy learning English*". There was 1 student (2.4%) strongly disagreed, 3 students (7.1%) disagreed, 27 students (64.3%) agreed, and 11 students (26.2%) strongly agreed.

Table of students' learning motivationitem3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	21	50.0	50.0	50.0
	4	21	50.0	50.0	100.0
	Total	42	100.0	100.0	

Item 3, "*I want to learn English so well that it will become natural to me*". There were 21 students (50.0%) agreed and 21 students (50.0%) strongly agreed.

Table of students' learning motivation item4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	2.4	2.4	2.4
	2	1	2.4	2.4	4.8
	3	24	57.1	57.1	61.9
	4	16	38.1	38.1	100.0
	Total	42	100.0	100.0	

Item 4, "*To be honest, I really have high interest in my English class*". There were 1 students (2.4%) strongly disagreed, 1 student (2.4%) disagreed, 24 students (57.1%) agreed, and 16 students (38.1%) strongly agreed.

Table of students' learning motivationitem5

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	2.4	2.4	2.4
	2	4	9.5	9.5	11.9
	3	24	57.1	57.1	69.0
	4	13	31.0	31.0	100.0
	Total	42	100.0	100.0	

Item 5, "*English is one of my favorite courses*". There were 1 student (2.4%) strongly disagreed, 4 students (9.5%) disagreed, 24 students (57.1%) agreed, and 13 students (31.0%) strongly agreed.

Table of students' learning motivationitem6

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	2.4	2.4	2.4
	2	8	19.0	19.0	21.4
	3	25	59.5	59.5	81.0
	4	8	19.0	19.0	100.0
	Total	42	100.0	100.0	

Item 6, "*My parents try to help me to learn English"*. There were 1 student (2.4%) strongly disagreed, 8 students (19.0%) disagreed, 25 students (59.5%) agreed, and 8 students (19.0%) strongly agreed.

Table of students' learning motivationitem7

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	2.4	2.4	2.4
	3	18	42.9	42.9	45.2
	4	23	54.8	54.8	100.0
	Total	42	100.0	100.0	

Item 7, "*Studying English is important because it will allow me to meet and converse with more and varied people"*. There was 1 student (2.4%) strongly disagreed, 18 students (42.9%) agreed, and 23 students (54.8%) strongly agreed.

Table of students' learning motivationitem8

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	2.4	2.4	2.4
	2	2	4.8	4.8	7.1
	3	24	57.1	57.1	64.3
	4	15	35.7	35.7	100.0
	Total	42	100.0	100.0	

Item 8, *"Studying English is important because it will make me more educated"*. There was 1 student (2.4%) strongly disagreed, 2 students (4.8%) disagreed, 24 students (57.1%) agreed, and 15 students (35%) strongly agreed.

Table of students' learning motivationitem9

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	2.4	2.4	2.4
	2	1	2.4	2.4	4.8
	3	21	50.0	50.0	54.8
	4	19	45.2	45.2	100.0
	Total	42	100.0	100.0	

Item 9, "*Studying English is important because it will be useful in getting a good job*". There were 1 student (2.4%) strongly disagreed, 1 student (2.4%), 21 students (50.0%) agreed, and 19 students (45.2%) strongly agreed.

Table of students' learning motivationitem10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	4	9.5	9.5	9.5
	3	23	54.8	54.8	64.3
	4	15	35.7	35.7	100.0
	Total	42	100.0	100.0	

Item 10, "*I wish I could read newspapers and magazines in many foreign languages*". There were 4 students (9.5%) disagreed, 23 students (54.8%) agreed, and 15 students (35.7%) strongly agreed.

Table of students' learning motivation item11

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	6	14.3	14.3	14.3
	3	25	59.5	59.5	73.8
	4	11	26.2	26.2	100.0
	Total	42	100.0	100.0	

Item 11, "*Studying English is important because other people will respect me more if I know English*". There were 6 students (14.3%) disagreed, 25 students (59.5%) agreed, and 11 students (26.2%) strongly agreed.

Table of students' learning motivationitem12

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	2.4	2.4	2.4
	3	24	57.1	57.1	59.5
	4	17	40.5	40.5	100.0
	Total	42	100.0	100.0	

Item 12, "*I like my English class so much, I look forward to studying more English in the future*". There was 1 student (2.4%) strongly disagreed, 24 students (57.1%) agreed, and 17 students (40.5%) strongly agreed.

Table of students' learning motivationitem13

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	2.4	2.4	2.4
	2	1	2.4	2.4	4.8
	3	17	40.5	40.5	45.2
	4	23	54.8	54.8	100.0
	Total	42	100.0	100.0	

Item 13, "*I have any great wish to learn more than the basics of English*". There were 1 student (2.4%) strongly disagreed, 1 student (2.4%) disagreed, 17 students (40.5%) agreed, and 23 students (54.8%) strongly agreed.

Table of students' learning motivation item14

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	30	71.4	71.4	71.4
	4	12	28.6	28.6	100.0
	Total	42	100.0	100.0	

Item 14, "*The more I get to know native English speakers, the more I like them*". There were 30 students (71.4%) agreed and 12 students (28.6%) strongly agreed.

Table of students' learning motivationitem15

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	2.4	2.4	2.4
	3	13	31.0	31.0	33.3
	4	28	66.7	66.7	100.0
	Total	42	100.0	100.0	

Item 15, "*Studying English is important because it will allow me to be more at ease with people who speak English*". There was 1 student (2.4%) strongly disagreed, 13 students (31.0%) agreed, and 28 students (66.7%) strongly agreed.

The data above can be shown in the charts as follows :

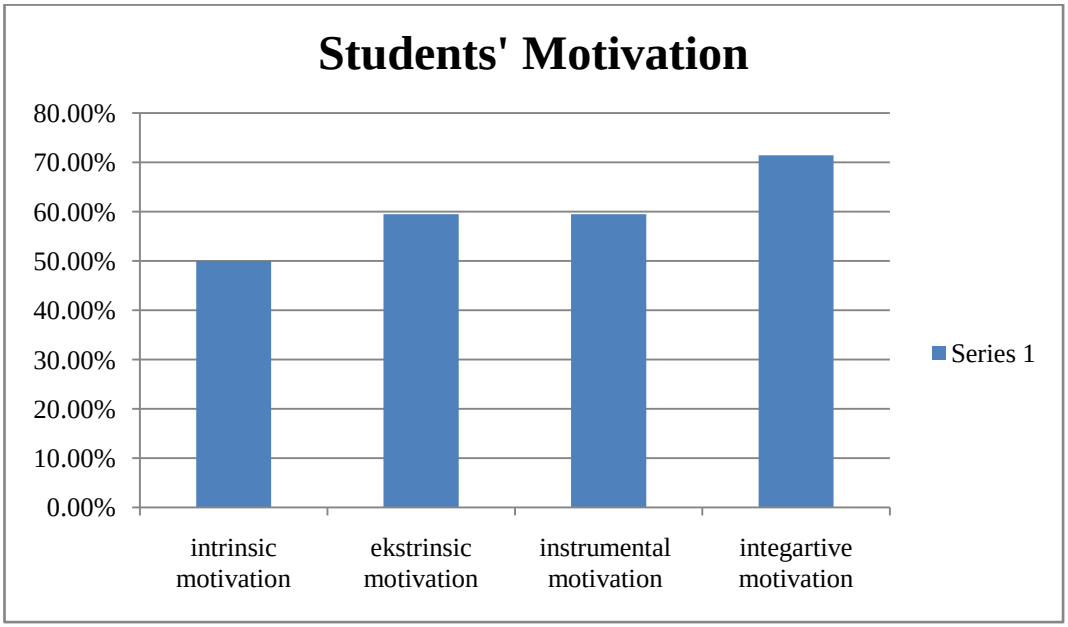


Figure 4.1

Based on the charts above, it showed that :

1. Intrinsic Motivation
   a. The most students stated strongly agreed and agreed with “I want to learn English so well that it will become natural to me” as many 50.0%.
2. Extrinsic Motivation
   a. The most students stated agreed with my parents try to help me to learn English as many 59.5%.
3. Instrumental Motivation
   a. The most students stated agreed with studying English is important because other people will respect me more if I know English as many 59.5%.

4. Integrative Motivation

   a. The most students stated agreed with the more I get to know native English speakers, the more I like them as many 71.4%.

2. The result of Writing Learning Strategy Questionnaire

The questionnaire data was taken on September 2016 at English Department IAIN Palangka Raya. The sample used in this study was 42 students of English Study Program at IAIN Palangka Raya. The sample was given 15 simple questions which its result is summarized as follows.

Table 4.2
Result of Questionnaire

No	Item		Scale								
			N	S	O	A	Total	MN	MDN	MO	SD
			1	2	3	4					
1	1	Number	0	21	16	5	110	2.62	2.5	2	0.697
		Percent	0	50.0	38.1	11.9	100				
2	2	Number	4	21	14	3	100	2.38	2	2	0.764
		Percent	9.5	50.0	33.3	7.1	100				
3	3	Number	0	17	18	7	116	2.76	3	3	0.726
		Percent	0	40.5	42.9	16.7	100				
4	4	Number	1	13	22	6	117	2.79	3	3	0.717
		Percent	2.4	31.0	52.4	14.3	100				
5	5	Number	1	17	19	5	112	2.67	3	3	0.721
		Percent	2.4	40.5	45.2	11.9	100				
6	6	Number	4	17	18	3	104	2.48	2.5	3	0.773
		Percent	9.5	40.5	42.9	7.1	100				
7	7	Number	1	18	17	6	112	2.67	3	2	0.754
		Percent	2.4	42.9	40.5	14.3	100				
8	8	Number	0	11	24	7	122	2.90	3	3	0.656
		Percent	0	26.2	57.1	16.7	100				

9	9	Number	0	16	20	6	116	2.76	3	3	0.692
		Percent	0	38.1	47.6	14.3	100				
10	10	Number	0	18	21	3	111	2.64	3	3	0.618
		Percent	0	42.9	50.0	7.1	100				
11	11	Number	0	18	18	6	114	2.71	3	2	0.708
		Percent	0	42.9	42.9	14.3	100				
12	12	Number	3	16	14	9	113	2.69	3	2	0.897
		Percent	7.1	38.1	33.3	21.4	100				
13	13	Number	10	7	20	5	104	3.48	3	3	0.994
		Percent	23.8	16.7	47.6	11.9	100				
14	14	Number	7	11	17	7	108	2.57	3	3	0.966
		Percent	16.7	26.2	40.5	16.7	100				
15	15	Number	7	16	13	6	102	2.43	2	2	0.941
		Percent	16.7	38.1	31.0	14.3	100				

It was apparent from the table above that the students' response to Writing Learning Strategy at IAIN Palangka Raya, as follows:

Table of students' writing learning strategies item1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	21	50.0	50.0	50.0
	3	16	38.1	38.1	88.1
	4	5	11.9	11.9	100.0
	Total	42	100.0	100.0	

Item 1, "*I relate my composition topic to my background knowledge*". There were 21 students (50.0%) *sometimes* used this strategy, 16 students (38.1%) *often* used this strategy, and 5 students (11.9%) *always* used this strategy.

Table of students' writing learning strategiesitem2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	4	9.5	9.5	9.5
	2	21	50.0	50.0	59.5
	3	14	33.3	33.3	92.9
	4	3	7.1	7.1	100.0
	Total	42	100.0	100.0	

Item 2, *"I revise my old compositions so as not to forget the mistakes I made and how to solve them"*. There were 4 students (9.5%) never used this strategy, 21 students (50.0%) sometimes used this strategy, 14 students (33.3%) often used this strategy, and 3 students (7.1%) always used this strategy.

Table of students' writing learning strategiesitem3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	17	40.5	40.5	40.5
	3	18	42.9	42.9	83.3
	4	7	16.7	16.7	100.0
	Total	42	100.0	100.0	

Item 3 *"I try out different ideas either orally or in writing to find out what I want to say"*. There were 17 students (40.5%) sometimes used this strategy, 18 students (42.9%) often used this strategy, and 7 students (16.7%) always used this strategy.

Table of students' writing learning strategiesitem4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	2.4	2.4	2.4
	2	13	31.0	31.0	33.3
	3	22	52.4	52.4	85.7
	4	6	14.3	14.3	100.0
	Total	42	100.0	100.0	

Item 4, "*I reread frequently in an attempt to find out what I want to say*". There was 1 student (2.4%) never used this strategy, 13 students (31.0%)

sometimes used this strategy, 22 students (52.4%) often used this strategy, and 6 students (14.3%) always used this strategy.

Table of students' writing learning strategiesitem5

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	2.4	2.4	2.4
	2	17	40.5	40.5	42.9
	3	19	45.2	45.2	88.1
	4	5	11.9	11.9	100.0
	Total	42	100.0	100.0	

Item 5, "*I try to put my meaning on paper as quickly as possible so as not to forget my ideas even if I experience spelling or grammatical problems*". There was 1 student (2.4%) never used this strategy, 17 students (40.5%) sometimes used this strategy, 19 students (45.2%) often used this strategy, and 5 students (11.9%) always used this strategy.

Table of students' writing learning strategiesitem6

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	4	9.5	9.5	9.5
	2	17	40.5	40.5	50.0
	3	18	42.9	42.9	92.9
	4	3	7.1	7.1	100.0
	Total	42	100.0	100.0	

Item 6, "*I read books or good writers' compositions to improve my writing*". There were 4 students (9.5%) never used this strategy, 17 students (40.5%) sometimes used this strategy, 18 students (42.9%) often used this strategy, and 3 students (7.1%) always used this strategy.

Table of students' writing learning strategiesitem7

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	2.4	2.4	2.4
	2	18	42.9	42.9	45.2
	3	17	40.5	40.5	85.7
	4	6	14.3	14.3	100.0
	Total	42	100.0	100.0	

Item 7, "*I repeat in an attempt to keep my writing going*". There was 1 student (2.4%) never used this strategy, 18 students (42.9%) sometimes used this strategy, 17 students (40.5%) often used this strategy, and 6 students (14.3%) always used this strategy.

Table of students' writing learning strategiesitem8

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	11	26.2	26.2	26.2
	3	24	57.1	57.1	83.3
	4	7	16.7	16.7	100.0
	Total	42	100.0	100.0	

Item 8, "*I make guesses when I can't find the exact word that I need*". There were 11 students (26.2%) sometimes used this strategy, 24 students (57.1%) often used this strategy, and 7 students (16.7%) always used this strategy.

Table of students' writing learning strategiesitem9

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	16	38.1	38.1	38.1
	3	20	47.6	47.6	85.7
	4	6	14.3	14.3	100.0
	Total	42	100.0	100.0	

Item 9, "*I plan my composition in advance or while writing either mentally or in writing*". There were 16 students (38.1%) sometimes used this strategy, 20 students (47.6%) often used this strategy, and 6 students (14.3%) always used this strategy.

Table of students' writing learning strategiesitem10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	18	42.9	42.9	42.9
	3	21	50.0	50.0	92.9
	4	3	7.1	7.1	100.0
	Total	42	100.0	100.0	

Item 10, "*I am concerned with my lack of writing fluency and do something about it*". There were 18 students (42.9%) sometimes used this strategy, 21 students (50.0%) often used this strategy, and 3 students (7.1%) always used this strategy.

Table of students' writing learning strategiesitem11

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	18	42.9	42.9	42.9
	3	18	42.9	42.9	85.7
	4	6	14.3	14.3	100.0
	Total	42	100.0	100.0	

Item 11, "*I have a set of priorities when revising my composition: first, ideas and organization and then grammar and spelling concerns*". There were 18 students (42.9%), 18 students (42.9%) often used this strategy, and 6 students (14.3%) always used this strategy.

Table of students' writing learning strategiesitem12

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	3	7.1	7.1	7.1
	2	16	38.1	38.1	45.2
	3	14	33.3	33.3	78.6
	4	9	21.4	21.4	100.0
	Total	42	100.0	100.0	

Item 12, "*I motivate myself to keep writing by saying "come on", "go on", "you can do it*". There were, 3 students (7.1%) never used this strategy, 16

students (38.1%) sometimes used this strategy, 14 students (33.3%) often used this strategy, and 9 students (21.4%) always used this strategy.

Table of students' writing learning strategies item13

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	10	23.8	23.8	23.8
	2	7	16.7	16.7	40.5
	3	20	47.6	47.6	88.1
	4	5	11.9	11.9	100.0
	Total	42	100.0	100.0	

Item 13, "*I try to overcome feelings of frustration, sadness, etc. When my writing is not as good as I would like to*". There were 10 students (23.8%) never used this strategy, 7 students (16.7%) sometimes used this strategy, 20 students (47.6%) often used this strategy, and 5 students (11.9%) always used this strategy.

Table of students' writing learning strategiesitem14

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	7	16.7	16.7	16.7
	2	11	26.2	26.2	42.9
	3	17	40.5	40.5	83.3
	4	7	16.7	16.7	100.0
	Total	42	100.0	100.0	

Item 14, "*I seek assistance when I have linguistic problems that I cannot solve or I ask another person to revise my composition*". There were 7 students (16.7%) never used this strategy, 11 students (26.2%) sometimes used this strategy , 17 students (40.5%) often used this strategy , and 7 students (16.7%) always used this strategy.

Table of students' writing learning strategiesitem15

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	7	16.7	16.7	16.7
	2	16	38.1	38.1	54.8
	3	13	31.0	31.0	85.7
	4	6	14.3	14.3	100.0
	Total	42	100.0	100.0	

Item 15, "*I give my writing to a friend or someone who is good at writing so that I have an opinion about my writing*". There were 7 students (16.7%)never used this strategy, 16 students (38.1%)sometimes used this strategy, 13 students (31.0%) often used this strategy, and 6 students (14.3%) always used this strategy.

The data above can be shown in the charts as follows:

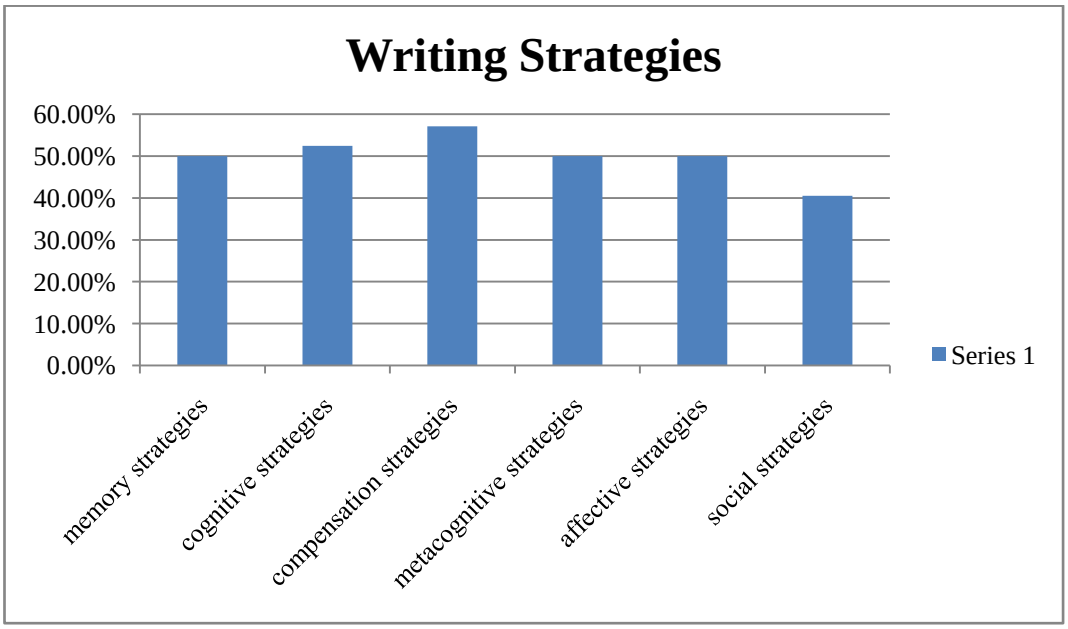


Figure 4.2

Based on the charts above, it showed that:

1. Memory strategies
    a. Students whostated sometimes use strategiesrelate my composition topic to my background knowledge and I revise my old composition so as not to forget the mistakes I made and how to solve, both 50.0%.
2. Cognitive strategies
    a. Students who stated often use strategies I reread frequently in an attempt to find out what I want to say as many 52.4%.
3. Compensation strategies
    a. Students who stated often use strategies I make guesses when I can't find the exact word I need as many 57.1%.
4. Metacognitive strategies
    a. Students whostated often use strategies I am concerned with my lack of writing fluency and do something about it as many 50.0%.
5. Affective strategies
    a. Students who often use strategies I have a set of priorities when revising my composition first, ideas and organization and then grammar and spelling concerns as many 50.0%.
6. social strategies
    a. Students who often use strategies I seek assistance when I have linguistic problems that I cannot solve or I ask another person to revise my composition as many 40.5%.

3. Result of Data Analysis

In the Result of Data Analysis was measured Testing of Normality, Homogeneity, and Linearity,

a. Testing of Normality, Homogeneity, and Linearity

The writer calculated the result of learning motivation and writing learning strategies test of the sample class by using SPSS 18.

The first step was testing the normality. It was used to know the normality of the data that was going to be analyzed whether both groups have normal distribution or not.

The next step was testing the homogeneity. It was used to know whether the sample class, that is decided, came from apopulation that had arelatively same variant or not. and the last step was testing linearity to know whether the variables were correlated linearly or not.

1. Testing Normality

Table 4.3
Testing of Normality One-sample Kolmogorov-Smirnov Test.

One-Sample Kolmogorov-Smirnov Test

		Learning Motivation	Writing Strategies
N		30	30
Normal Parameters[a,b]	Mean	124.8000	1.5000
	Std. Deviation	15.77077	.50855
Most Extreme Differences	Absolute	.156	.337
	Positive	.156	.337
	Negative	-.147	-.337
Kolmogorov-Smirnov Z		.856	1.847
Asymp. Sig. (2-tailed)		.457	.002

a. Test distribution is Normal.

b. Calculated from data.

Based on the calculation using SPSS 18 program, the asymptotic significant normality of the data of the students' learning motivation andwriting learning strategies score were 0.856 and 1.847. Then the normality both of the data were consulted with the table of Kolmogorov-Smirnov with the level of significance 5% (a=0.05). Since asymptotic significant of learning motivation = 0.856 and asymptotic significant of writing learning strategies= 1.847 ≥ a = 0.05, it could be concluded that the data were in normal distribution.

2. Test of Homogeneity of Variances

Table 4.4

Test of Homogeneity of Variances

Levene Statistic	df1	df2	Sig.
.252	1	28	.620

Based on the result of homogeneity test, the F_{value} was 0.252 and the significant$_{value}$was 0.620. The data were homogeneous if the significant$_{value}$was higher than significant level a= 0.05. Since the significant $_{value}$(0.252) was higher that significant level a= 0.05, it could be concluded that the data were homogeneous. It meant that both of classes were in same variants.

3. Testing Linearity

Table 4.5

Testing Linearity Regression.

ANOVA

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	393.233	11	35.748	.304	.938
Within Groups	352.500	3	117.500		
Total	745.733	14			

Based on the result of linearity test, the F_{value} was 0.304 and the $significant_{value}$ was 0.938. The variables were correlated linearly if the $significant_{value}$ was higher than significant level a= 0.05. Since the significant $_{value}$(0.938) was higher than significant level a= 0.05, it could be concluded that the variables were correlated linearly.

b. Testing Hypothesis

The correlation students' learning motivation and writing learning strategies of the sample class of the study were presented in the following table.

Table. 4.6
The description of learning motivation and writing learning strategies of the data achieved by the students of the sample class.

No	Items' Code	Learning motivation (X)	Writing strategies (Y)	X^2	Y^2	XY	XY^2
1	A1	137	110	18769	12100	15070	227104900
2	A2	132	100	17424	10000	13200	174240000
3	A3	147	116	21609	13456	17052	290770704
4	A4	139	117	19321	13689	16263	264485169
5	A5	133	112	17689	12544	14896	221890816
6	A6	124	104	15376	10816	12896	166306816
7	A7	147	112	21609	12544	16464	271063296
8	A8	137	122	18769	14884	16714	279357796
9	A9	142	116	20164	13456	16472	271326784
10	A10	137	111	18769	12321	15207	231252849
11	A11	131	114	17161	12996	14934	223024356
12	A12	141	113	19881	12769	15933	253860489
13	A13	146	104	21316	10816	15184	230553856
14	A14	138	108	19044	11664	14904	222129216

15	A15	152	102	23104	10404	15504	240374016
	TOTAL	2083	1661	290005	184459	230693	3567741063
	Average	138.866667	110.7333333	19333.67	12297.27	15379.53	237849404.2
	Highers t Score	152	122	23104	14884	17052	290770704
	Lowerst score	124	100	15376	10000	12896	166306816

The writer used Pearson product moment correlation calculation with the significant level of the refusal of null hypothesis a= 0.05. The writer calculated by using manual calculation and also SPSS 18 program to test the hypothesis using Pearson product moment correlation. The criteria of ha were accepted when $t_{obseved}>t_{table}$and ho was rejected when $t_{observed}<t_{table}$.

1. **Testing hypothesis using manual calculation**

To find out the correlation between learning motivation and writing learning strategies of the sample class, the writer used the person product moment correlation formula as follows:

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

$$r_{xy} = \frac{15.230693 - (2083).(1661)}{\sqrt{15.290005 - (2083)2\}\,15.184459 - (1661)2}}$$

$$r_{xy} = \frac{3460395 - 3459863}{\sqrt{(4350075 - 4338889)}\,(2766885 - 2758921)}$$

$$= \frac{532}{\sqrt{(11186)}\,(7964)}$$

$$\frac{532}{\sqrt{89085304}}$$

$$\frac{532}{9438.5011521957}$$

$$= 0.05636$$

Based on the manual calculation above, it was found that the r_{value} was -0.05636, then the $r_{value}$was consulted with the table of the interpretation coefficient correlation r as follows:

Table 4.7
The Interpretation Coefficient Correlation r.

Interval Coefficient	Level of Correlation
0,80 - 1,000	Very High
0,60 - 0,799	High
0,40 - 0,599	Fair
0,20 – 0,399	Poor
0,00 – 0,199	Very Poor

From the table of the interpretation coefficient correlation above, it can be seen that the r_{value} 0.05636 was at the level “very poor” of correlation. So it meant that the correlation between learning motivation and writing learning strategies of the sample class was avery poor correlation.

2. Testing Hypothesis using SPSS Program

The writer applied SPSS 18 program to calculate the Pearson Product Moment correlation in thetesting hypothesis of the study which the result also supported the result of themanual calculation. The result of the test using SPSS 18 Program can be seen as follow:

Table 4.8
The calculation of Pearson Product Moment correlation using SPSS 18Program.

		Learning Motivation	Writing Strategies
L.Motivation	Pearson Correlation	1	.056
	Sig. (2-tailed)		.842
	N	15	15
W.Strategies	Pearson Correlation	.056	1
	Sig. (2-tailed)	.842	
	N	15	15

The table showed the result of calculation using SPSS 18 program. from the table above, it meant that Ha was rejected. it was found that the result of r_{value}= 0.056 was lower than r_{table} = 0.4821 at df 15 at the significant level of 5% and 0.6055 at df 15 at the significant level of 1%.

From the data above, the calculation supported by scatter plot using SPSS 18. The result was as follow :

Table 4.9
Descriptive Statistics

	Mean	Std. Deviation	N
Motivation	138.8667	7.29840	15
Writing Strategies	110.7333	6.15823	15

From the table above showed that the mean from X value (Motivation) was138. 8667 with standard deviation was7.29840 and Y value (Writing Strategies) was110.7333 with standard deviation was6.15823.

Table 4.10
Correlations

		Motivation	Writing Strategies
Pearson Correlation	Motivation	1.000	.056
	Writing Strategies	.056	1.000
Sig. (1-tailed)	Motivation	.	.421
	Writing Strategies	.421	.
N	Motivation	15	15
	Writing Strategies	15	15

From the result above, there was the high correlation between variable of X value was -0.056. The correlation value of learning motivation and writing learning strategies was 0.421. It means that it was negative correlation.

Table 4.11
Variables Entered/Removed[b]

Model	Variables Entered	Variables Removed	Method
1	Writing Strategies[a]		Enter

a. All requested variables entered.

b. Dependent Variable: Motivation

From the table showed that the value of learning motivation and writing learning strategies entered and the variable showed that no one variable removed.

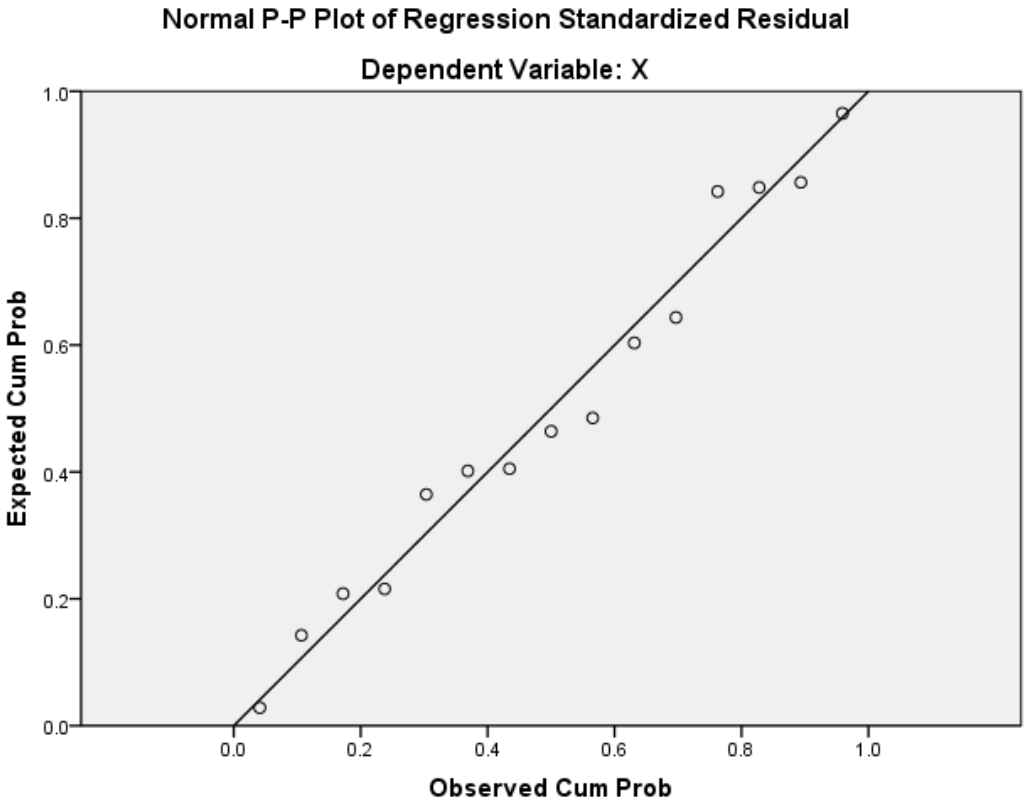
Table 4.12
Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.056[a]	.003	-.074	7.56187

a. Predictors: (Constant), Y

b. Dependent Variable: X

From the table above, the X value was 0.003 that the result from square of coefficient of correlation was $(0.056)^2$ = 0.003136.The standart error of the estimeted was 7.56187.



The residual from the distribution was not normal, it meant that the data was spreaded out of the line. It showed that from the picture above, the data spreaded was not normall. It meant that the normality was rejected.

To conclude, it means that there is no significant contribution between learning motivation to the writing learning strategies of sample class.

3. Interpretation

The hypothesis testing was measured by using Pearson Product Moment correlation to measure the significant correlation between learning motivation and writing learning strategies. Based on the result of manual calculation, it can be

concluded that the $r_{value}$was higher than the r_{table}at 5% and 1% significant level or 0.4821> 0.05636< 0.6055. It meant Ha was rejected and Ho was accepted. Furthermore, the result of calculation using SPSS 18 Program found that there was a negative correlation between students' learning motivation and writing learning strategies. It proved by the value of $r_{value}$was lower than the r_{table}at 5% and 1% significant level or 0.4821> 0.05636< 0.6055.

It can be interpreted based on the result of calculation that alternative hypothesis stating that there is a significant positive correlation between learning motivation and writing learning strategies of the fifth semester students of English study program students of IAIN Palangka Raya was rejected and the null hypothesis stating that there is a significant negative correlation between of learning motivation and writing learning strategies of the fifthsemester students of English study program students of IAIN Palangka Raya was accepted. It means that there is no significant correlation between learning motivation and writing learning strategies.

4. Discussion

The result of analysis showed that significant positive correlation between learning motivation and writing learning strategies of the fifth semester students of English study program students of IAIN Palangka Raya was rejected and the null hypothesis stating that there is a significant negative correlation between of learning motivation and writing learning strategies of the fifth semester students of English study program students of IAIN Palangka Raya was accepted. It meant that the students whohad high motivation, they got lower of using writing learning

strategies. ProductMoment correlation, it was found that the r_{value} was 0.4821 and the r_{table} was 0.05636. It meant that $r_{value} < r_{table}$..It told that both students' learning motivation and writing learning strategies are correlated but in low interpretation.

To support the result of testing hypothesis, the writer also calculated the hypothesis using SPSS 18 Program. The result of the analysis showed that the students who had high motivation, the using of their writing learning strategies are weak. It was proved by the value of r_{value} = 0.4821 was lower than r_{table}= 0.056 at df 15 at asignificant level of 5% and 0.6055. At df 15 at the significant level 1%.

The findings of the study indicated that alternative hypothesis stating that there issignificant positive correlation between learning motivation and writing learning strategies of the fifth semester students of English study program students of IAIN Palangka Raya was rejected and the null hypothesis stating that there is a significant negative correlation between of learning motivation and writing learning strategies of the fifth semester students of English study program students of IAIN Palangka Raya was accepted. It meant that the students with high motivation did not theinfluence of their writing learning strategies. the r_{value} was 0.4821, it was interpreted as very poor correlation.

This finding is exactly consistent what Dornyei argues that it is important to remember that motivation is not fixed, and L2 teachers can work actively to improve L2 learners' motivation.[1]In the process of learning, the students with high motivation did not affecttheir writing learning strategies.

[1]Zoltan Dornyei, *Motivational in the Language Classroom,* p.22.

The different result of the study to the theory which stated that someone will be asuccess in studying everything if there is desire (motivation) to learn might be caused the supporting factors in foreign language learning was very little or nothing. There were other factors which affected the students' achievement such as the background of thefamily, the condition of theschool, etc.[2]

How authors motivate themselves differs widely, but motivation is presumably a necessary ingredient for attaining writing success. However, motivation is not a unitary construct, but rather is comprised of several related components, including self-efficacy beliefs, interest, perceived task value, attitudes, goal orientations, and attributions for success and failure. Also, there are potentially important mediators and moderators of the relationship between these motivation components and writing, as well as measurement issues that can obfuscate relevant and important findings.

By related the theory above, the writer conclude that motivation plays a very important role in the learning of English as a foreign language.So, when writing is used as a tool for intellectual and/or social development, students are more motivated.

[2]Eveline Siregar, and Hartini Nara, *Teori Belajar dan Pembelajaran,* Bogor:Ghalia Indonesia.2010.p.51-52.