Chapter Four

Finding and Discussion

This chapter discusses the finding and discussion of the research. It includes the data that was gathered by the respondents. The finding was answer the research question. The first research question is how the students' intrinsic motivation is. The second research question is how the students' academic writing skill is. Then, the last research question is how the correlation between students' intrinsic motivation and their academic writing skill is. Besides, this part also provides the literature that support the findings.

Findings

From the data gathered, there were three findings that will be discussed in this part. The first finding is the students' intrinsic motivation. The second finding is students' academic writing skill. The third finding is the relationship between students' intrinsic motivation and their academic writing skill. Here will be discussed the data after being analyzed using an application analysis. After distributing the questionnaire to the student batch 2014 in a higher educational institution in Yogyakarta academic year 2017/2018.

Students' Intrinsic Motivation. This part discusses the students' intrinsic motivation using category of interval formula that has been discussed in chapter three. There are three level of category such as low level, moderate level, and high level. The table below is the category of students' intrinsic motivation.

Table 4.1 The Categories of Students' Intrinsic Motivation	
Interval	Category
3.03 > 4.00	High
2.02 – 3.02	Moderate
1.01 – 2.01	Low
0.00 – 1.00	Very Low

After analyzing the data using an application analysis, the researcher found the average score of students' intrinsic motivation is 64.14. To know the category of students' intrinsic motivation, the researcher used $\sum$mean to analyze the level. The formula to analyze $\sum$mean presented below:

$$\frac{Total\ mean}{Items} = \frac{64.14}{21} = 3.05$$

The result presents that the $\sum$mean of score that related to the questionnaire item is 3.05. Based on the category of students' intrinsic motivation (table 4.1), the score was categorized high according to the categorization. It means that the students have high intrinsic motivation. The average score of students' intrinsic motivation as seen as below (table 4.2).

Table 4.2 Students' Intrinsic Motivation Level								
Valid	Mean	∑Mean	Median	Mode	Std. Error	Std. Deviation	Minimum	Maximum
99	64.14	3.05	63.00	62	.736	7.328	43	84

The table below is the result of descriptive statistic that includes the items of the questionnaire, the mean score of questionnaire number 1 until 21, the total score of the questionnaire item, and the ∑Mean.

Table 4.3 Descriptive Statistic			
Items	Mean	Total	∑Mean
Q1	3.48		
Q2	3.39		
Q3	2.79		
Q4	3.36		
Q5	3.44		
Q6	2.89		
Q7	2.86		
Q8	2.78		
Q9	3.00		
Q10	2.97		
Q11	2.74	64.14	3.05
Q12	2.40		
Q13	3.19		

Q14	3.10		
Q15	2.98		
Q16	3.47		
Q17	2.84		
Q18	3.11		
Q19	3.03		
Q20	3.00		
Q21	3.30		

Students' Academic Writing Skill. The categories of students' academic writing skill can be distinguished into three level. Based on Cipto (2014/2015) the categories of students' academic writing score are very good, good, satisfying, and poor. The categories of score students' academic writing as seen as the table 4.25 below.

Table 4.4 Score Category	
Very Good	3.51 – 4.00
Good	2.76 – 3.50
Satisfactory	2.00 – 2.76
Poor	< 2.00

The result of student academic writing skill pointed out that there are 57.6% or 57 students who in the very good level of students' academic writing skill. There are 35 students (35.4%) who in good the level. Then, the frequency of

students who in satisfying level is 6 or 6%. Therefore, there is still one students or 1% of student who in the poor level of students' academic writing skill. It means that the students' academic writing is very good based on the category above. The table 4.27 display the result of score academic writing skill as follows:

Table 4.5 Students' Academic Writing Skill			
Students' Academic Writing Skill Category		Frequency	Percentage
Very Good	3.51 – 4.00	57	57.6
Good	2.76 – 3.50	35	35.4
Satisfactory	2.00 – 2.76	6	6.0
Poor	< 2.00	1	1.0
Total		99	100

The Correlation between Students' Intrinsic Motivation and Their Academic Writing Skill. After calculating the result of students' intrinsic motivation and students' academic writing skill use Pearson Product Moment analysis. The researcher investigated the value of significant (2-tailed) which shows < 0.005. This means that there was correlation between students' intrinsic motivation and their academic writing skill. The result of coefficient correlation as seen as below.

Table 4.6 Correlations			
		TOTAL	SCORE
TOTAL	Pearson Correlation	1	.278**
	Sig. (2-tailed)		.005
	N	99	99
SCORE	Pearson Correlation	.278**	1
	Sig. (2-tailed)	.005	
	N	99	99
**. Correlation is significant at the 0.01 level (2-tailed).			

The table above illustrates the Pearson correlation, sig. (2-tailed) and total sample (N). Based on the table 4.30, it represents the correlation coefficient as many as 0.005 in significant (2-tailed). The value of students' intrinsic motivation and students' academic writing skill indicate that there was positive correlation. It means that Ha (alternative hypothesis) is accepted.

According to Sugiyono (2011), the score between 0.00 – 0.199 indicate that there is very low-level correlation. The score of correlation coefficient of this study is 0.005. It means that the correlation between students' intrinsic motivation and their academic writing skill was very low-level.

Discussion

This part depicts the discussion of the three research questions. The first research questions is to investigate the students' intrinsic motivation. The second

research question is to explore the students' academic writing. The third research question is to examine the correlation between students' intrinsic motivation and their academic writing skill. The discussion explained below.

Students' Intrinsic Motivation. This study is proposed to find the students' intrinsic motivation. The average score of students' intrinsic motivation is 3.05 which belongs to the high level in category of students' intrinsic motivation. It shows that generally the students were intrinsically motivated. Supported by Domenico and Ryan (2017), intrinsically motivated will attempt the challenge even though it is difficult. Besides, the students who have intrinsic motivation will try to achieve something to exceed the goals (Vallerand, 1997). Then, intrinsically motivated learners are interested in learning, love the challenge, and fun (Legault, 2016).

Students' Academic Writing Skill. Based on the book of academic guideline in the college, there are three category of students' academic writing skill score. They are very good, good, satisfactory and poor. Then, the result of student academic writing skill pointed out that there are 57.6% or 57 students who in the very good level of students' academic writing skill. There are 35 students (35.4%) who in good the level. Then, the frequency of students who in satisfying level is 6 or 6%. Therefore, there is still one students or 1% of student who in the poor level of students' academic writing skill.

Nonetheless, there was still 1 out of 99 students or 1% of the students who got under 2.00. This might be due to several factors that impacts students' achievement. Based on several experts there are factors that affect the students

such as low motivation, structure, and inadequate preparation. Based on Hadi (2013), low motivation can affect the student effort and the students' writing.

The Correlation between Students' Intrinsic Motivation and Their Academic Writing Skill. The result shows that there was correlation between students' intrinsic motivation and their academic writing skill. The finding is in line with the study by Aryanika (2016), who said that there is correlation between students' motivation and writing skill. It is because motivation is an inner power to force someone to do something. Then, motivation is important to improve writing skill (Damavand, 2012). Also, Nourinezhad et.al (2017) found that intrinsically motivated students affect the score of writing skill.

From the result of the data analysis presented in table 4.32 below, it can be seen that the correlation coefficient score is 0.005 which means that there is very low-level of correlation between students' intrinsic motivation and their academic writing skill. According to Sugiyono (2011) the very low-level of correlation coefficient occurs when the score is < 0.199. However, this still means that there is correlation between students' intrinsic motivation and their academic writing skill. Then they have positive correlation but in a very low-level. Positive correlation means both of variable is parallel; if the students' intrinsic motivation increases and the students' academic writing also increases. According to Cohen et.al (2011), a positive correlation is when there is a plus sign in the significant (2-tailed), and the negative correlation is when there is minus sign in significant (2-taled). So, it can be concluded that Ha (alternative hypothesis) is accepted.