THE CONTRIBUTION OF LEARNING MOTIVATION AND READING COMPREHENSION SKILL TOWARD WRITING BIOGRAPHY TEXT SKILL

KONTRIBUSI MOTIVASI BELAJAR DAN KETERAMPILAN MEMBACA PEMAHAMAN TERHADAP KETERAMPILAN MENULIS TEKS BIOGRAFI

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Abstract
The purpose of this research was to describe some of the following the contribution of learning motivation and reading comprehension skill together to writing biography text of students of class VIII Junior High School in Pesisir Selatan. This is because writing lessons cannot be separated from various problems, such as students' difficulties in developing ideas, lack of motivation, and limited reading materials about inspirational figures. Though writing skills require motivation and good reading skills. Meanwhile, in learning to write biographical texts, students are still less motivated to write and have difficulty writing biographies of figures. This research was quantitative research using the correlational method. The population was class VIII students Junior High School of Pesisir Selatan Regency. The sample is 110 students. Techniques to data analysis using Pearson Product Moment Correlational test, multiple regression, t-test, and F test. The results of the research are. 1) The learning motivation contributes significantly by 20% to writing biography text. 2) The reading comprehension skill contributes significantly by 37.5% to writing biography text. 3) The learning motivation and reading comprehension skills together contribute by 38% to the writing biography text. Based on the result of the research can conclusion is learning motivation and reading comprehension skills together contribute and significant relationship to writing biography text skills.
Keywords: biography text, learning motivation, reading comprehension

Abstrak
Penelitian ini bertujuan untuk mendeskripsikan kontribusi motivasi belajar dan keterampilan membaca pemahaman secara bersama-sama terhadap keterampilan menulis teks biografi siswa kelas VIII SMP Negeri di Kabupaten Pesisir Selatan. Sebab, pempelajaran menulis tidak lepas dari berbagai permasalahan, seperti siswa kesulitan mengembangkan ide, kurangnya motivasi, dan keterbatasan bahan bacaan tentang tokoh ispiratif. Padahal keterampilan menulis tersebut membutuhkan motivasi dan kemampuan membaca yang baik. Sementara itu, pada pembelajaran menulis teks biografi siswa masih

kurang termotivasi untuk menulis dan kesulitan menulis biografi tokoh. Penelitian ini merupakan penelitian kuantitatif dengan menggunakan metode deskriptif. Populasi penelitian adalah siswa kelas VIII SMP negeri Kabupaten Pesisir Selatan yang menerapkan Kurikulum 2013. Sampel penelitian berjumlah 110 siswa. Selanjutnya, data dianalisis menggunakan uji korelasi Pearson Product Moment, uji korelasi ganda, uji t, dan uji F. Hasil penelitian ini, yaitu sebagai berikut. 1) Motivasi belajar berkontribusi secara signifikan sebesar 20% terhadap keterampilan menulis teks biografi. 2) Keterampilan membaca pemahaman berkontribusi secara signifikan sebesar 37,5% terhadap keterampilan menulis teks biografi. 3) Motivasi belajar dan keterampilan membaca pemahaman secara bersama berkontribusi terhadap keterampilan menulis teks biografi sebesar 38,9%.Berdasarkan hasil penelitian tersebut dapat disimpulkan bahwa motivasi belajar dan keterampilan membaca pemahaman memberikan kontribusi terhadap keterampilan menulis teks biografi.
Kata kunci*: teks biografi, motivasi belajar, membaca pemahaman*

1. INTRODUCTION

Writing and reading skills are part of a literacy culture that cannot be separated in the learning process. In general, literacy is part of reading and writing skills (Solikhah, 2015).Thus, literacy culture is an important factor for students to practice reading and writing. However, in reality, the culture of student literacy has not been maximized (Yuliyati, 2014). There are still many students who do not understand the importance of a culture of reading and writing. This can be seen from the results of the Program for International Student Assessment (PISA) research, that the literacy culture of Indonesian society in 2012 was the second-worst of the 65 countries studied in the world (Yulaningsih, 2014; Ekawati &Asro, 2017). Indonesia is only able to reach the second lowest rank in literacy culture.

Then, based on PISA research in 2015, Indonesia ranks 62 out of 70 countries with an average score of 386 (PISA, 2016).Therefore, the literacy culture must be paid more attention to. One of the activities to realize the culture of literacy is through writing learning in schools.The learning includes reading biographies of figures and writing biographies of famous figures. Through these biographies can help students be motivated and excited to write.

One of the writing lessons that students must understand is writing biographical texts. Learning to write biographical texts is listed in the core competencies and basic competencies at the Junior High School level for grade VIII. The learning aims to make students able to write biographical texts about inspirational figures. Thus, students can emulate the personality of a character to achieve success. Starting from this goal, students need to understand biographical texts well so that students can write a biography of characters (Mahsun, 2014).

Overall, the student's biography text writing skills are quite good. This can be seen in the average value of Junior High School in Pesisir Selatan Regency who have implemented the 2013 curriculum (Junior High School 3 Koto XI Tarusan, Junior High School 1 Bayang, and Junior High School 2 Bayang) which is 75. This is a pretty good achievement or more than enough qualifications and has reached the minimum graduation criteria.

Although good quality, learning writing skills can not be separated from various problems, such as students having difficulty developing ideas, limited reading material about inspirational figures, students are not diligent in practice writing, and teachers do not use interesting learning

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media (Septiana et al., 2015; Amna & Zakaria, 2018). However, writing skills can be achieved by students well if accompanied by the learning process and training (Hasani, 2016).

Writing problems can also be seen from the results of research conducted by Septiana et al. (2015). The conclusions of the study are as follows. First, there are four students' mistakes in writing biographical texts, namely errors in the structure of the text, spelling, diction, and writing of incorrect sentences. Secondly, the error is caused by four factors: student's lack of practice in writing, the frequency of Indonesian students' use of language is still low, teachers do not guide students in writing, and students follow mistakes in using Indonesian by teachers (Septiana et al., 2015).

In connection with these problems, many factors influence students 'success in writing text biography (Alharbi, 2015). These factors include facilities and infrastructure, professional teachers, learning media, learning methods, students' reading interest, reading comprehension skills, reading habits, learning styles, learning motivation, activities learning, vocabulary mastery, and learning environment (Cho & Brutt-Griffler, 2015;Ibrahim et al., 2016). Thus, writing skills cannot be separated from these factors.

Among these factors, the factors of reading comprehension skills and learning motivation are thought to have a strong influence on writing biographical text skills. If someone does not read, it will be difficult to develop ideas. The reading process will trigger someone to write. This is in accordance with the opinion of Thahar, (2008:11) which states that someone can't be able to write well without extensive experience of reading. The writings written by students will be formed based on the readings and skills of students understanding the reading, so reading and writing must go accompaniment (Alharbi, 2015).

In addition, Grabe & Zhang (2013) emphasize the need for well-developed reading skills to carry out an integrated reading and writing assignments. Limited knowledge and vocabulary reading and comprehension reading skills must be considered when reading and writing in an integrated manner. When teaching integrated reading and writing skills to students, teachers can use text reading more easily, so students can focus more on learning integrated reading and writing skills (Grabe & Zhang, 2013).

There are many factors that play a role in gaining effective reading skills (Ibrahim et al., 2016). Vocabulary size is one important factor to improve reading comprehension. Reading comprehension skills can add to students' vocabulary (Ibrahim et al., 2016). In addition, students understand the importance of reading and writing through reading and writing can improve critical thinking skills (Li, 2015). Students become more skilled in writing because they already have information that can be conveyed through writing. Through reading comprehension skills, students can develop cognitive domains and generate creative ideas, as well as ideas for writing activities (Ibrahim et al., 2016). Thus, reading and writing have a significant correlation and give a good understanding of writing (Cho & Brutt-Griffler, 2015; Alharbi, 2015).

Then, Ismail et al. (2015) implemented an appropriate and intelligent reading strategy and a heuristic reading strategy. The implementation of these strategies causes a positive correlation between reading with students 'motivation to read and students' beliefs about reading competence. In addition, according to (Irfadila, 2016), the application of a good reading comprehension

strategy also correlates with reading comprehension skills. If the reading comprehension strategy is low, one's reading comprehension skills will also be below.

Reading and writing skills are the main determinant in the level of education for both individuals and groups (Ünal & Kamil, 2012). By reading, students can build meaning from the text that is read so that they can understand a text (Ahmadi et al., 2013). So, reading is an important skill in educational settings because students are often involved in complex reading texts. Reading as an active skill is supported by schemata of knowledge that are already stored in memory and function in the process of interpreting new information that allows it to enter and become part of the knowledge base (Wickramaarachchi, 2014).

Furthermore, another factor influencing students writing skills is learning motivation. Someone will not be able to write without motivation (Kuncoro, 2009:1). Learning motivation plays an important role in the learning process to practice what students have learned, including in writing (Theresi, 2019; Süğümlü et al., 2019). Then, someone will continue to do writing activities if he has good motivation in writing.

According to Satini et al. (2015), there is a significant relationship between learning motivation and writing skills by 17%. Learning motivation contributes positively to writing skills. This means, if students have high learning motivation, the student learning outcomes will be good. Conversely, if student motivation is low then the student learning outcomes will be below. Furthermore, based on other research findings, students with high writing motivation scores have high writing evaluation scores as well (Nasihah & Cahyono, 2018). This means that the motivation to write has a good influence in terms of writing (Süğümlü et al., 2019).

Thus, motivation and writing are two things that are correlated with each other (Nasihah & Cahyono, 2018). Student writing skills can develop well along with the development of motivation in writing and learning (Akyol & Aktaş, 2018;Grünke, 2019).The better someone's motivation in writing, the students willingness to write will arise. In addition, motivation accompanied by good reading skills will help produce good writing (Rinawati et al., 2020).

Based on the explanation of the problem above, the factors of learning motivation and reading comprehension skills are thought to contribute well to the success of writing biographical texts. High learning motivation, can encourage students to be active in learning, both to understand reading and writing (Süğümlü et al., 2019). The results of reading comprehension can help students to put ideas in written form, in this case writing biographical texts.

Biographical text is one of the texts studied by students of class VIII in the 2013 curriculum. According to Alwi et al. (2003:155), a biography is the life history of someone written by someone else. Then, Keraf, (2004:141) adds that biographies are writings about interesting stories in a person's life regarding his experience and personal life. Thus, biographical texts are factual texts about a person's life history related to the identity, privileges, role models, experiences, and personal lives of characters written by others.

When writing biographical texts, students need good motivation from themselves. Motivation is something that arises from within directly and supports one's behavior (Glynn et al., 2005). Motivation makes a person move, work, and complete tasks. Motivation is a process that

directs someone to the activity to be addressed so that it can be said that motivation is more than a process, not a product or result (Schunk et al., 2008:4).

Thus, producing a biographical text requires motivation from students and good reading comprehension skills. Students need to read a text about the success of a character before writing a biographical text. In addition, writing biographies of famous figures in their environment will make it easier for students to pour ideas into biographies because they have a good emotional connection and good motivation. Good writing can result from good reading comprehension. Therefore, this study will describe the contribution of learning motivation and reading comprehension skills to writing biographical text skills.

2. METHODS

This type of research is a quantitative study with a correlational method. Then, the study population was the eighth-grade students of the Pesisir Selatan Regency Junior High School. Schools that are used as the research population are junior high schools that have implemented the 2013 curriculum since 2013, namely SMP Negeri 3 Koto XI Tarusan, SMP Negeri 1 Bayang, and SMP Negeri 2 Bayang. The total population is 439 people. The number of samples taken was 25% of the population. Sampling was done using a simple random sampling technique and the number of samples was 110 students. The research instruments were questionnaires (to assess learning motivation), multiple-choice tests (reading comprehension skills), and performance tests (to assess biographical text writing skills).

The indicators measured to assess student learning motivation are persistence in learning Indonesian, resilience in facing lessons, attention to the Indonesian learning process, achievement in learning, independence in learning, and pleasure to find and solve problems. Then, the indicators for reading comprehension skills, namely answering questions based on the reading text, finding main ideas, completing paragraphs, filling in gaps, and structuring ideas. Meanwhile, the indicators for the performance test consist of five, namely the structure of the text, sentences, diction, conjunction, and Indonesian spelling. Furthermore, the research data were analyzed using the Pearson Product Moment correlation test, simple correlation test, multiple correlation test, t-test, and F test.

The preparation of a questionnaire instrument to assess student learning motivation was carried out based on the following indicators. The questionnaire instrument was prepared using the following steps. First, the arrangement of the grid is based on the indicators that have been derived from the theory used. The grid is used as a guide in developing a research questionnaire. Second, break down the indicators into questionnaire items in the form of statements. Third, give a score on each item of the statement. Fourth, add up the overall questionnaire scores and give a score. The learning motivation questionnaire grid can be seen in Table 1 below.

Table 1. Learning Motivation Questionnaire Grid

No	Indicator	Sub-indicator	Total
1	2	3	4
1	Diligence in learning Indonesian.	Attendance and follow the learning process in class.	1, 2, 3
		Diligent in learning.	4, 5

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		Diligently read the subject matter.	6, 7,
2	Tenacious in following biography writing lesson	Study hard	8, 10, 13
		Attitude in the face of adversity	9, 11, 12, 14
3	Attention in the Indonesian language learning process	Concentration in learning	15, 16, 18
		Excited about following the learning process in class.	17, 19, 20, 21
4	Excellent in learning Indonesian	The desire to excel.	22, 23, 24
		An understanding of the lesson.	25, 26, 27
5	Independence in learning Indonesian.	Seriousness in doing assignments	32, 33, 34
		Use opportunities to study outside of school hours	28, 29, 30, 31
6	Enjoy finding and solving problems	Attitude to face learning problems The spirit of facing new problems	38, 39, 40
			35, 36, 37
Total			**40 items**

(Sardiman, 2011:83)

Preparation of the test instrument reading comprehension skills was performed with the following steps. First, determine the question indicator. Second, create grids based on predetermined indicators derived from the theory used. Third, arrange the items according to the indicators. Fourth, conduct a rational analysis to see the suitability of the items with the question indicators. The grid for the reading comprehension skills instrument can be seen in Table 2.

Table 2. Indicators for the Reading Comprehension Skills Test

No	Indicator	Question Number	Number of Questions
1	2	3	4
1	Answer questions based on the reading text	1, 2, 3, 4, 5, 6, 8, 9, 10, 12, 13, 14, 36, 48	14
2	Find the main idea	15, 16, 17, 18, 24, 26, 29, 31, 46, 50	10
3	Complete paragraphs	11, 28, 32, 37, 38, 40, 43, 44	8
4	Gaps in filling	19, 20, 21, 22, 23, 33, 34, 35	8
5	Arrangement of ideas	7, 25, 27, 30, 39, 41, 42, 45, 47, 49, 50	10
Total			50 Items

(Modified from Agustina, 2008)

Based on the grid in Table 7, a reading comprehension skill test was compiled in the form of a multiple-choice test consisting of 50 items. Furthermore, the instrument was validated by two validators, namely Prof. Dr. Harris Effendi Thahar, M. Pd. and Dr. Abdurrahman, M. Pd. Validation is carried out to see the suitability of the performance test with the indicators, the aspects measured, the language used, and the instructions for solving the questions. Based on the suggestions of the validator, it can be concluded that the multiple-choice test instrument can be used after being revised. The steps in preparing the test instrument are as follows. First, determine the test assessment indicators. Second, create a grading grid and a description of the

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assessment. Third, consult with the validator to determine the validity of the biographical test instruments. To assess the performance test of writing biographical text skills, an assessment rubric was used. The rubric for assessing the performance test of writing biographical text skills can be seen in Table 3 below.

Table 3. Rubric for Assessment of BiographyText Writing Skills

No	Rated aspect	Weight	Performance Level / Weight				Score
			4	3	2	1	
1	Structure	10	Complete biographical text structure (orientation, events and problems, and reorientation)	There is 1 incomplete biographical text structure.	There are 2 incomplete biographical text structures.	There are 2 incomplete biographical text structures (in the events and problems section there is only a character's education history).	
2	Language						
a	Sentence	3	There are no errors in sentence structure.	There are 1-3 errors in sentence structure.	There are 4-6 errors in sentence structure.	There are more than 6 errors in sentence structure.	
b	Diction	3	There are no diction errors	There are 1-3 diction errors	There are 4-6 diction errors.	There are more than 6 diction errors.	
c	Conjunction	2	There are no errors in the use of intracalimat conjunctions (coordinative, correlative, and, subordinate) and conjunctions between sentences.	There are 1-3 errors in the use of intracalimat conjunctions (coordinative, correlative, and, subordinate) and conjunctions between sentences.	There are 4-6 mistakes in the use of intracalimat conjunctions (coordinative, correlative, and, subordinate) and conjunctions between sentences.	There are more than 6 errors in the use of intracalimat conjunctions (coordinative, correlative, and, subordinative) and conjunctions between sentences.	
d	EBI	2	There are 1-5 errors in using EBI	There are 6-10 errors in using	There are 11-15 errors in	There are more than 16	

			EBI	using EBI	errors in using EBI
Total	20	80	60	40	20

(Modified from Atmazaki, 2013)

The performance test instrument is an instrument that has been validated by two validators, namely Prof. Dr. Harris Effendi Thahar, M. Pd. and Dr. Abdurrahman, M. Pd. Validation is carried out to see the suitability of the performance test with indicators, the aspects measured, the language used, and the question instructions.

Instrument Test Results

To determine whether or not each item of the statement analyzed requires criteria of analysis, both criteria regarding testing the validity and reliability of the instrument. In testing the validity of the instrument, the predetermined real level is $\alpha = 0.05$. Statement items are declared valid if the product-moment correlation coefficient or r_{count} is greater than $r_{table,}$ according to the predetermined real level.

Instrument Validity

Multiple choice validity trials were analyzed using Pearson Product Moment (Arikunto, 2012:72). The formula used to measure the validity of the questionnaire is as follows.

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

Description:

rxy = correlation coefficient between variable x and variable y
∑x = total item score
∑y = sum total score
∑xy = number of multiplications between item score and total score
∑y² = sum of squares of the total score
n = number of subjects and respondents

(Arikunto, 2012:72)

Furthermore, in this study, the rxy price was calculated using Microsoft Excel to find the Pearson product moment. From these results, the r value is obtained for 50 items. If the price $r_{count} < r_{table}$, the item is declared invalid. Based on the results of the analysis of the multiple choice test trial, there were 10 items that were declared invalid, namely items 2, 5, 13, 18, 24, 33, 35, 45, 47, and 49.The value of each item that is invalid is item 2 (0.02), item 5 (0.359), item 13 (0.236), item 18 (0.161), item 24 (0.076), item 33 (0.126), item 45 (0.221), item 47 (0.111), and item 49 (0.102). The r_{count} value of the ten items is smaller than the r_{table}, so the item is invalid.

Calculation of Reliability

To determine the level of reliability of the statement items contained in the multiple-choice test, it was carried out through the calculation of SPSS 23 by comparing the Cronbach Alpha value. Hair (Iskandar, 2009:95) explains that the Cronbach Alpha value ranges from 0.6 to 0.7 and is the lowest acceptable value. Based on the calculation by SPSS, the result reliability of 0.898. That is, the level of reliability of the reading comprehension skill test is high and the multiple-choice test instrument for reading comprehension skills is reliable. Here are the reliable results of the SPSS 23 output.

Table 4. Reliability Statistics Results

Cronbach's Alpha	N of item
0.898	40

Data Collection Technique

The data techniques in this study are as follows. First, to follow the data on learning motivation variables, students are given a validated learning motivation questionnaire. Then, students fill out a questionnaire that has been sent. After completing the filling of the questionnaire, the questionnaire sheets are collected and reviewed according to the predetermined aspects and criteria. Second, for the variable reading comprehension skills, students were given multiple-choice test questions and answer sheets. Then, students who take the test by putting a cross on the selected answer choices. When finished, the answers are collected and according to the answer key that has been previously set. Third, to assess the data on the variable of biographical writing skills, students are given a performance test and students take the test. When finished, the student worksheets match the specified performance indicators.

Data Analysis Technique

The data analysis steps in this study are as follows. First, give a score on each questionnaire and test given. Before the data were analyzed, the analysis requirements were tested, namely the data normality test, the homogeneity test, and the data linearity test. Second, assessing test results and converting raw scores into grades. Third, create a frequency distribution table and histogram of learning motivation, reading comprehension skills, and biographical text writing skills. Fourth, determine the arithmetic average. Fifth, hypothesis testing. Sixth, calculating the amount of the independent variable's contribution to the dependent variable with the SPSS 23 program. The result of f_{count} is converted into f_{table} at the significant level $\alpha = 0.05$ with n-2 degrees of freedom. If f_{count} is greater than f_{table}, it means that the independent variable X1 or X2 on the independent variable (Y) is significant. After conducting the trial, then continued with multiple regression testing. According to Sugiyono, (2012:267) the formula used for multiple regression tests is as follows $\hat{y} = a + b_1 X_1 + b_2 X_2$. Seventh, make conclusions.

3. RESULTS AND DISCUSSION

In this section, data collected from the study is presented and discussed, including (1) a description of the data on learning motivation, reading comprehension skills, and writing biographical skills (2) testing requirements analysis, (3) hypothesis testing, and discussion. Furthermore, the discussion of inter-variable contributions in this study is described as follows.

Results

Based on the research data, it was obtained that the average score of students'biographical text writing skills was 79.91, while the average student learning motivation was 86.51, and the average value of students' reading comprehension skills was 76.48. Then, the data is processed through calculations with the SPSS 23 program. After that, the data is described in the form of a frequency distribution consisting of the average score, mode, standard deviation, minimum value, maximum value, and range, as below.

Table 5. Results of Tests Text Biography Writing Skills, Motivation, and Reading Comprehension Skills

Statistic	Research Variable		
	Text Biography Writing Skills	Learning Motivation	Reading Comprehension Skills
Mean	79.91	86.51	76.48
Modus	76	80	75
Standard Deviation	7.52	6.69	7.76
Minimum Value	63	69	60
Maximum Value	91	97	90
Range	28	28	30

Furthermore, based on the results of data analysis for the learning motivation variable, the highest score was 97 and the lowest score was 69. Then, the average value of learning motivation was 86.51 and the standard deviation was 6.69. To get a clear picture of the distribution of the value of the learning motivation variable for grade VIII students of SMP Negeri in Pesisir Selatan Regency, it can be seen in the following table.

Table 6. Frequency Distribution of Learning Motivation Data

No	Classes Interval	Frequency	%F
1	69-72	4	3.64
2	73-76	3	2.73
3	77-80	19	17.27
4	81-84	14	12.72
5	85-88	23	20.91
6	89-92	23	20,91
7	93-96	21	19,09
8	97-100	3	2,73
	amount	110	100

Based on Table 6, 23 students were in the average interval class. Overall, the average learning motivation of grade VIII students of SMP Negeri in Pesisir Selatan Regency is 86.51 with very good criteria.

Next, data on reading comprehension skills were obtained from multiple-choice tests, which consisted of 40 questions. Based on the results of data analysis, the highest score obtained by students was 36 (score 90) and the lowest score was 24 (score 60). Then, the average value of reading comprehension skills was 76.48 and the standard deviation was 76.48. To get a clear picture of the distribution of the value of the learning motivation variable for grade VIII students of SMP Negeri in Pesisir Selatan Regency, it can be seen in the following table.

Table 7. Frequency Distribution of Reading Comprehension Skills

No	Classes Interval	Frequency	%F
1	60-63	9	8.18
2	64-67	6	5.45

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3	68-71	10	9.09
4	72-75	13	11.81
5	76-79	28	25.45
6	80-83	21	19.09
7	84-87	13	11.81
8	88-91	10	9.09
	amount	110	100

Furthermore. data on biographical text writing skills were obtained from performance tests. Based on the results of data analysis, the highest score was 91 with a frequency of 9 and the lowest score was 63 with a frequency of 2. Overall, the average score of the biographical text writing skills of the eighth-grade students of SMP Negeri in Pesisir Selatan Regency was 79.91 with good qualifications. For more details, pay attention to the table. 8 below.

Table 8. Frequency Distribution of Biographical Text Writing Skills Test Results

No	Classes Interval	Frequency	%F	Fk
1	63-66	6	5.45	6
2	67-70	8	7.27	14
3	71-74	11	10.00	25
4	75-78	22	20.00	47
5	79-82	16	14.55	63
6	83-86	23	20.91	86
7	87-90	15	13.63	101
8	91-94	9	8.18	110

Testing Requirements Analysis

The research data were analyzed using parametric statistics through correlation and multiple regression techniques. The requirements analysis test was tested using the SPSS Version 23 program. The results of the analysis requirements test are described as follows.

Normality Test

The data normality test used the Kolmogorov-Smirnov test.The results of the data normality test for the Y, X1, and X2 variables can be seen in Table 9 below.

Table 9. Summary of Normality Test Results

Tests of Normality						
	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Biography Writing Skill	.083	110	.058	.959	110	.002
Learning Motivation	.077	110	.118	.960	110	.002
Reading Comprehension	.080	110	.082	.967	110	.007
a. Lilliefors Significance Correction						

Based on Table 9, it can be concluded that the data on the variables of learning motivation, reading comprehension skills, and students' biographical text writing skills are normally distributed because the significance value is greater than the value α = 0.05.

Homogeneity Test

The homogeneity test was carried out using the Levene Statistical test with a significance level of 95% (α 0.05). The data is declared homogeneous if it meets the requirements that the significance score (sig.)> A 0.05, or the data is declared not homogeneous if the significance score is <α 0.05.The summary of the results of the homogeneity test can be seen in Table 10 below.

Table 10. Test of Homogeneity of Variances

	Levene Statistic	df1	df2	Sig.
Menulis Teks Biografi	3.895	1	107	.051
Motivasi Belajar	.247	1	107	.620
Membaca Pemahaman	1.404	1	107	.239

The three significance values of these variables are greater than α 0.05. Thus, it can be concluded that the variable data on learning motivation, reading comprehension skills, and biographical text writing skills come from a homogeneous group.

Hypothesis Test and Discussion

a. Contribution of Learning Motivation to Biography Text Writing Skills

Based on the results of research on eighth-grade students of Junior High School in Pesisir Selatan Regency, it is known that there is a positive correlation between learning motivation and biography text writing skills. This can be seen based on the following Table11.

Table 11. Correlation Results Learning Motivation (X_1)
on Biography Text Writing Skills (Y)

Measures of Association

	R	R Squared	Eta	Eta Squared
Writing biography text* Learning motivation	.447	.200	.597	.357

Based on the above table, it is known that the correlation coefficient of learning motivation to biography text writing skills is 0.447. That means, there is a moderate correlation between learning motivation and biography text writing skills. Then, the direction of the relationship between the two variables is positive because the value of R is positive. Thus, the higher the motivation of student learning, the higher the students' biography text writing skills.

Furthermore, to see the contribution of learning motivation to biography text writing skills can be seen from the coefficient of determination (R square or R^2). Based on Table 1 above, the value of R^2 variable X_1 to Y is 0.20. Then, the value is changed in the form of a percent to 20%. That is, learning motivation contributes 20% to the skills of writing biography texts. Thus, biography text writing skills are influenced by 20% by learning motivation factors, while the rest is influenced by other variables not examined in this study.

To determine the relationship between learning motivation and the ability to write biographical texts, a simple regression analysis was performed. Based on the results of simple regression, the regression equation $\hat{Y} = 36.555 + 0.502\ X_1$ is obtained. The regression equation needs to be tested for its relationship by using the Ftest. The F test is used to determine whether the independent variables have a significant effect on the dependent variable. The degree of trust used is 0.05. A summary of the results of the F test analysis can be seen in Table 12 below.

Table 12. Summary of the Analysis Results of Test F Variables X_1 against Y
ANOVA^3

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	1233.153	1	1233.153	26.988	.000^b
Residual	4934.847	108	45.693		
Total	6178.000	109			

Based on Table 2 above, it appears that the price F_{count}26.988 with a significance value of 0.000. F_{count} (26.988)> F $_{table}$ (3.081), and significance value (0.000) <significant level α 0.05. Thus, learning motivation contributes significantly to the 95% level of biography text writing skills. Learning motivation variables can be used to predict biography text writing skills.

Next, to see the significance of the regression coefficient of the equation is done by t-test. The test can simultaneously be used to ensure that the regression equation coefficients contained in the learning motivation variable (X_1) can be accepted as a prediction tool in identifying symptoms that occur with biographical text writing skills (Y). The summary of the results of the regression coefficient test of learning motivation variables towards writing a biography can be seen in Table 13 below.

Table 13. Summary of Test Results for the Regression Coefficient of Learning Motivation Variables on Biographical Text Writing Skills

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	36.555	8.388		4.358	.000
Learning Motivation	.502	.097	.447	5.195	.000

a. Dependent Variable: Writing Biography Texts

Based on Table13, it is known that the coefficient of the regression line equation is 0.447 with a significance value of0.000. This means that the regression coefficient between learning motivation and biography text writing skills is significant. So, the results of the regression equation $\hat{Y} = 36.555 + 0.502\ X_1$ can be used as a prediction tool to determine each symptom that occurs in the variable skills in writing biographical texts, either in the form of contribution or influence symptoms through treatment of learning motivation variables.

Furthermore, based on Table 13, the price of 4.358 is obtained. Furthermore, the price of t_{table} with α 0.05 and df = n-2 (df = 110-2-1) = 107 obtained a table of 1.982. If $t_{count} > t_{table}$ then H0 is rejected and H1 is accepted. Based on Table 3, the results of t $_{count}$>t $_{table}$ or 4.358> 1.982

are obtained. Thus, H_0 is rejected and H_1 is accepted, meaning the first hypothesis which reads learning motivation contributes significantly to biography text writing skills can be accepted.

Based on the results of testing the above hypothesis, it can be concluded that the first hypothesis can be accepted at a 95% confidence level. This means that learning motivation significantly contributes to the biography writing skills of eighth-grade students of Junior High School in Pesisir Selatan Regency by 20%. Then, a simple regression equation, namely $\hat{Y} = 36.555 + 0.502 X_1$. Thus, at the time of learning motivation has not affected the writing skills of biographical texts, the value of writing skills has been there for 36.555. Then, when learning motivation gives one value, the value of biography text writing skills will change by 36.555 + 0.502. Therefore, the higher the student's motivation to learn, the higher the student's biography text writing skills.

Based on the results of the study, it can be concluded that the highest indicator for learning motivation is the aspect of perseverance in learning Indonesian with an achievement level of 91.5%. Furthermore, the lowest indicator is independence in learning with an achievement rate of 82.18%. Then, the average learning motivation skills are categorized as good, meaning that students have good learning motivation in the Indonesian learning process. If a student has a goal to excel in learning, he is eager to follow the learning process. This can be seen from the perseverance and seriousness of students in learning.

The results of this study complement the theory that learning motivation is related to writing skills. This is as stated by Kuncoro (2009) person will be able to continue writing if he has motivation. Without motivation, it is certain that someone will not be able to write. The results of this study specialize in writing biographical text skills. If a student has high motivation then he can write a biography of a character well.

In addition, this study is in line with research conducted by Jayanti (2015) that learning motivation significantly contributes 13.69% to descriptive text writing skills. So, learning motivation is one of the factors that influence student success in learning. Furthermore, the results of this study are also in line with research conducted by Genc & Selami (2010). The results showed that there was a significant relationship between the level of motivation and the level of importance of learning English for participants. Thus, learning motivation not only affects student writing skills but also learning achievement.

In addition to that, the findings of this study also reinforce the opinion of Sardiman (2011:73) which states motivation is a change in energy in a person's memory that is marked by the appearance of felling and preceded by a response to the existence of goals. The results of this study complement the theory. The emergence of felling instudents,encourages students to study diligently, perseveringly, and independently in learning. So students have good achievements in learning, including writing. This research also provides innovations on indicators to assess student learning skills. Sardiman (2011:83) states to measure student learning motivation can be assessed from the characteristics of learning motivation. The characteristics in question are only conveyed in the form of indicators. Meanwhile, through this research, the indicator has been developed into a learning motivation questionnaire consisting of 36 statements.

Referring to the research conducted by Amna & Zakaria (2018), learning motivation and writing skills both go together, meaning that the higher the motivation of student learning, the

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better the writing skills. Motivation to learn is important in the learning process because motivation is not only a driving force for behavior but also directs and strengthens behavior in learning.

Based on the above statement, learning motivation contributes to the writing skills of biographical texts. The statement is in accordance with the results of the study which showed that learning motivation made a significant contribution of 20% to biography text writing skills. Learning motivation is one of the factors contributing to biography text writing skills. The higher the student's motivation to learn, the higher the student's biography text writing skills.

b. Contribution of Reading Skills Understanding of Biographical Text Writing Skills

The contribution of reading comprehension skills to biography text writing skills is 37.5%. This can be seen in the following Table 14.

Table 14. Summary of Analysis Results of Test F of Variable X_2 against Y

ANOVA[3]

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	2310.475	1	2310.475	64.687	.000[b]
Residual	3857.525	108	35.718		
Total	6188.000	109			

a. Dependent Variabel: Writing Biography Text

b. Predictors: (Constant), Reading Comprehension

Based on Table 14 above, it can be seen that the F_{count} value is 64,687 with a significance value of 0,000. F_{count} (64,687)> F_{table} (3,081), and significance value (0,000) <significant level α 0.05. Thus, reading comprehension skills contribute significantly to the real level of 95% and can be used to predict biographical text writing skills.

Next, to see the significance of the regression coefficient of the equation is done by t-test or decision making based on the results of significance. This test can also be used to ensure that the regression equation coefficients contained in the reading comprehension skill variable (X_2) can be accepted as a prediction tool in identifying symptoms that occur with biographical text writing skills (Y). A summary of the results of the analysis can be seen in Table 15.

Table 15. Summary of Test Results for Coefficient of Regression Variable Reading Skills Understanding of Biographical Text Writing Skills

Coefficients[3]

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	36.643	5.669		6.109	.000
Reading Comprehension	.593	.074	.612	8.043	.000

a. Dependent Variable: Writing Biography Text

Based on Table 15. the results of the regression equation $\hat{Y} = 34.634 + 0.593 X_2$ can be used as a prediction tool to determine each symptom that occurs in the variable skills in writing biographical texts, either in the form of contribution or influence symptoms through the

treatment of reading comprehension skills variables. Regression equation $\hat{Y}= 34.634 + 0.593\ X_2$, that is, if the reading comprehension skill is 0, the writing skill level is 34.634. Then, the regression coefficient value is 0.593, it can be interpreted that each reading skill comprehension is 1%, then the level of writing skills will increase by 0.593%.Based on Table 15, the result of $t_{count}> t_{table}$ or $6.109> 1.982$. Thus, H_0 is rejected and H_1 is accepted. That is, the second hypothesis which reads reading comprehension skills significantly contributes to biography text writing skills is acceptable.Based on the test results above, it can be concluded that the second hypothesis can be accepted at a 95% confidence level. This means that reading comprehension skills contribute is 37.5% to the biography writing skills of VIII grade students of Junior High School in Pesisir Selatan.

Discussion

Furthermore, based on the results of the study it can also be concluded that the highest indicator in the reading comprehension skills assessment is in the aspect of filling in with an achievement rate of 82.12%, while the lowest indicator achieved by students is completing paragraphs with an achievement level of 71.82 %%. In general, all indicators of reading comprehension skills are categorized as good, meaning that students have good reading comprehension skills in the Indonesian learning process. For more details, can be seen in Figure 1 below.
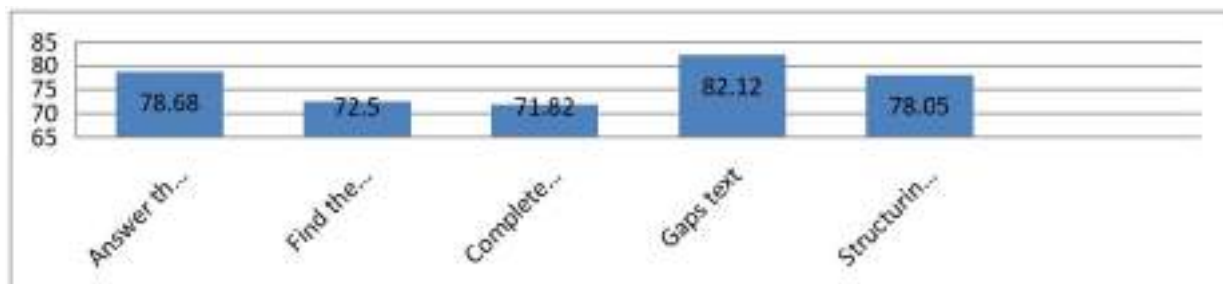

Figure 1. Histogram of Reading Comprehension Skills per Indicator

Then, to assess student's reading comprehension skills can be seen from the indicators of answering questions, summarizing readings, looking for main ideas, completing paragraphs, filling in gaps, and structuring ideas (Agustina, 2008:16). This research is the innovation theory presented by Agustina, namely the development of reading comprehension skills indicators for biographical texts. The indicator was developed into 40 items for multiple-choice tests that can be used to assess students' reading comprehension skills.

In addition, the results of this study are in line with the opinion of (Thahar, 2008:12) that the relationship between reading and writing is very close because it is impossible for someone to be able to write well without extensive experience of reading. In this case, the process of reading comprehension will help students obtain information about something and students can write a biography of a character. The results of this study reinforce the theory that there is a close relationship between reading comprehension of biography text writing skills of 0.612 with a contribution of 37.5%.

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The results of this study are also in line with research conducted by Ünal and Kamil (2012). Reading and writing skills are the main determinants of student education and other factors in their lives. The most prominent thing from this factor is the attitude in reading and writing. The conclusion of this research is that the attitude of reading prospective teachers is a significant predictor of their writing attitude. This study shows the relationship between writing and reading.

Furthermore, this study is also in line with research conducted by Grabe & Zhang (2013) because students must understand the reading of biographies of characters in order to obtain information about the biographies of the characters he wrote. They stressed the need for well-developed reading skills to carry out an integrated reading and writing assignments. Thus, teachers must pay attention to students' reading comprehension skills in order to obtain varied vocabulary to make it easier for students to write something.

In addition, this study is in line with research conducted by Wickramaarachchi (2014). The results show that reading is an important skill in education because students must often be involved in reading complex texts. In the ESL context, many students are frustrated in reading English because of their poor reading comprehension skills and lack of English language skills. When associated with this research, reading comprehension becomes an important factor for students to understand a text. That makes it easier for students to write biographical texts. Furthermore, the results of this study are also in line with research conducted by Meniado (2016). The results showed that reading strategies and motivation to read were important factors in achieving reading levels. There is a positive correlation between reading strategies and motivation to read towards learning outcomes. Thus, reading comprehension contributes well to writing skills (Yulisna, 2016).

Based on the above statement, reading comprehension skills contribute to writing biographical text skills. The statement is in accordance with the results of the study which showed that reading comprehension skills significantly contributed to writing biographical text skills. So, the low value of students' biography text writing skills can be improved by increasing students' reading comprehension skills.

c. **Contribution of Learning Motivation and Reading Skills to Understanding Together with Biographical Writing Skills**

Based on the results of research it is known that learning motivation and reading comprehension skills together contribute to the skill of writing biographical texts by 38%. Thus, the better the student's motivation and reading comprehension skills, the better the writing ability of a student. This can be seen in the summary of the following F test analysis results.

Table 16 Summary of Analysis Results of Variable F Test X $_{1-2}$ against Y
ANOVA³

Model	Sum of Squares	df	Mean Square	F	Sig.

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1	Regression	2343.465	2	1171.732	32.728	.000^b
	Residual	3824.535	107	35.743		
	Total	6168.000	109			

Based on Table 16, the regression line equation $\hat{Y} = 29.899 + 0.107\ X_1 + 0.534\ X_2$, significant at 95% confidence level. That means, learning motivation and reading comprehension skills together contribute significantly and can be used to predict biographical text writing skills.

Next, to see the significance of the regression coefficient of the equation is done by t-test. This test can also be used to ensure that the regression equation coefficients contained in the learning motivation variable (X_1) and reading comprehension skills (X_2) can be accepted as a prediction tool in identifying symptoms that occur with biographical text writing skills (Y). The results of the t-test analysis can be seen in Table 17 below.

Table 17. Test the coefficient of Regression Equation Direction X_1 and X_2 against Y

		Coefficients				
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	T	Sig.
1	(Constant)	29.899	7.514		3.979	.000
	Learning Motivation	.107	.111	.095	.961	.339
	Reading Comprehension	.534	.096	.551	5.573	.000
a. Dependent Variable: Writing Biographical Texts						

Based on Table 17 above, it can be stated that the coefficient scores of the regression equation are significant and can be used as a tool to predict the symptoms of the relationship and the contribution that occurs from the variables of learning motivation and reading comprehension skills together to the variable skills in writing biographical texts.

Based on the description, it can be concluded that the variables of learning motivation and reading comprehension skills variables together contribute positively and significantly to the variable skills in writing biographical texts by 38%. Thus, it can be said that 38% of biography text writing skills of Grade VIII students of Junior High School in Pesisir Selatan Regency is influenced by factors of learning motivation and reading comprehension skills, while 62% is determined by other factors not examined in this study.

The results of this study are in line with research conducted by Noverilan (2012) that reading comprehension skills and learning motivation contribute significantly to argument writing text skills. Learning motivation and reading comprehension skills have an important role in improving students' writing skills. Thus, if the factors of learning motivation and students 'reading comprehension skills are good, students' writing skills will be better.

Then, based on research conducted by Mangen et al. (2013) it can be concluded that students who read printed texts significantly have better reading comprehension test results. That is, reading comprehension is one important factor for someone to be able to understand reading well. Furthermore, this study is in line with research conducted by Sawangsamutchai & Rattanavich (2016), that found a positive correlation between reading comprehension and

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motivation on student learning outcomes. Students who have high learning motivation are able to understand reading well. This proves that motivation and reading are important factors in the learning process, especially learning to write.

In accordance with the statements that have been described in the background of the study, that learning motivation and reading comprehension skills have a contribution to the skills of writing biographical texts. This statement has been proven by the results of research showing that learning motivation and reading comprehension skills together contributed significantly to biographical writing skills by 38%.

4. CONCLUSION

Based on the research results, it can be concluded that the contribution of learning motivation and reading comprehension skills together to writing biographical text skills is 38%. This means that the better these two factors, the better the skills of writing biographical texts of the students. Thus, it is necessary to jointly increase learning motivation and reading comprehension skills so that students' biographical text writing skills can improve. Then, theoretically, this research has implications for the development of theories about learning motivation, reading comprehension skills, and writing skills of biographical texts. In general, the results of this study complement and support the existing theory that learning or reading motivation has a positive influence on writing skills. In this study, the skill of writing biographical texts was devoted. Furthermore, learning motivation is an important factor to support student achievement, especially in writing skills. Furthermore, this research has practical implications for teachers and students.

Based on the results of the research and conclusions, the following points can be suggested. Teachers must be able to increase students' motivation and reading comprehension skills, so students have good enthusiasm and knowledge to write biographical texts. Then, for students, they must increase their motivation to learn and reading comprehension skills. For learning motivation, things that need to be improved by students are independence in learning and attention in learning. In addition, students need to understand readings that have been read, so that their knowledge can improve biography text writing skills. In addition, students must also understand that through learning to write, especially writing biographical texts, students can emulate character traits. Furthermore, for other researchers who want to conduct further research, it is advisable to examine other variables related to biography text writing skills.

5. ACKNOWLEDGMENTS

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