

AN ANALYSIS OF STUDENTS' ACHIEVEMENT MOTIVATION IN WRITING SKILL AT UPTD SMP NEGERI 1 GUNUNGSITOLI UTARA

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**AN ANALYSIS OF STUDENTS' ACHIEVEMENT MOTIVATION
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GUNUNGSITOLI UTARA**

UNDERGRADUATE THESIS



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2023/2024**

CHAPTER I

INTRODUCTION

1.1 Background of the Problem

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Achievement motivation is the basic driving force of someone to do something to achieve a desired goal. Therefore, achievement motivation is important in life, especially in education and teaching. In learning, students' achievement motivation is essential because it is an encouragement to achieve results from the efforts made. To achieve achievement for students' cannot be a achieved easily, because student achievement requires motivation or encouragement from within oneself to complete both academic and non- academic fields. According to Murray in Beck (2021) achievement motivation is the need or desire to overcome obstacles, use strength, try do something difficult, as well and as quickly as possible. Achievement motivation is the internal drive to pursue excellence and achieve the best possible outcomes with the resources and support available. In this case, students who possess high achievement motivation tend to have surplus energy to persevere in accomplishing challenging tasks. Eventually, such students' are able to complete every school assignment to the best of their abilities, taking full responsibility to achieve the highest possible results.

In the Merdeka Belajar curriculum Achievement motivation is highly important for student success in the learning process. According to Daga (2021) Kurikulum Merdeka Belajar can increase students' learning motivation by developing themselves, forming an attitude that cares about the environment, encouraging self-confidence and skills, and being adaptable. Achievement motivation is a crucial factor that influences students' ability to master writing skills. Writing skill is an aspect of language learning, especially at the secondary school level. In the seventh grade, It is required of students to be able to communicate their ideas, thoughts, and opinions effectively in written form. However, many students' struggle with developing proficient 2 writing skills, which can hinder their overall academic performance and future prospects. The curriculum places special emphasis on developing writing skills. Nisa et al. (2022) have highlighted the importance of developing functional and relevant writing skills for students', which can be applied in their real lives. The curriculum trains students' to write different types of text, including narrative, description, exposition, argumentation, and persuasive text, in a meaningful context. According to Aprilani (2023) Merdeka Belajar Curriculum allows students' to have the freedom to choose their own learning program based on their interests and needs. Additionally, this curriculum places a strong emphasis on real world skills and encourages the development of 21st-century skills, such as writing skills, as a crucial component of

learning. Many students' struggle with their English writing skills, particularly due to low self-confidence. This lack of confidence leads to hesitation when expressing their ideas in writing (Harris 2020). Students' often find writing to be boring and difficult, which further diminishes their interest in learning to write. One of the main challenges students' face is deciding what to write. Additionally, they may struggle with organizing the structure of their writing (Yeni, 2021). According to Bai (2021) the most common issue faced by secondary schools is low students' achievement motivation. Achievement motivation correlates with self-confidence in writing. High-achieving students' feel more confident expressing their ideas in writing and meeting challenges in assignments. Achievement motivation is a crucial component of writing, as previously explained. Students' writing assignments will be challenging if they lack a strong sense of drive. Motivation for achievement plays an important role in writing activities, because of achievement motivation is drive and desire in carrying out tasks to achieve maximum result. Therefore, writing skills required achievement motivation due to ability writing cannot be obtained directly natural, but must go through series of learning processes. Researcher in seventh grade, class C of UPTD SMP Negeri 1 Gunungsitoli Utara conducted initial observations during internships one to three, and later 3 continued with observations at the beginning of May 2024. Based on the findings, there seems to be a gap between the importance of achievement motivation in writing for grade seventh grade class A students' and the reality that exists. The results indicate that the students' acquisition of initial writing skills is relatively low. This is evident from the low scores obtained by students' when the teacher gives assignments on study habits in their English language learning. Many students' lack a proper understanding of how to write words and sentence structures correctly, and most of them rely on examples of material provided by the teacher. Additionally, there is a low level of interest and enthusiasm among students' for writing activities. Most seventh grade students' find writing to be a boring and uninteresting activity, indicating a lack of willingness to participate. This was discovered by asking students' about their hobbies and willingness to write. The above problems have also been found by several previous researchers. A study on how writing instruction approaches affect students' motivation and writing competency was carried out by Lam and Law (2019).

The findings demonstrated that students' motivation had a role in their own writing ability development. Students who have interest and motivation to write get good skill results and even tend to be different from others. Hyland (2019) investigated the influence of motivation and writing on improving students' writing achievement. From the statement, it was found that motivation shown by students' interest in the topic written can improve students' writing achievement, especially low-achieving students. Although it looks difficult, if the topic of writing is interesting to students, they

will be motivated to write. The researcher intends to carry out study under the heading "An Analysis of Students' Achievement Motivation in Writing Skill at UPTD SMP Negeri 1 Gunungsitoli Utara" based on the backdrop that has been created. Through this research, the main cause of students' low achievement motivation in writing was identified. This research also can be considered by teachers and schools.

1.2 Focus of the Research

Based on the background above, there are several focuses of research as follows : 1. Analyzing of students' achievement motivation 2. Analyzing the occurrence occur in students' writing skill

1.3 Formulation of the Problem

Regarding the background of the study, the researcher identified several problems as follows:

1. What are the description of students' achievement motivation in writing skill?
2. What are the description of students' writing skill of UPTD SMP Negeri 1 Gunungsitoli Utara?

1.4 The Objective of the Problem This study aims to obtain two purposes as follows:

1. To describe the students' achievement motivation in learning English
2. To provide the reason influence achievement motivation has on students' in writing skill

1.5 The Significance of the Research

The significance of the research are : Theoretically this research can be used as a reference for future researchers who want to analyze students' achievement motivation and this research can be use as a reference for those who want to conduct classroom action research to increase student learning motivation. Practically for writers, it is hoped that the results of this research can provide assistance to writers to become prospective educators who can increase students' achievement motivation by producing good writing skills. For teachers, it is hoped that this research can be a reference for paying attention to how to teach in class so that students' have high achievement motivation. For researchers, it is hoped that this research can be a source of evaluation for conducting follow-up research, besides that this 5 research can be used as a reference source for further research. For Nias University, it is hoped that this research will have an impact on producing teaching staff who aware of the importance of achievement motivation for students' and influence on the university's rating.

2.1 Theoretical Framework

2.1.1 Achievement Motivation

a. Definition of Achievement Motivation

The desire to achieve absolute achievement that everyone has, there are various ways a person can do to achieve it. The higher the desired achievement, the harder the effort he must expend. Achievement motivation always involves names such as McClelland, Atkinson, Clark and Lowell, because they were the first to discover this theory. Achievement motivation, according to McClelland in Raito (2022), is the drive a person has inside them to attempt to reach a level or measure of excellence. Standard measure of excellence can be in the form of one's own previous achievements or the achievements of others. McClelland explain that one of the factors that encourages motivation in a person has a need for achievement. These needs include the desire to achieving success, overcoming obstacles, accomplishing something difficult and desire to be able to exceed other people. Atkinson in Sjogren (2020) states that Achievement motivation is a person's tendency to strive for success and having a goal orientation, activity success or failure. An individual who has a strong tendency to achieve success means he has a strong motivation to achieve success rather than a motive to avoid failure and is responsive in various situations. Winkel in Zuraidah (2020) states the defines achievement motivation as the driving force within a person by his own ability to achieve success. Achievement motivation is a constructive encouragement or attitude to act, determine direction and receive enthusiasm to achieve learning achievements. 7 According to Murray in Beck (2021), achievement motivation is the need or desire to overcome obstacles, use strength, try do something difficult, as well and as quickly as possible. Students' who have high achievement motivation want to finish tasks and improve his performance. These students' are task-oriented and problems that provide challenges, where performance can be assessed and compared to other people's performance benchmarks. McClelland in Khairani (2021) states that the need for achievement is a power in the human mind to carry out an activity better, faster and more efficiently than the activity carried out previously. Khairani also added that essentially achievement behavior is determined by his desire to achieve a goal. Based on the definitions provided, achievement motivation can be understood as the driving force behind an individual's behavior and activity. It compels them to improve, expedite, and enhance their performance compared to previous attempts. It also represents the strength that enables an individual to sustain their efforts over an extended period in pursuit of success. Performance motivation fosters enthusiasm and ambition, compelling individuals to strive for their goals by competing against predefined standards.

b. Indicators of Achievement Motivation According to McClelland in Nurul Baety (2021), there are several main indicators that can be used to measure a person's achievement motivation as follows :

1. Need for Achievement/N-Ach This indicator measures the extent to which a person has a strong drive and desire to achieve success, excel, and perform well.
2. Measurement of results and feedback Feedback is needed by someone who has high achievement motivation to know about the results or impacts of their actions and so they can correct their mistakes. Feedback means a reward or reward in the form of profits, opinions given by other people, and awards given.
3. Responsibility Someone who has achievement motivation has a sense of responsibility in completing the task they are working on and will work hard until they finish the job.
4. Task selection Individuals with high achievement motivation tend to like work that

challenges and tests their abilities. Someone who has high achievement motivation will choose risks that are not too high or relatively moderate. This is done in order to get the opportunity to achieve greater success greater success than failure. While work with a low level of difficulty is chosen by individuals who also have low achievement motivation. 5. Success oriented Individuals with high achievement motivation always set targets that they want to achieve and each individual has different benchmarks. These individuals always feel optimistic that they will achieve success and when carrying out tasks they will be driven by the hope of achieving success rather than avoiding it which ends in failure. 6. Persistence and Effort This indicator measures the extent to which a person demonstrates persistence, hard work, and perseverance in the face of challenges and pursuit of their goals. McClelland believed that individuals with high achievement motivation would show high scores on these indicators. Measurement tools such questionnaires are often used to measure achievement motivation based on these indicators. In this research, researcher will measure students' achievement motivation using a questionnaire. 9 c. Factors that Influence Achievement Motivation Atkinson in Deinde et.al (2020) states 2 factors that can influence achievement motivation, namely: the hope that one's performance will lead to one's goals and how attractive success is to a person. There are two (2) factors that influence achievement motivation as states by McClelland in Salim (2021), namely: a. Intrinsic factors 1. Possibility for success If there is a possibility of success, the individual will be more motivated to achieve and maximally pursue success to obtain satisfaction with good intentions. 2. Fear of failure Individuals can be more motivated if they have a fear of failure so they try to overcome existing obstacles and increase their motivation to achieve achievement. 3. Value Individuals will be more motivated to achieve if something is valuable or worthwhile. Individuals in general are more inclined to see money as an added value that will be used as a goal to be more motivated to achieve achievements. 4. Self efficacy If an individual believes in themselves to achieve success, the individual will be more motivated. Someone who has a high sense of self-confidence usually has more motivation to achieve. 5. Age Individuals who are mature in age are usually more motivated to achieve, because maturity can make someone have a more developed ego, more mature emotions and a broader way of thinking. 6. Experience Experience is something that is very valuable, so it is not surprising that good or bad experiences can be the basis for someone to be more motivated to achieve achievements. 10 7. Gender A person's achievement can be influenced by gender. Based on the type or work they usually do, men usually have a higher level of achievement motivation than women. b. External factors 1. Environment A person's motivation can be influenced by the environment. If environmental conditions do not support the individual's motivation can decrease. This also happens to students, if the learning environment or school is supportive, then students' achievement motivation will also increase. Factors originating from this environment are considered to greatly influence the level of success or failure of a student. 2. Social Other individuals around you can be a social influencing factor. Achievement motivation can be influenced by the people around the individual. So in a group that does not have good relationships between individuals, this will result in decreased motivation of the individuals in the group. 3. Individual relationships An individual's relationship with other individuals influences that individual's motivation. Ability, expertise and knowledge can be the main capital so that someone can have good relationships between individuals. If there is a relationship between individuals, then the individual has an object to make him more motivated and superior to other people. 11 Muthee and Thomas in Ernest (2019) states several aspects that influence achievement motivation, namely: a. Competitiveness Motivation that comes from outside the individual is to compete with other people. There is a desire to be superior to the standards that other people have achieved. b.

Achievement Confidence Self-confidence to achieve success despite obstacles. Confident in the tasks that will be faced even though the new tasks are difficult. Knowledge, skills and abilities as the basis for individual self-confidence to achieve. c. Accepting Change Be open-minded to accept change and have the courage to face new tasks. In this aspect individuals tend to be interested in many things, so it will be easier to adapt to a new environment, and always be ready for change. d. Setting Goals Tends to set goals so that the individual makes long-term plans so that the goals they want to achieve can be realized. e. Independence Responsible for all decisions and actions. In this aspect, individuals choose to act according to the desired steps rather than being given directions by other people. f. Self-control Able to manage oneself well, and able to delay gratification. Tends not to procrastinate work and is disciplined with the specified time. From the explanation above, students' achievement motivation can be influenced by intrinsic and extrinsic factors. In general, a combination of positive intrinsic and extrinsic factors can have a significant impact on student achievement motivation. Therefore, it is important for students', 12 parents, and schools to understand and optimize these two factors so that students can achieve maximum academic achievement. d. Characteristics of Achievement Motivation McClelland in Khairani (2021) states several characteristics of high achievement motivation contained in the need for achievement (NAch), namely: a. They become very enthusiastic when they win b. Determine realistic goals and take calculated risks c. They want to be responsible for the results themselves d. They act as entrepreneurs, choose challenging tasks, and show more initiative behavior than most people. e. They want immediate, concrete feedback on their achievements. f. They work not primarily to gain money or power. g. Necessary motivation for them: providing work that makes them satisfied; giving them autonomy, feedback on success and failure; give them opportunities to grow; and give them a challenge. According to Atkinson in Robert (2020), if the desire to succeed outweighs the fear of failing, then accomplishment motivation should be strong. According to Atkinson, an individual with strong success motivation possesses the following traits: 1) take great responsibility for their work; 2) establish tough, realistic, and hard goals; 3) have hope for success; 4) put up great effort to attain success; 5) don't consider failure; and 6) strive for the greatest outcomes. High accomplishment motivation students typically exhibit the traits listed above by McClelland and Atkinson. These qualities can be used to characterize pupils who are very motivated to succeed.

13 2.1.2 Writing Skill a. Definition of Writing Skill Writing is a creative activity that involves discovering and recognising one's own thoughts. It is the process of expressing and putting ideas into writing. However, because it requires skill, its methods are not straightforward. It requires concentration not only on language and rhetorical strategies, but also on philosophical aspects and prejudices. concentrating on philosophical and biased elements in addition to rhetorical strategies and syntax. One of the language abilities that students studying the language need to be proficient in is writing. Sherman (2022) quotes Harmer as saying that one of the greatest cultural achievements of humanity is literature. It enables us to capture and share knowledge and narratives that transcend the present. Furthermore Harmer also explains that writing not only does it require several stages but also has specific conventions associated with it grammar, vocabulary, letters, words, and text formation which are realized by handwriting, spelling, layout, and punctuation. Writing must be mastered by students to become can use English

to communicate their daily life. Students may express their thoughts and share their ideas and opinions with others through writing. Writing is an excellent way to gather ideas, convey ideas to others, and master the fundamentals of self-learning, claims Winch (2021). Additionally, they said that writing is a linguistic skill for addressing a variety of issues that thought and discussion are unable to adequately manage.

Additionally, Cocuk in Harmoni (2018: 58) asserts that the reason writing abilities are significant is because they enhance student achievement. Those who find it difficult or uncomfortable to express themselves vocally may find that they may express themselves via writing. One of the abilities required to acquire the English language is writing. Writing, however, has the ability to support students' academic success because it helps with other language skills like speaking, listening, and reading as well as strengthening the grammatical structure, expanding students' vocabulary, and shaping the scientific structure of human life—all of which can be done orally or in writing (Suastra et al., 2020). In conclusion writing is a crucial method of indirectly exchanging information. It requires both verbal and indirect abilities to communicate informative and expressive content through written language, from the author to the readers. Through writing, language learners are able to communicate their ideas, feelings, thoughts, views, and more.

b. The Types of Writing Skill According to Callella in Putri (2022) there are several types of writing skill : expository, descriptive, narrative writing, persuasive and creative.

- Expository Expository writing is one of the important types of writing skills . Expository writing is a type of writing that aims to explain, inform, or elaborate on a topic to the reader. The main focus is to convey information in a clear, logical, and objective manner. Expository writing is not meant to sway the reader's opinion or present an argument, but rather to provide an in-depth understanding of a subject. Expository writing is often used in academic, journalistic, and professional contexts. Examples of expository writing include scientific articles, textbooks, business reports, and news articles that explain an event or phenomenon. Expository writing ability is valuable because it helps students develop skills in effectively communicating complex information, which is important in many aspects of academic and professional life.
- 15 • Descriptive Descriptive writing is a type of writing skill that aims to describe or illustrate something with words. Descriptive writing focuses on describing vivid and specific details about people, places, objects, events, or experiences. The main goal is to create a vivid and detailed picture in the reader's mind, as if they can see, hear, taste, smell, or even feel what is being described. Descriptive writing is often used in fiction to bring stories to life, but it is also important in non-fiction to provide rich details about places, people, or events. This skill is useful in a variety of contexts, including creative writing, journalism, and even academic or technical writing where accurate

e descriptions are required. Descriptive writing skills help students develop keen observation skills and the ability to communicate their experiences or observations in an interesting and effective way.

- **Narrative Writing** Narrative writing is a type of writing skill that focuses on telling a story. Narrative writing involves conveying a series of events or experiences in the form of a story. Its main purpose is to entertain, inform, or provide insight through engaging and structured story telling. Narratives can be fiction (such as novels or short stories) or non-fiction (such as memoirs or personal experience reports). Narrative writing allows writers to explore their creativity while also developing skills in story structure, character development, and expressive use of language. These skills are not only important in a literary context, but are also useful in many professional and academic situations, such as presentations, case studies, or experience reports. Narrative writing skills help students develop an understanding of story structure, enhance their creativity, and strengthen their ability to communicate ideas and experiences in an engaging and effective manner.
- 16 • **Persuasive** Persuasive writing is a type of writing skill that aims to influence readers' thoughts or actions. Persuasive writing is used in a variety of contexts, such as opinion essays, advertisements, political campaigns, business proposals, and reader letters. This skill is important in many aspects of life, from academic to professional, where the ability to convince others is invaluable. Persuasive writing ability helps students develop critical thinking, argumentation skills, and the ability to communicate their ideas effectively and convincingly. It also encourages them to consider different points of view and develop strong and ethical arguments.
- **Creative Writing** Creative writing is a form of artistic expression through words that allows writers to explore their imagination and express their ideas freely and innovatively. Creative writing encompasses various forms of writing that are not limited to facts or objective information, but rather involve the writer's imagination, originality, and personal expression. Its main purpose is to entertain, inspire, or provoke the reader's emotions. Creative writing is not only important in the context of literature, but also beneficial in a variety of other fields. This skill helps develop creativity, the ability to think out-of-the-box, and effective communication skills. For students, creative writing can be a means to express themselves, develop confidence in writing, and improve overall language skills. It also encourages them to explore new ideas and develop a deeper understanding of diverse human perspectives and experiences.

Based on the types of writing skills above, we can conclude that writing is done according to the purpose of the writer himself. In this study descriptive text was chosen to be given to students. Descriptive text is also needed in secondary schools because it is suitable for them where the level of difficulty is less than other types of writing.

. Indicators in Writing Skill According to Walker in Ayun (2022) Effective writing consists on the following components:

- a. **Goal** The aim of a paragraph is the reason a writer is writing

it, and this is what we mean when we talk about it. To keep focused on their problem, writers need to understand the objective they are trying to accomplish. The purpose is the goal that the writer is trying to accomplish. b. Explicitness Clarity is the capacity of your writing to make sense to the reader. Good writers are able to express their ideas succinctly and clearly. Clear phrases employ concise, unambiguous language to communicate with the reader; they are neither ambiguous nor oblique. Here are two techniques to improve clarity: 1) Make use of exact or detailed language 2) Refer to pronouns clearly C.

The criteria for good writing can be deduced from the definition above to include content, form, language, style, and mechanics. 2.2 Conceptual Framework Achievement motivation is really needed by every individual, in this case students' seventh grade in UPTD SMP Negeri 1 Gunungsitoli Utara, to find out the extent of their learning achievements. A student who has high achievement motivation will try to get better results than before. According to the background of the research conducted by the researcher, achievement motivation is needed by students', especially in writing activities, without high achievement motivation, writing is difficult for the students themselves. In this study, researcher will analyze students' achievement motivation through writing skills in students', especially seventh grade. Researcher use qualitative methods. In this researcher, researchers used two research instruments, namely questionnaires and document. Questionnaire: Used find out the achievement motivation and the factors that influence it, while document: Used to collect their previous writings and grades in learning, especially in writing material, this data is collect to support the results of the questionnaire that has been given to each students'. By using the above methods and instruments, it is expected that the results will describe the level of students' achievement motivation in writing skills based on questionnaire data. Identification of factors that influence students' achievement motivation in writing based on questionnaire and document and analyze the relationship between these factors and achievement motivation in writing. This conceptual framework provides an overview of the variables studied, data collection methods, and the expected structure of the research report. 19 The concept of this research is depicted in the scheme below : The Researcher Daga (2021) Kurikulum Merdeka Belajar can increase students' learning motivation by developing themselves, forming an attitude that cares about the environment, encouraging self-confidence and skills, and being adaptable Emphasis importance of developing functional and relevant writing skills for students' Expected Result Method Descriptive Qualitative Research Phenomenon Gap Descriptive Analysis Focus of the Research Students' Achievement Motivation Students' Writing Skill Questionnaire Document Find out the describe of students' Achievement Motivation in Writing Skill Previous Study Gap Theory Figure 2.1 The Conceptual Framework 20

3.1 Approach and Type of the Research A research approach is a research plan and procedure that includes external assumptions to detailed methods in collecting, analyzing and interpreting data (Creswell, 2019). This research uses a qualitative research. According to Creswell, qualitative research is a kind of study that looks into and comprehends the significance of a number of individuals or a group of people who are affected by societal problems. Research on people's lives, history, behavior, concepts or phenomena, societal problems, and other topics may typically be conducted using qualitative methods. Bogdan and Biklen list the following qualities of qualitative research in Putri (2022).

1. The researcher serves as the primary instrument in qualitative research, which naturally provides a direct data source.
2. Research that is qualitative is descriptive. Instead of being expressed as numbers, the data is presented as words and images.
3. The method is more important to qualitative research than the outcome or output.
4. Qualitative research often involves data analysis. The data that has been obtained through questionnaires and also documents of student learning outcomes is processed by researchers to be described. Based on objective of this research to find out the students' achievement motivation in writing skill. This data will be analyzed with descriptive explanation. Therefore, this research uses a descriptive qualitative method. This kind of research is also called quasi qualitative, which means it is not perfect qualitative because the design is still influenced by the design quantitative tradition (Bungin in Putri 2021).

3.2 Variables of the Research

According to Silaen (2018: 69), research variables are concepts that have various values or have varying values. Concepts that have various values or have varying values, that is, a trait, characteristic or phenomenon that can indicate something to be observed or measured whose values are different or vary can be observed or measured whose values are different or vary. Qarun (2021) explain qualitative variables can be further divided into two types, namely nominal and ordinal. Nominal qualitative variables are variables that do not recognize order criteria and do not have a

predetermined numerical value. Meanwhile, qualitative variables are also known as semi-quantitative variables. This is because these variables are classified using a value scale, even though they talk about attributes or qualities that do not have numerical values. Nominal variables in this research can be used to categorize or group research participants based on gender and age, while ordinal variables can be used to measure achievement motivation in writing directly using a questionnaire or Likert scale.

¹⁰ 3.3 Setting and Schedule of the Research The location of this research is UPTD SMP Negeri 1 Gunungsitoli Utara, which is on Jln. Arah Awa'ai Km. 9 Gunungsitoli Utara, this research focuses on seven grade students. The research period will be carried out from March to April 2024. 3.4

²¹ Source of Data The research data is ⁷ divided into two, namely primary data and secondary data. Primary data is data obtained by researchers directly (from the first hand), while secondary data is data obtained by researchers from existing sources data .

² 3.4.1 Primary data ²² Primary data is data that refers to information obtained first-hand by the researcher relating to the variable of interest for the specific purpose of the study. in this study the answers from respondents based on the questionnaire that has been given are primary data.

3.4.2 Secondary data

With the use of print, online, and field notes, ¹³ secondary data sources were gathered through documentation and literature. Indirect data sources, or secondary data sources, can support the research with extra data and insights. The researcher used prior student projects from writing skills classes, in particular, in this study.

⁶ 3.5 Instrument of the Research According to Purwanto (2018) research instruments are tools used to collect data in research. Research instruments are made in accordance with the measurement objectives and the theory used. To investigate students' attainment of motivation in writing, the researcher use a questionnaire and document as the research instrument. The next instrument is to give a questionnaire to students which consists part ²² consisted of 20 items in which participants were required to choose one of five options rated on the five-point Likert scale ranging from strongly disagree to strongly agree.

3.6 Data Collecting Technique

¹⁸ The aim of research is to obtain data, so the data collection method is the most important ² step in a research. Researcher conducting research will not get the desired data if they do not know the

methods for collecting data. According to Sugiyono (2018:224) data collection can be done in various settings, various sources, and various ways. When viewed from the setting, data can be collected in natural settings, in the In a lab employing experimental techniques, among responders in different ways at home, at a seminar, in a conversation, on the 23 Road, and so forth. Primary and secondary sources can be used in data collecting when evaluated through the lens of the data source. Moreover, primary and secondary sources can be used as part of data collecting procedures when considering methods or approaches for gathering data. As a result, while considering data gathering methods or procedures, it is possible to use documentation, interviews, observation, surveys, and a combination of the four. Yusuf (2014:372) asserts that a researcher's capacity to understand the social context of the study is a critical factor in determining the effectiveness of data collecting. Researchers might speak with the participants of their studies through interviews, observing social

This research uses a Likert rating scale as a research tool to measure the statements listed in the questionnaire. Research tool to measure the statements listed in the questionnaire. The Likert scale is a method that measures attitudes by expressing agree or disagree with certain subjects and objects. Named the scale Likert scale because it was developed by Rensis Likert. Before answering the list of questions or statements, respondents must first fill in their Name, Age, and Gender then the respondent must read and understand the questionnaire before checking the answer column that is considered in accordance with the actual reality. The questionnaire contains 20 positive question items about achievement motivation in writing. Rodriguez, M. C., & Stoyanov, S. (2020) say that shorter questionnaires result in higher response rates. Yusianto (2021) also said that questionnaires are too long can cause respondent fatigue, which can reduce the quality of responses. Each questionnaire item has 5 alternative answers which include Strongly Agree, Agree, Disagree and Strongly Disagree. The answer score of the five alternatives moves from a score of 5 to 1. For positive statements the answer (SA) Score 5, (A) Score 4, (N) Score 3, (D) Score 2, and (SD) Score 1. Tabel 3.1 Respondent's Alternative Answer Response Option Positive Strongly Agree (SA) 5 Agree (A) 4 Neutral (N) 3 Disagree (D) 2 Strongly Disagree (SD) 1 The questions given to respondents are based on indicators of achievement motivation and indicators in writing skills. The questionnaire lattice is below Table 3.2 Questionnaire Qrid Variable Aspect Indicators

Questionnaire item number	Achievement motivation in writing skill	Achievement motivation Need for Achievement (N- Ach)
1, 11	Measurement of results and feedback	2, 12
Responsibility	3, 13	
Task selection	4, 14	
Success oriented	5, 15	
Persistence and Effort	6, 16	
Writing Skill purpose	7, 17	
Clarity	8, 18	
Unity	9, 19	
Coherence	10, 20	
Number of questions	20 items	25

3.6.2 Document The

documentation technique in research is a method of collecting data by collecting and analyzing documents that are relevant to the problem under study. According to Sugiyono (2018), documents are records of past events in the form of writings, pictures, or monumental works of a person.

Moleong in Widiarto (2020) states that documents have long been used in research as a data source because in many cases documents as data sources are used to test, interpret, and even to predict. So, in general, the documentation technique in research is one way of collecting data by studying and analyzing written documents, images, or other data relevant to the research being conducted. In this research, researcher used the values obtained by 7th grade students of SMP 1 from the assignments that had been done previously as supporting data for the research.

3.7 Data Analysis Technique

According to Tukey in Salma (2023) techniques in analyzing research data are procedures for analyzing data. This procedure includes techniques for interpreting the data that has been analyzed. It can be concluded that data analysis is the process of processing data that has been collected so that it becomes information that can be concluded and easily understood, so that it can be used as needed. The research utilized the Miles and Huberman Data Analysis Model. Qualitative research involves collecting and processing data at specific intervals. The study's data was analyzed using an interactive model consisting of three phases, as outlined by Miles and Huberman (Sugiyono, 2017, p. 247).

3.7.1 Data Reduction

The initial stage in data analysis was to reduce the data. The complicated and large amount of data collected in the field need simplification. Thus, data reduction is described as the act of selecting, summarizing, and focusing on key elements while looking for themes and patterns (Sugiyono, 2017, p. 247). The researcher gathered data from questionnaires and filtered it to only include relevant information.

3.7.1 Data Display

After data reduction, the presentation of data improved the researcher's understanding of the phenomenon and helped in planning future investigations. In qualitative research, data is presented in the form of a short description to reach conclusions and verify them. According to Sugiyono (2017, p. 249), descriptive text can be presented in various formats, such as graphics, matrices, tables, and charts. The researcher presented the results of condensed questionnaires in concise form using descriptions, charts, and tables. Data collected through closed-ended questions will be analyzed by calculating the mean for each type of motivation using the following formula

Data Collection Data Display Data Reduction Conclusion/ Drawing/Verifying Figure 3.1 Components of Analysis Data

27 A five-point Likert scale was utilized to assess pupils' achievement motivation. This scale was used to measure the amount of agreement or disagreement among students' responses based on the Likert criteria listed below. To interpret the mean score for students' motivational level, the researcher used a strategy developed by Best (1981) and Degang (2010), as shown in table 3.4 below.

Table 3.3 Interpretation of the mean score of motivation

Mean	Range	Interpretation
4.50		

5.00 Very High degree of motivation 3.50—4.49 High degree of motivation 2.50—3.49 Moderate degree of motivation 1.50—2.49 Low degree of motivation 1.00—1.49 Very low degree of motivation

3.7.2 Conclusion of Drawing/ Verification The final phase involves drawing conclusions based on the facts gathered throughout the previous processes. In other words, the researcher reaches a conclusion after finishing the data display. The conclusion offers a clear explanation for the formulation of the problem in this study. Me : Mean $\sum xi$: The number of scores N : The number of respondents 28

CHAPTER IV RESEARCH FINDINGS AND DISCUSSION

4.1 Research Findings 4.1.1 Respondents Profil This research was conducted at SMP Negeri 1 Gunungsitoli Utara, a junior high school located in Olora Village. The school has a good reputation in English language teaching and the diversity of its students' backgrounds. The research participants consisted of 29 students of class VII A, with an age range of 12-15 years old. Of the 29 participants, 14 (48%) were female and 15 (52%) were male. A description of the age and gender of all respondents can be seen in the diagram below. 36% 57% 3% 4% 12 Y.O 13 Y.O 14 Y.O 15 Y.O 52% 48% Male Female Diagram 4.2 Gender of Respondents Diagram 4.1 Ages of Respondents 29

Based on the diagram, the majority of respondents are 13 years old, followed by 12 years old. There are very few respondents aged 14 and 15 years old. The most common gender among the respondents is male. 4.2 Data Display 4.2.1 Description of Data Collection Data was collected through two main methods questionnaire and student score document. Data was collected through a questionnaire consisting of 20 closed-ended questions using a Likert scale of 1-5. The questionnaire was designed to measure students' level of achievement motivation in English writing skills. Student score document This research also collected documents of students' writing assignment scores as supporting data. These grades were taken from the assignments given during the current semester. The collection of this value data aims to provide an objective picture of students' writing skills and enable a correlation analysis between students' achievement motivation in writing. 4.2.2 Descriptive of Respondent's Answer Based on Questionnaire The questionnaire completed by the respondents aims to address the first problem statement, which is to determine the description of student achievement motivation in writing skills. The questionnaire includes indicators for achievement motivation and writing skills. Each statement in the questionnaire presents five answer options: "Strongly Agree" with a value of 5 (the highest), "Agree" with a value of 4, "Neutral" with a value of 3, "Disagree" with a value of 2, and "Strongly Disagree" with a value of 1 (the lowest). The descriptions of each question in the questionnaire are as follows: The first statement: "I always want to write better than before" aims to measure Need for Achievement in the context of the respondent's writing skill. This question explores students' intrinsic motivation to continuously improve their writing skills, which is an important aspect of achievement motivation.

30 Out of the total respondents, 13 strongly agreed, 11 agreed, and 5 chose neutral. No respondents disagreed or strongly disagreed with the statement. The answer can be seen in the diagram below.

Based on the pie chart data, it is evident that out of the twenty-nine respondents, the most prevalent response is "strongly agree" at 45%. This implies that respondents are highly motivated to improve their writing skills. They tend to be ambitious and always try to improve themselves. The next most common response is "agree" at 38%, showing that respondents have a good desire to improve their writing skills. They showed positive motivation to develop their skills. The next option is neutral 17%. Respondents may have moderate or varied motivations in improving their writing skills. They may not always focus on improvement, but neither do they neglect it. Based on the answers to the first statement, it shows a very high level of achievement motivation among students in the context of writing skills. All respondents expressed a strong desire to continuously improve their writing skills, reflecting a strong internal drive to achieve better. Second statement " I like for asking my teacher for feedback on my writing". This assesses the extent to which students actively seek feedback and evaluation from their teachers. This statement also reflects students' openness to criticism and their desire to utilize the teacher's experience in the writing learning process. Based on the total number of respondents, the answer choices were found to be: Strongly agree - 6 people, Agree - 14 people, Neutral - 7 people, Disagree - 2 people, while no one chose Strongly disagree.

The answer to the second statement can be seen in the diagram below. 38% 17% 45% agree neutral strongly agree Diagram 4.3 Statement I always want to write better than before 31 The pie chart above represents responses to statement number two. The highest number of respondents, 48%.

Respondents felt positive about asking teachers for their opinions on their writing. They tend to value teacher feedback and feel comfortable doing so. The next most common response was neutral 24%, indicating that respondents did not have strong feelings about asking teachers for their opinions on their writing. They may do it sometimes but not consistently, or they may feel casual about it. The next answer is strongly agree 21%. Respondents were very enthusiastic and very happy to ask teachers for their opinions on their writing. They highly value teacher input, feel very comfortable doing so, and may actively seek feedback to improve their writing. The least common response was disagree 7%, indicating that some respondents tend to be reluctant or uncomfortable asking teachers for their opinions on their writing. They may feel insecure, fear criticism, or prefer to work independently. Based on the description of respondents' answers above, it can be concluded

that a general positive attitude among students towards the process of getting feedback from teachers on their written work. This reflects a conducive educational environment where there is a good level of trust between students and teachers. Students seem to value feedback from their teachers and understand the value of constructive criticism in developing their writing skills.. The

third statement "By writing, I can express my ideas and feelings." this statement shows that writing is effective for conveying their ideas and feelings. Among the respondents, 3 people strongly agreed, 4 agreed, 20 remained neutral, and 2 disagreed with the statement. None of the respondents chose "strongly agree." The details of all the responses can be found in the diagram below.

7% 48% 24% 21% disagree agree neutral strongly agree

Diagram 4.4 Statement I like for asking my teacher for feedback on my writing

32 According to the pie chart, the majority of respondents, 69%, selected neutral in response to the third statement. Respondents did not have strong opinions about writing as a means of expression. They may occasionally use writing to express themselves, but not consistently or may not perceive special benefits from writing over other methods of expression. The next highest answer choice was 14% disagree. Respondents were less likely to see writing as an effective means of expressing their ideas and feelings. They may find it difficult to express themselves through writing or prefer other methods of expression such as speaking, visual arts, or music. The next answer was 10% of respondents who agreed. Respondents felt positive about writing as a means of expression, although perhaps not as strongly as those who strongly agreed. They may use writing as one way to express themselves, but may also have other equally effective methods of expression. The least answer choice was disagree 7%. Respondents tend not to see writing as an effective means of expressing their ideas and feelings. They may find it difficult to express themselves through writing or prefer other methods of expression such as speaking, visual arts or music. The fourth statement "I choose a writing topic that suits my abilities". The point of this statement is that one chooses topics to write about based on an assessment of their own abilities and knowledge. This shows self-awareness of strengths and limitations in writing, as well as a desire to write about things they can handle well.

10% 14% 69% 7% strongly agree agree neutral disagree

Diagram 4.5 Statement If There is No Teacher respondent still study and discuss with friends

33 According to responses, 12 people chose "strongly agree," 7 people chose "agree," 7 people chose "neutral," and 3 people chose "disagree." No one chose "strongly disagree." These responses are visually represented in the pie chart below. According to the pie chart, the majority of the respondents, 42%, chose "strongly agree". This indicates respondents who strongly agree tend to be very aware of their abilities and always choose topics that they are good at. They may avoid topics that are out of their comfort zone and focus on their area of expertise. The next most common choice was "disagree" at 24%, respondents who disagree may often choose topics without much consideration of their abilities. They may prefer to take risks and try challenging topics, even if it is beyond their current expertise. The choice for neutral is also the same at 24%. Neutral respondents may sometimes consider their abilities when choosing topics, but not always. They may be balanced between choosing topics they are good at and trying new topics. Based on the

description of the answers to the fourth statement, we can conclude that respondents with high self-awareness have a strong understanding of their abilities and limits in writing, tend to choose topics they are good at, and prefer to stay within their comfort zone. This approach shows a focus on writing quality and efficiency in the writing process. These respondents seem to have high confidence in assessing their own abilities and making decisions based on those assessments. The fifth statement, "I believe I can get good grades in writing assignments" indicates one's belief in one's ability to write. It indicates the level of confidence in academic writing skills and the expectation of getting good results. 24% 10% 24% 42% disagree agree neutral strongly agree

Diagram 4.6 Statement I Choose a Writing Topic That Suits My Abilities 34

The results of the answers from the fifth questionnaire are as follows: three people chose "strongly agree", seven people chose "agree", eleven people chose "neutral", and eight people chose "disagree". No one chose "strongly agree" for this statement. You can see the number of answers in the pie chart below. According to the diagram, the most common answer choice in the fifth statement is neutral, at 38%. Respondents were uncertain or hesitant about their writing ability. They may feel their ability varies depending on the task or situation. The next highest number is disagree, at 28%, Respondents lack confidence in their writing skills. They may have experienced difficulties or received unsatisfactory grades in the past. The next answer choice was agree, at 24%. Respondents are quite confident in their writing ability. They may feel capable, but still realize there is room for improvement. The last choice was strongly agree, at 10%. This indicates respondents have very high confidence in their writing ability. They may have previous successful experiences or strong writing skills. Based on the description of the answers above, it shows that most respondents chose neutral answers, indicating that there is uncertainty among them about their writing skills. This neutral attitude can be caused by several factors. such as, students may still be in the process of adapting to the higher writing demands at the junior high school level compared to primary school. next they may have diverse experiences in writing tasks, with varying results. Sixth statement "I kept writing even though I found it difficult." illustrates one's perseverance in writing despite difficulties. It shows determination and resilience in the face of challenges in the writing process 28% 24% 38% 10% disagree agree neutral strongly agree

Diagram 4.7 Statement I Believe I Can Get Good Grades in Writing Assignments 35

Based on the sixth statement, the responses were as follows 5 people strongly agreed, 10 people agreed, 11 people chose neutral, 5 people disagreed, and no one chose "strongly disagree." These responses are illustrated in the diagram below. Based on the pie chart, the most common answer choice is "neutral" at 38%. A neutral choice might indicate that respondents sometimes persevere when writing becomes difficult, but at other times might give up. Their responses may vary depending on the situation, level of difficulty, or other

factors such as interest in the topic or deadlines. The next most common answer choice was "agree" at 35%. Respondents who agree tend to have good perseverance. They usually continue writing when they encounter difficulties, although they may occasionally feel discouraged. This shows commitment to the task and a willingness to overcome obstacles. The next choice is "strongly agree" at 17%. If respondents chose strongly agree, this indicates that they have tremendous persistence. They consistently continue writing even when faced with great obstacles, demonstrating strong intrinsic motivation and the ability to cope well with frustration. The least common answer choice is "disagree" at 10%. Respondents who disagree tend to quit when writing becomes difficult. They may prefer to avoid challenging tasks or feel overwhelmed when facing difficulties in writing. This could indicate a lack of confidence or strategies to overcome obstacles.

10% 35% 38% 17% disagree agree neutral strongly agree

Diagram 4.8 Statement I Kept Writing Even Though I Found it Difficult 36

The seventh statement " I always determine the purpose of my writing before I start writing." This statement describes the habit of planning in the writing process. It shows a person's tendency to think about and set goals for their writing before starting to put ideas into writing. Results show that 3 respondents strongly agreed with this statement, 6 agreed, 9 were neutral, 11 disagreed, and no one strongly disagreed. These responses are represented in the pie chart below. Based on the pie chart, it is evident that the highest number of respondents, at 38%, disagreed. Respondents who disagree are less likely to specify the purpose of their writing before starting. They may prefer a more spontaneous approach or feel that the purpose of their writing emerges naturally during the writing process. The next most choice was "neutral" at 31%. A neutral choice might indicate that respondents sometimes determine the purpose of their writing before starting, but not always. They may be flexible in their approach, sometimes planning in advance and other times writing spontaneously. The "agree" option was chosen by 24% of respondents. Respondents who agree tend to often determine the purpose of their writing before starting, although it may not always be consistent. They appreciate the importance of planning in the writing process and usually try to set the direction of their writing in advance. The least option was "strongly agree" at 10%. This indicates that they always do careful planning before writing. They may have a strong habit of reflecting and defining the specific purpose of their writing, which can help in organizing thoughts and producing more focused and effective writing. The predominance of disagree answers indicates that the majority of students tend not to determine the purpose of their writing before starting to write. They may prefer to start the writing process without too much detailed planning or without setting specific goals first.

38% 21% 31% 10% disagree agree neutral strongly agree

Diagram 4.9 Statement I Always Determine the Purpose of My Writing Before I Start Writing. 37

The eighth statement, " I use sentences that are easy to understand in my writing."

Describes the writer's attempt to communicate clearly and effectively in his or her writing. Based on the respondents' answers to the statement, it was determined that 3 people strongly agreed, 8 people agreed, 15 people chose neutral answers, and 2 people disagreed. The respondents' answers are represented in the pie chart below. Based on the pie chart, it is evident that the most chosen answer is neutral 53% of the total respondents. A neutral choice may indicate that respondents sometimes use sentences that are easy to understand, but do not always make it a top priority. They may adjust their writing style depending on the context or type of writing. The next most common choice was agree at 29%. Respondents who agree tend to pay attention to clarity in their writing, although perhaps not always. They may try to strike a balance between clarity and other aspects of the writing, such as style or complexity of ideas. The next answer "strongly agree," was chosen by 11% of respondents. If respondents chose strongly agree, this indicates that they place great importance on clarity in their writing. They may consistently strive to use simple language and easy-to-understand sentence structures. This reflects a high awareness of their audience and a strong desire to convey the message effectively. The least chosen option was disagree at 7%. Respondents who disagree may tend to use more complex or sophisticated sentences in their writing. This could reflect a preference for a more elaborative writing style or a desire to demonstrate higher linguistic ability. Statement number nine "I look for solutions when I have problems in writing, such as the internet and dictionaries". describes one's tendency to actively 11% 29% 53% 7% Strongly Agree Agree Netral Disagree Diagram 4.10 I Use Sentences That are Easy to Understand in My Writing and feelings 38 seek help or information when facing difficulties in writing. It shows initiative and independence in overcoming writing challenges. Based on the respondents' answers, 9 people strongly agreed, 7 people agreed, 5 people chose neutral, and 8 people disagreed. No one chose strongly disagree. You can view the respondents' answers in the pie chart below. In the diagram, it is noticeable that the highest percentage of respondents, 39%, chose "strongly agree." If respondents chose strongly agree, this indicates that they are very proactive in finding solutions to their writing problems. They consistently utilize resources such as the internet and dictionaries to overcome difficulties. This attitude shows a strong willingness to learn and good problem-solving skills. Next answer is "agree" 30% of respondents. Respondents who agree tend to seek help often when facing problems in writing, although perhaps not always. They appreciate the importance of external resources in improving the quality of their writing. The "neutral" option was chosen by 22% of respondents. A neutral choice may indicate that respondents sometimes seek solutions from external sources, but do not always make it a habit. They may rely on these resources in certain situations or for certain types of problems. The least number of respondents, 9%, chose "disagree." Respondents who disagree may rarely seek help from resources such as the internet or dictionaries

when facing writing problems. They may rely more on their own knowledge or abilities, or may lack familiarity with the use of such resources. Tenth Statement: " I use conjunctions to connect sentences." This statement aims to assess respondents' strong commitment to producing high-quality written work. Rather than merely putting words on paper, it seeks to gauge their efforts in presenting ideas clearly, engagingly, and meaningfully. According to respondent feedback, 11 individuals strongly agreed with this statement, 7 agreed, 9 were neutral, and 2 disagreed. The responses are visually represented in the pie chart below. The diagram above indicates that in statement ten, the largest answer choice is "strongly agree" at 37%. Choosing "strongly agree" suggests that respondents may have a natural interest in writing. Respondents who strongly agree with this statement are likely to have a strong interest in writing and enjoy intellectual challenges. They may view difficult writing tasks as an opportunity to develop, learn new things, and test the limits of their abilities. These individuals tend to have high confidence in their writing skills and may actively seek out challenging projects. The next most selected answer choice is "neutral" at 33%. Neutral respondents may not have strong feelings about challenging writing tasks. They may not mind working on such tasks, but also not specifically seek them out. Their attitude towards writing tasks may vary depending on the context, topic, or their mood at the time. Lastly, "agree" comes in at 23%. When choosing "agree," some respondents demonstrate an understanding of the importance of writing well. Respondents who agree generally have a positive attitude towards challenging writing tasks, although perhaps not as enthusiastic as the "strongly agree" group. They appreciate the opportunity to hone their skills and tend to see value in overcoming writing challenges, although may not always seek out the most difficult tasks.

Diagram 4.11 Statement I Look For Solutions When I Have Problems in Writing, Such as the Internet and Dictionaries

Response	Percentage
Strongly Agree	37%
Agree	23%
Neutral	33%
Disagree	7%

Diagram 4.12 Statement Creating quality writing is my goal

Statement number eleven" I organize the ideas in my writing logically and sequentially". This statement means Organizing ideas logically means structuring thoughts in a way that makes sense and is easy to follow. It involves connecting one idea to another in a clear and coherent flow. Organizing sequentially refers to the ability to present ideas in a structured order, usually from beginning to end, or from most important to less important. Based on the results of the respondents' answers to statement number eleven, it was found that there were 6 (six) choices for strongly agree answers, 10 (ten) people for agree answers, 4 (four) choices for neutral answers, and 9 (nine) choices for disagree. The answer breakdown can be seen in the diagram below: The diagram above depicts the distribution of responses to failure in English lessons. The majority, 34% indicated "agree," respondents who agree with this statement generally feel able to organize their writing well, although it may not always be

perfect. They often use organizational methods in their writing and realize the importance of logical structure. Usually, they manage to convey their ideas in a sequential manner, although they may occasionally experience difficulties. However, they can generally overcome these challenges and produce well-structured writing. They may not always feel the need to create a formal outline, but have their own ways of ensuring a logical flow in their writing. Next is answer "disagree" 31%, Respondents who disagree with this statement may have difficulty organizing their writing. They often feel confused about the best way to organize ideas and may get feedback that their writing is hard to follow or 21% 34% 14% 31% Strongly Agree Agree Netral Disagree Diagram 4.13

Statement I organize the Ideas in My Writing Logically and Sequentially 41 unstructured. They tend to write with a more free or disorganized train of thought, which can result in creative but less organized writing. The "strongly agree" option is at 21%. Respondents who strongly agree with this statement are likely to have excellent organizational skills in writing. They tend to always create an outline before they start writing and have a strong understanding of logical structure in writing. Their ability to connect ideas smoothly and coherently often results in positive feedback about the clarity and flow of their writing. Statement Number Twelve: "I like to compare my writing with friends to see progress". The point of this statement is that someone feels happy or interested in comparing their writing with their friends' writing as a way to measure the development or progress in their writing skills. After collecting responses from all participants, we found several answer choices. Five individuals strongly agreed, ten individuals agreed, six individuals were neutral, three individuals disagreed, and five individuals strongly disagreed. The responses from the participants are displayed in the pie chart below. Based on the diagram, the highest choice of answers was "agree" 35%. Agreeing respondents value comparisons with their peers. They see the benefit of comparing their writing, but may not always do so or may be more selective about when and with whom they compare. They may use this comparison as one of several methods to assess their progress. The next largest answer choice was neutral at 21%. Neutral respondents may not have strong feelings about comparing their writing with friends. They may do it occasionally but not consistently or with particular enthusiasm. They may see some benefits in comparison but also 10% 35% 21% 17% 17% disagree agree neural strongly agree strongly disagree Diagram 4.14 Statement I like to Compare My Writing with Friends to See Progress. 42 recognize its potential drawbacks, such as feelings of insecurity or unhealthy competition. The next answer is strongly agreed 17%. Respondents who strongly agree may be highly motivated to improve their writing skills. They see comparison with friends as a valuable tool for learning and developing. They may actively seek feedback, enjoy discussions about writing techniques, and feel inspired by their friends' progress. These people tend to have a strong growth mentality and see competition as a positive thing. The

fewest respondents, 10%, chose disagree. Respondents who disagree may feel uncomfortable comparing their writing with others. They may prefer to assess their progress based on personal standards or feedback from teachers/mentors. They may worry that comparison could lead to feelings of insecurity or unhealthy competition. Alternatively, they may feel that each writer has a unique style that cannot be directly compared. Statement thirteen: "I try to complete my writing assignments on time". respondents strive to complete their writing assignments according to the deadline. This statement indicates the individual's effort and intention to be disciplined in managing time and meeting deadlines. According to the answer results, 1 person strongly agreed, 9 people agreed, 10 people were neutral, 7 people disagreed, and 2 people strongly disagreed with the statement. The breakdown of the responses can be seen in the pie chart below. Based on the diagram above it is evident that the majority of respondents, 35% chose the neutral answer. respondents do not have clear tendencies or strong feelings regarding whether they try to complete writing tasks on time or not. They may sometimes complete on time and sometimes not. The next most answer choice 24% 31% 35% 3% 7% disagree agree neutral strongly agree strongly disagree

Diagram 4.15 Statement I Try to Complete My Writing Assignments on Time 43 was 'agree' 31%. respondents usually endeavor to complete writing assignments on time, although there may be some exceptions. The next answer is 'disagree 24%. Respondents rarely make an effort to complete writing assignments on time, and they may often turn in assignments late The next answer was 'strongly disagree' 7%. Respondents strongly strive to complete writing assignments on time and have a strong commitment to discipline and time management. The least answer is "strongly disagree" 3%. respondents make no effort at all to complete writing assignments on time, and they almost always turn in assignments late. ¹³ Based on the description of the answers above, it can be concluded that many of them do not have a strong inclination or clear feeling about their efforts to complete writing assignments on time. They may not pay much attention to time limits or have no consistent pattern of completing assignments. The fourteenth statement I like trying to write about new things that I haven't written about before". The point of this statement is that one has an interest in exploring new topics in their writing activities. It shows curiosity, a desire to learn, and a passion to be creative with new ideas. Based on the results of the answer choices from respondents, it was found that 1 (one) person chose to agree, 9 (nine) people were neutral, 16 (sixteen) people disagreed, 3 (three) people strongly disagreed, while There were no respondents who chose the answer strongly agree to this statement. The answer can be seen in the pie chart below. Based on the pie chart, out of the twenty-nine respondents, the highest answer choice was "disagree" at 55%. These Respondents were less interested in 55% 4% 31% 10% disagree agree neutral strongly disagree

Diagram 4.16 Statement I believe that writing Can improve my ability in English 44

writing about new topics and preferred to write about things they were already familiar with. They may feel more comfortable and confident with topics they already know than trying to explore new things. Respondents may have a tendency to maintain existing writing habits and may feel awkward or less interested in exploring new topics. The next most frequent answer choice was "neutral" at 31%. Respondents do not have strong opinions about writing about new topics. They may occasionally write about new things if needed or if the situation allows, but do not actively seek out new topics to write about. They may be more inclined to go with what they are already familiar and comfortable with. The next answer is "strongly disagree" was chosen by 10% of the respondents. Respondents do not like writing about new topics at all and may avoid writing about things they are not familiar with. They may feel uncomfortable or lack confidence when it comes to writing about something new. ⁴ Based on the description of the answers above, it can be concluded that the majority of respondents felt that they did not like trying to write about new things that they had never written about before. This suggests that most respondents may be more comfortable or prefer to write about topics that are familiar to them. Statement Fifteen: "I always try to correct mistakes in my writing". This statement shows a strong belief in the positive relationship between writing practice and overall improvement in English language skills. It indicates that respondents view writing as an effective tool for developing various aspects of English language skills, rather than just an isolated skill. This understanding reflects the idea that through a careful and structured writing process, one can strengthen understanding of grammar, expand vocabulary, and improve the ability to express ideas. Based on the answer choices from respondents, 3 people chose "strongly agree," 12 people chose "agree," 6 people chose "neutral," 5 people chose "disagree," and 3 people chose "strongly disagree." The answers from all respondents can be seen in the diagram below. ⁴⁵ Based on the circle diagram above, for question number fifteen, the highest answer choice was "agree" at 43%. Respondents who chose "agree" also try to correct errors in their writing, although perhaps not as intensively as those who "strongly agree". They have an awareness and desire to improve the quality of their writing. The next answer choice is "neutral" at 21%. Respondents who chose this answer may not have strong opinions about correcting errors in their writing. They may occasionally correct errors, but not always make it a priority. The next answer is "disagree" at 18%. Respondents who choose this option may rarely attempt to correct errors in their writing. They may not see the importance of improvement or feel quite satisfied with the initial result of their writing. Next answer is "strongly agree" at 11%. Respondents who choose this show a high commitment to the quality of their writing. They care deeply about details and strive to ensure their writing is error-free. The final answer choice is "strongly disagree" at 7%. Respondents who chose "strongly disagree" did not attempt to correct errors in their writing at all. They may feel

that corrections are not necessary or important. Based on the description of each respondent above, it can be concluded that of the 29 respondents, the majority chose to agree with the fifteenth statement. This indicates that most respondents have a fairly good attention to errors and the quality of their writing. Statement sixteenth "I'm willing to spend longer to create good writing". This statement It means that one is willing to allocate more time to produce quality writing. This shows commitment and dedication to the writing process, where the 17% 42% 21% 10% 10% disagree agree neutral strongly agree strongly disagree Diagram 4.17 Statement I Always Try to Correct Mistakes in My Writing. 46 quality of writing is considered more important than speed or efficiency in completing writing tasks. Based on the respondents' answers, 8 people strongly agreed, 7 people agreed, 5 people were neutral, 7 disagreed, and 2 strongly disagreed. The respondents' answers are depicted in the pie chart below. The results from the circle diagram indicate that 27% of respondents "strongly agree" show a high commitment to producing quality writing. They are ready to spend more time to ensure their writing meets high standards. Next answer, 23% of respondents chose "agree", indicating that are committed to producing good writing, although perhaps not as intensively as the "strongly agree" ones. They are willing to spend more time than usual to improve the quality of their writing. Next answer is 23% of respondents chose "disagree", indicating may rarely be willing to spend more time on writing. They may feel that the time they currently allocate is enough or do not feel it is important to add more time. Another 23% of respondents chose "neutral" may not have strong opinions about spending more time on writing. They may be willing to spend more time sometimes, but not always make it a priority. The least of answer is, 10% of respondents chose "strongly disagree", indicating are not willing to spend more time on writing. They may feel that the extra time is not necessary or important. Statement 17: "I can convey the message clearly through my writing". This statement means that a person believes that they are able to convey messages or information clearly and effectively through their writing. It shows confidence in the ability of writing to communicate effectively with readers. 24% 24% 17% 28% 7% disagree agree neutral strongly agree strongly disagree Diagram 4.18 Statement I'm willing to spend longer to create good writing 47 Based on this statement, respondents provided various answer choices. 1 person strongly agreed, 3 people agreed, 14 people were neutral, 9 people disagreed, and 2 people strongly disagreed. Please refer to the pie chart below for visual representation of the responses. The pie chart shows that 48% of respondents chose the "neutral". Respondents may not have strong opinions about their ability to convey messages clearly. They may feel capable at times, but not always confident or consistent in their ability. Next answer is 31% "disagreed". Indicating that they often struggle to convey messages clearly through writing. They may feel that their writing is often misunderstood or does

not achieve the desired communication goals. 10% "agree" indicates are quite confident in their ability to convey messages through writing. They may feel there is room for improvement, but generally feel their ability is good enough. The lowest response was "strongly agree," 4% of the respondents. are very confident in their ability to convey messages clearly through writing. They find their writing easy to understand and efficient in conveying the desired information. Statement eighteen "writing is important because increase my vocabulary". This statement illustrates how one is encouraged to use a variety of words that may be rarely used in everyday conversation. This process naturally expands vocabulary. In addition, writing helps to strengthen understanding of new words through their use in the right context. Based on the statement above, the respondents' answers are as follows: ⁴⁷strongly agree 2 people, agree 3 people, neutral 16 people, disagree 7 people, and strongly disagree 1 person. The distribution of these responses can be seen in the pie chart below.

31% 10% 48% 4% 7% disagree agree neutral strongly agree strongly disagree Diagram 4.19

Statement I Can Convey the Message Clearly Through My Writing 48 Based on the circle diagram above, we can see in this statement the majority of respondents chose the "neutral" option, accounting for 57%. Indicating that respondents believe writing does not enhance vocabulary, perhaps viewing it only as an assignment without additional benefits. The next most frequent choice is "disagree" 25%. Respondents may feel that writing does not contribute much to their vocabulary improvement. They may see other activities, such as reading or speaking, as more effective ways to expand their vocabulary. Next is "agree" 11% of respondents choosing this option. believe that writing helps improve their vocabulary, although perhaps not as intensively as respondents who strongly agree. They may perceive such benefits but do not necessarily consider it the main reason for writing. The answer with the fewest choices is strongly "disagree" 4% of respondents indicating may feel that writing does not contribute much to their vocabulary improvement. They may see other activities, such as reading or speaking, as more effective ways to expand their vocabulary. The last answer option with the lowest percentage is "strongly agree" at 3%. strongly believe that writing plays an important role in expanding their vocabulary. They may feel that writing regularly helps them discover and use new words, which enriches their language skills. In conclusion, the average respondent's answer to this statement is neutral. The dominance of neutral suggests that respondents may not have paid much attention or did not feel there was a strong direct link between writing and their vocabulary improvement. 25% 11% 57% 3% 4% disagree agree neutral strongly agree strongly disagree Diagram 4.20

Statement Writing is Important Because Increase My Vocabulary 49 Statement number 19 (Nineteen): "I will develop my writing skills for my needs in the future." This statement reflects an individual's awareness of the importance of developing writing skills for their future professional and personal life. It indicates that the person understands

the ongoing nature of skill development and mastery in writing. Additionally, it demonstrates a recognition that strong writing skills can create diverse opportunities in both career and personal life. Overall, these statements exemplify a mature, future-oriented approach to personal development. According to the respondents' answers, the following distribution was observed for this statement: 8 (eight) strongly agree, 12 (twelve) agree, 5 (five) neutral, 4 (four) disagree. It's important to note that no one chose "strongly agree" for this statement. The distribution of responses is visually represented in the pie chart below. Based on the circle diagram above, the highest answer choice is "agree" at 37%. These respondents appreciate the importance of developing writing skills, but may not prioritize it. They are open to improving their writing skills when the opportunity arises, but may not actively seek out such opportunities. Next is the "strongly agree" option at 25%. Respondents who chose this option demonstrate a strong commitment to developing their writing skills. They are very aware of the importance of writing skills in various aspects of life in the future. They may have clear career or personal goals where writing skills would be of great benefit. These respondents tend to be proactive in seeking opportunities to improve their writing skills and may already have concrete plans for doing so. 22% of respondents chose "disagree". These respondents tend not to see developing writing skills as a priority for their future. They may feel that their current writing skills are sufficient for their needs, or they may have career or personal plans where they believe writing skills will not be as important. Next is "neutral" at 16%. Respondents who chose this option may not yet be sure about how important a role writing skills will play in their future. They may recognize the value of good writing skills but don't feel compelled to actively develop them. Based on the description of the answers above, it can be concluded that in this statement, the average respondent chose "agree". The dominance of affirmative answers shows that the majority of respondents have a good awareness of the importance of writing skills for their future. This trend reflects a positive and forward-looking attitude among respondents. They seem to understand that good writing skills will be a valuable asset in various aspects of their professional and personal lives in the future. Statement twenty "I feel uncomfortable if I haven't written for a long time." This statement suggests that writing has become an essential part of a person's life or routine. It indicates that writing may serve as a form of self-expression. Additionally, it reflects a high level of dedication and discipline towards writing practice. Individuals who feel discomfort when not writing may have established a consistent writing habit. As a result, when this routine is disrupted, they may experience emotional or mental impact. Based on the respondents' answers, the following were the results: 3 people strongly agree, 4 people agree, 8 people are neutral, 6 people disagree,

and 8 people strongly disagree. The details can be seen in the pie chart below: 21% 14% 27% 10% 28% disagree agree neutral strongly agree strongly disagree Diagram 4.22 Statement I Feel Uncomfortable if I Haven't Written for a Long Time 51 Based on the circle diagram above, the highest percentage of respondents, 28%, strongly disagree with the activity of writing. These individuals may have a neutral or negative relationship with writing, and may feel more comfortable not having to write. This may be due to a lack of confidence in their writing abilities, past negative experiences with writing, or a strong preference for other forms of communication. Next answer 27% of respondents chose the option "neutral." These individuals may enjoy writing and appreciate its benefits, but do not feel a strong emotional dependence on it. They may write regularly but not be significantly bothered if they don't do so for a while. This neutral attitude could also indicate that they have not reflected much on their relationship with writing or its impact on their well-being. Following that, 21% of respondents chose "disagree." These individuals are less likely to see writing as an emotional or psychological need. They may write when necessary, but not feel a strong internal drive to do so regularly. For them, not writing for a long time may not cause any discomfort. They may view writing more as a functional tool rather than a means of self-expression or personal growth. Next answer is "Agree" at 14%. These respondents also felt a strong connection to writing, although perhaps not as intensely as those who strongly agreed. Writing is an important part of their routine and contributes to their mental well-being. They may use writing as a tool for self-reflection, creativity, or professional development. The discomfort they feel when not writing may be milder, such as feeling a little restless, but not to the point of significantly disrupting their daily functioning. The last one is "Strongly Agree" at 10%. Respondents who chose this showed a strong reliance on writing activities. Writing has become a basic need in their lives, like eating or sleeping. They may use writing as a primary means of self-expression, a tool for processing thoughts and emotions, or as a form of personal therapy. From the description of the answer choices above, it can be concluded that the predominance of "strongly disagree" answers indicates that the majority of respondents have a very different relationship with the activity of writing compared to what educators or professionals in the field of writing might expect or consider ideal.

52 4.3 Discussion This section presents an analysis of achievement motivation in writing skills based on the questionnaire description and answers the research questions. based on the questionnaire description and answers the research questions. 4.3.1 Description of students' achievement motivation in writing skill Based on the descriptive of the questionnaire the findings indicate that students' 7th grade class A of SMP Negeri 1 Gunungsitoli Utara have a moderate level of motivation. Their overall mean score of motivation is 3.33 on a five- point Likert scale, which is interpreted as 'moderate'. This means that students have sufficient drive to work on their writing

skills, but their motivation is not very high or very low. While students show enough interest in writing activities, they may not always approach them with enthusiasm or high spirits. They generally complete assigned writing tasks, but may not consistently give their best effort or seek additional challenges. Students with moderate writing motivation generally show interest in writing activities, but are not always consistent in their enthusiasm or effort. They may be able to complete assigned writing tasks, but not always with the best spirit or quality. This moderate motivation can be seen in their tendency to procrastinate writing work until near the deadline, or produce writing that meets minimal standards without putting in much effort. These students may show variation in their writing performance, sometimes producing good work when the topic is of interest to them, but lacking interest in tasks that they find less relevant or too challenging. They may need additional encouragement from teachers or parents to start or complete longer or more complex writing projects. Factors such as the learning environment, teaching methods and the relevance of tasks to personal interests may influence their writing motivation. In an educational context, these findings point to the need for strategies that can increase students' motivation in writing. This could include the use of topics that are more interesting or relevant to students' lives, the application of more interactive teaching methods, or the provision of constructive and timely feedback. 53 Further research may be needed to understand the factors that influence students' writing motivation and how to improve it. With a better understanding, educators can design effective interventions to help students improve their writing motivation, which in turn can improve writing skills and overall academic achievement.

4.3.2 Description of Students' Writing Skill

The second research question was addressed using student documents and grades, particularly in writing. Respondents were asked to write about their study habits. Grades were given in six categories: excellent, very good, good, good enough, enough, and below enough. The assessment of the student writing was based on four main aspects: purpose, clarity, unity, and coherence. According to the assessment, 35% of respondents received good scores, 31% received enough scores, 14% received good enough scores, and 10% each received very good and below enough scores. According to the diagram, the majority of respondents received a good score. This assessment indicates that the students have demonstrated reasonably good writing skills, exceeding basic expectations but not yet reaching the excellent or perfect level, suggesting their performance is at an intermediate level. Based on the indicators of writing skills, the good score in the question has fulfilled all four indicators, even though it is not perfect or maximum. The first indicator is purpose. Students with a "good" score can clearly state the purpose of their writing. They are able to communicate the main purpose

Grade	Percentage
Very Good	10%
Good	35%
Good Enough	14%
Enough	31%
Below Enough	10%

Diagram 4.23
Respondent's Writing Skill Score 54 of the writing, although they may not have fully developed or

maintained this focus throughout. The second indicator is the clarity. Their writing shows good clarity in conveying ideas. Sentences are generally easy to understand, and word choice is quite appropriate. However, there may still be some parts that could be clarified or better explained. The third indicator is unity. Students are able to maintain unity of ideas in their writing. Most of the information presented is relevant to the main topic, although there may be some minor deviations or less related information. The last is Coherence The writing shows a logical and structured flow of thought. Transitions between paragraphs and ideas are generally smooth, although there may be some sections that could be improved to create a smoother flow. ¹³ Based on the description provided, it can be concluded that, in general, students' writing skills demonstrated solid competence in four key areas. They were able to structure their writing with a clear purpose, convey ideas with good clarity, maintain unity in their arguments, and present information in a coherent manner. While there is still room for improvement, especially in terms of consistency and depth of elaboration, their writing skills are already at a satisfactory level. ⁴¹ From the findings showed the description of students' achievement in writing skill resulted a moderate level of motivation. More over from the description of the students' writing skill resulted that the average student score is in the good category. Those are the description the Achievement motivation in writing skill at UPTD SMP Negeri 1 Gunungsitoli based on the data collection from questionnaire and students' score in writing. ²⁶ CHAPTER V CONCLUSION AND RECOMMENDATIONS 5.1 Conclusion Based on the research question followed by research design of this research, then are some conclusion to be derived namely : ¹⁹ • Students have a moderate level of achievement motivation in writing skills. This finding is supported by the results of the assessment of students' writing skills which show a “good” category, indicating a positive correlation between a moderate level of achievement motivation and good writing performance. • Students show sufficient interest in the writing task, but may not always pursue additional challenges or go beyond expectations. This finding suggests that although students have a good base of motivation, there is still room for improvement. Factors that might contribute to this moderate level of motivation could include students' perceptions of the value of writing skills, the difficulty level of the assignment, or the quality of the feedback they receive. 5.2 Recommendation Based on these results, several recommendation can be made namely : • For Students' are encouraged to set a specific time each day or several times a week to write, whether it is related to schoolwork or topics that interest them. This routine will help improve their writing skills consistently and can increase their achievement motivation in the long run. • For educators, it is recommended to implement strategies that can increase student motivation from moderate to higher levels, such as providing more challenging yet achievable writing tasks, and developing a more structured and constructive feedback system. ⁹ 56 • For future research, it is

recommended to conduct a longitudinal study that can track changes in students' achievement motivation in writing over time, as well as identify factors that contribute to increased or decreased motivation. In addition, comparative research between groups of students with moderate and high motivation can provide valuable insights into effective practices in improving achievement motivation in writing.

AN ANALYSIS OF STUDENTS' ACHIEVEMENT MOTIVATION IN WRITING SKILL AT UPTD SMP NEGERI 1 GUNUNGSITOLI UTARA

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