THE CORRELATION AMONG STUDENTS' LANGUAGE LEARNING ATTITUDE, STUDENTS' MOTIVATION AND THEIR WRITING COMPETENCE AT SULTHAN THAHA SAIFUDDIN STATE ISLAMIC UNIVERSITY OF JAMBI

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ABSTRACT

The purposes of this research are to find out (1) correlation between students' language learning attitude and their writing competence (2) correlation between students motivation and their writing competence (3) correlation among students' language learning attitude, students motivation and their writing competence. The research design was correlation study. The subject of this reserach are the students of the fourth semester of English Education Study Program at Sulthan Thaha Saifuddin Jambi State Islamic University as the population. The total samples are 80 students. The data were collected by questionnaire and writing test. Next, the result of the coefficient correlation between students' language learning attitude and their writing competence was r=0.604. it means that those variables are positive correlated. However, r=0.604 is considered high correlation. Then, the result of the coefficient correlation between students motivation and their writing competence was r=0.444. It means that those variables are positive correlated. however, r=0.444 is considered medium correlation. The last, correlation among students' language learning attitude, students motivation and their writing competence was r=0.724. It means that those variables are positively correlated.

Keywords : Correlation, Students' Language Learning Attitude, Students' Motivation and Students Writing Competence.

A. INTRODUCTION

English is important as one of the most important languages and its status as an international language Javed & Juan (2013). English is a communication medium used by people all across the world and has a significant impact on social life. Nowadays, English is taught in schools and universities practically everywhere, including Indonesia. So it can be concluded that in education, English has a major role in education.

In addition, learning English is not easy as people think because English is considered as a foreign language in Indonesia. Language differences ranging from vocabulary and grammar that must be learned in English make it difficult to learn it. There are four skills that have to be mastered: listening, speaking, reading, and writing. This research focuses on one particular skill set, namely writing. List the following as one of the necessary English language skills: Writing plays an important part in people's lives. Writing is the expression of a language through letters, symbols, and words. A person can convey ideas to others and express thoughts, intentions, and knowledge through writing. Students are expected to be able to write in learning environment. Each student must be proficient in writing in order to learn at the university and achieve their desired goals.

Writing has an important role in producing the language used. Writing is the most challenging ability to learn in Indonesia, where English is taught as a foreign language. Indonesian EFL students generally have difficulty with writing and text analysis Agesty (2021) said Related to the use of grammar, vocabulary, and specific grammatical structures. Many EFL students dislike writing because they see it as difficult and stressful due to its intricacy Agesty, (2021). Students' difficulties in writing includes lack of vocabulary and lack of grammar Agesty (2021).

Besides, based on data the researcher collected by observing the fourth semester students of the English education study program at the State Islamic University of Sultha Thaha Saifuddin Jambi, the researcher found that although students could comprehend the writing, they frequently felt unsure of where to begin. due to a lack of knowledge of grammar and vocabulary. Then, the researcher collected by interviews to found the students' motivation, regarding their motivtion in learning is divided into two, some are from themselves and also based on their learning needs. And then, the researcher also conducted interviews with students about their language learning attitudes, especially in study English and writing. There were not a few students who had an interest in writing.

In fact, the attitude and motivation of a student become one of the things influencing writing competence. There are some factors that might contribute to the student's achievement. Those

are external factors and internal factors. First, external factors cause the importance of a professional teacher or lecturer and a good environment so that students' achievements can be achieved. Students who have a good environment will potentially have good academic achievement. Meanwhile, internal factors are the factors from within the students themselves, such as interests, attitudes, and motivation. Ahmed, (2015) said the learners' attitude plays a vital role in maximizing learning and teaching output (2015). There are some types that conclude in students' motivation. Those are intrinsic motivation and extrinsic motivation. First, intrinsic motivation is internal and takes place when people are compelled to do something out of pleasure or desire. Meanwhile, extrinsic motivation refers to the performance of students, which comes according to some external factors, which in turn lead them to behave in certain ways to achieve their goals. Learning attitude and motivation can be defined as a collection of feelings regarding language use and its status in society. The feelings are good, bad, and neutral.It has been proposed that positive attitudes toward a language lead to positive orientations toward that language. In other words, a student with a positive attitude toward writing may be a better writer than a student with a negative attitude.

The researcher is interested to conduct this study for several valid reasons, including the fact that it was the first to examine the correlatiom among three variables, namely ''students' language learning attitudes, motivation, and writing competence''. As a result, the researcher would like to ascertain whether the correlation among students'attitude and motivation in writing competence.

B. METHOD

This research was conducted at The fourth Students Semester of English Education Study Program at the State Islamic University of Sulthan Thaha Saifuddin Jambi. This research, the researcher use quantitative design. According to Johnson & Larry (2014) . Quantitative design research is explaining phenomena by collecting numerical data that are using mathematical method. This research the researcher used correlation research design. Correlational reserach design is done to determine relationship among two or more variable and to explore their implication for cause and effect Aprilia & Lukita, (2019).

To obtained the data the researchers conducted two ways of data collection: questionaire and writing test. To find out The Students' Language Learning Attitude and Students' Motivation the researcher used a questionnaire. Then, to find out the Students' Writing Competence the researcher used Writing Test.

The researcher used the questionnaire was adapted from The Attitude and Motivation Test Battery (AMTB) design by Gardner and a Behavioral, Cognitive and Emotional Attitude (BCEA) (Jafre et al., 2012)**.** In this research, a questionnaire used to find out The Students' Language Learning Attitude and Students' Motivation. The research use the likert scale questionnaire. The test used by the researcher is testing students' writing competence. The researcher gave the writing test to the students. The writing test given to the students has been studied based on the material that has been studied. The writing test used is the writing test for writiing a paragraph.

C. FINDING AND DISCUSSION

The findings include the descriptive analysis of students' language learning attitude, students motivation and their writing competence and the statistical analysis of the normality test, Spearman's-rho or Pearson product moment coefficient correlation among students' language learning attitude, students motivation.

1. Descriptive Analysis

a)   The Result of Students' Language Learning Attitude

Through this descriptive analysis, the writer tries to give specific information on students' language learning attitude. First, the researcher describe the result of students' language learning attitude based on three categories of attitude; Behavioral categories. The result of students behavioral category of attitude. the researcher found that there are 54 (69%) students who have positive attitude, while 26 (31%) students who have negative attitude. Then, the results of students cognitive category. the researcher found that there are 67 (84%) students who have positive attitude, while 13 (16%) students who have negative attitude. Moreover, the results of students emotional category. the researcher found that there are 67 (84%) students who have positive attitude, while 13 (16%) students who have negative attitude.

Attitude	Positive		Negative	
Behavioral	54	69%	26	31%
Cognitive	67	84%	13	16%
Emotional	67	84%	13	16%

Table 1. The Results Of Students Language Learning Attitude

In conclusion, based on the result of three categories of the attitude most of the students show positive attitude in terms of cognitive and emotional categories. Based on the result of questionnaire, the researcher gave to 80 respondents. The researcher found that 67% of the students have positive attitde toward writing. Then, the researcher found that 33% of the students have negative attitude toward writing.

b) The Results of Students Motivation

Through this descriptive analysis, the writer tries to give specific information on students motivation. First, the researcher describe the result of students motivation based on three aspect of motivation; Intrinsic motivation. Based on the result of questionnaire, the researcher gave to 80 respondents. The researcher found that 77% of the students have positive motivation toward writing. Then, the researcher found that 23% of the students have negative toward writing.

c.) The Results of Students Writing Competence

The researcher takes the results of students writing competence from the writing test. The scores were categorized into five categories. The first categories is excellent. The second categories is good. The third categories is fair. The fourth categories is poor. The last categories is failed.

Based on the result of of writing test showed that 12% students obtained the categories as exellent, 39% students obtained categories as good, 45% students obtained categories as fair,

2% students obtained categories as poor and 2% students obtained categories as a failed. It means almost of the students writing competence are good and fair.

2. Statistical Analysis

a.) Normality Test

The first, the researcher checked the normally of the data of students' language learning attitude.The result of normality of the test by applying Kolmogorov-Smirnov. The of the normality (Kolmogorov-Smirnov) showed that the significance is 0.246 which is higher than the significance level of significance value (0.05). Secondly, the researcher also checked the normality of the data of students motivation. The result of the normality (Kolmogorov-Smirnov) showed that the significance is 0.202 which is higher than the significance level of significance value (0.05). normally distributed. The last, the researcher also checked the normality of the data of students writing competence.The result of the normality (Kolmogorov-Smirnov) showed that the significance is 0.512 which is higher than the significance level of significance value (0.05).

The Correlation between Students' Language Learning Attitude and Their Writing Competence		Students Language Learning Attitude	Writing Competence
Students Language Learning Attitude	Pearson Correlation	1	,604**
	Sig. (2-tailed)		,000
	N	80	80
Writing Competence	Pearson Correlation	,604**	1
	Sig. (2-tailed)	,000	
	N	80	80

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

Table 2. The Correlation between Students' Language Learning Attitude and Their Writing Competence

After computing normally of the data, the researcher continue the test with parametic test to find out the correlationbetween Students' Language Learning Attitude and Their Writing

Competence, the researcher applied pearson product-moment correlation coefficient test. The result of pearson product-moment correlation coefficient test showed that the correlation is r=0.604 (N=80). It means that there positive correlation between students' language learning attitude and their writing competence. In this research, it also means that the more positive the students' language learning attitude and their writing competence is. However, r=0.604 is considered medium correlation.

b.) The Correlation Between Students Motivation and Their Writing Competence

Correlations

		Students Motivation	Writing Competence
Students Motivation	Pearson Correlation	1	,444**
	Sig. (2-tailed)		,000
	N	80	80
Writing Competence	Pearson Correlation	,444**	1
	Sig. (2-tailed)	,000	
	N	80	80

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

Table 3. The Correlation Between Students Motivation and Their Writing Competence

After computing normally of the data, the researcher continue the test with parametic test to find out the correlation between Students Motivation and Their Writing Competence, the researcher applied pearson product-moment correlation coefficient test. The result of pearson product-moment correlation coefficient test showed that the correlation is r=0.444 (N=80). In this research, it also means that the more positive the students' language learning attitude and their writing competence is. However, r=0.444 is considered medium correlation.

c.) The Correlation Among Students' Language Learning Attitude, Students Motivation and Their Writing Competence

Correlations

Control Variables			Students Language Learning Attitude	Students Motivation
Writing Competence	Students Language Learning Attitude	Correlation	1,000	,724
		Significance (2-tailed)	.	,000
		Df	0	80
	Students Motivation	Correlation	,724	1,000
		Significance (2-tailed)	,000	.
		Df	80	0

Table 4. The Correlation Among Students' Language Learning Attitude, Students Motivation and Their Writing Competence

After computing normally of the data, the researcher continue the test with parametic test to find out the correlation among Students' Language Learning Attitude, Students Motivation and Their Writing Competence, the researcher applied pearson product-moment correlation coefficient test. The result of pearson product-moment correlation coefficient test showed that the correlation is r=0.724 (N=80). In this research, it also means that the more positive the students' language learning attitude, students motivation and their writing competence. However, r=0.724 is considered high correlation.

Based on the finding of the research, the researcher draws some interpretation of students' language learning attitude, students motivation has correlation with students writing competence. It seen that, the students who have positive attitude and , they obtained good in writing. However, the correlation between students' language learning attitude and their writing competence is considered high correlation. There are several reasons followed this result.

First reason is the students behaviour. Students behaviour in learning process give more influence how the result that the students have. The students have good behaves in learning, they will learn more and practice what they have. Automatically, the students who have good behaves they will get good achievement. Kara, (2009) said that positive attitudes lead to the exhibition of positive behaviours toward courses of study, with participants absorbing themselves in courses and striving to learn more. In summary, students behaviorism become the important thing in learning process, because it can give affect toward students achievement.

Second reason is students cognitive. Students cognitive involve students belief that material or subject that they learn will become useful. Students cognitive involves of the students language learners about the knowledge that they receive and their understanding in the process of the language learning. So that, when the students who have high cognitive that writing English is important thing to learn. It surely they have good achievement.

Third reason is students emotional. The students who have good emotion toward learning language it very influence their achievement. Feng & Chen, (2009) said that learning process is an emotional process. It is affected by different emotional factors. The teacher and his students engage in various emotional activities in it and varied fruits of emotions are yield. The students influence their perspectives towards the target language.

Fourth reason is students interest. Students interest toward learning language also can give affect to their achievement. Students who have high interest automatically they will obtained good achievement on finally, because the students who have high interest towards language they will learn more all about aspect of language to get the target.

The last reason is students motivation. The students who have positive attitude will have positive motivation to learn something. Luong Quynh Trang, (2008) said that students who are motivated conduct themselves in ways that maximize learning and success in achievement. So that, they will learn continually to understand what the material they have learned.

Overall, writing skill is one of important thing to the students to find out whether they mastered the English or not. In fact, the students writing competence is medium (fair and good). Many factors affecting the students writing competence, first factor is students' language learning attitude and second factor is students motivation. In our expectation, the students who have high achievement they have positive attitude and motivation. after several stages of the data collection indicate that the students' language learning attitude and students motivation contribute to the their writing competence.

D. CONCLUSION

Based on the result of finding and interpretation the researcher found that There is positive correlation between students' language learning attitude and their writing competence. In fact, the correlation is medium. There is positive correlation between students motivation and their writing competence. In fact the correlation is medium. There are correlation among between students' language learning attitude, students motivation and their writing competence. In fact, the correlation is high.

Based on the conclusion above, the researcher would like to offer some suggestions, The first suggestion is for the future researcher that they should prepare the test which has been standardized. The test should be validated by validator and for the future reseracher who want to re-examine in this research, they can try using different variables. The last suggestion for the students. The researcher hope the students can be able to write more effectively. As a result of it is potential usage in the thesis. Students must also learn writing in order to become English masters.

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