



AN ANALYSIS ON STUDENTS' WRITING MOTIVATION AT SMKN 1 BANGKINANG

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Abstract

Low writing motivation is a result of students' lack of interest in writing, their lack of writing vocabulary, and their inability to develop their ideas into written form. There are two types of student motivations: those that come from within the student, known as intrinsic motivation, and those that come from the outside, known as extrinsic motivation. The purpose of this study is to evaluate the writing motivation of students at SMKN 1 Bangkinang Kota. The sample for this study consisted of 36 students in the tenth grade who were majoring in computer and network engineering, with 19 male and 17 female students making up the total. This study employs a quantitative design because it is a suitable method for gathering statistical information to address research questions. The findings demonstrated that SMKN 1 Bangkinang students in the tenth grade had better intrinsic motivation to study English, particularly writing. This is demonstrated by the average intrinsic motivation score (3.76) which is greater than the average extrinsic motivation score (3.31). In other words, they write because they want to be proficient writers.

Keywords: *motivation, writing*

INTRODUCTION

Language is a crucial communication tool. It entails comprehension, the ability to communicate a variety of ideas, and the fostering of a culture between speakers and listeners or writers and readers. Language serves as more than simply a means of communication; it also serves as our main means of cooperation by providing a sense of shared purpose. In order to carry out daily tasks and connect with others, people need to communicate (Masrul and harlinda, 2019).



Writing is one of the linguistic talents. Since writing may encourage kids to think critically and profoundly, it is one of the critical talents they must develop. Taringan⁽²⁰⁰⁸⁾ claims that writing is a linguistic ability that is utilized for indirect communication rather than face-to-face interaction with other people. One of the four main skills in learning English, which also includes productive skills and focuses on language production, is writing. Messages (something to be stated) can be delivered using textual signs or codes in this writing, to put it simply. Writing well means employing meaningful sentences to effectively express information or messages (Rianti et al., 2021).

Writing is a complex process that can be improved by applying analytical skills, dynamic thinking skills, and the capacity to distinguish between true and false information. Writing involves three elements: the presence of ideas or the underlying concept that motivates someone to write; the use of written materials as media; and the goal of helping readers comprehend the author's message or information.

Writing exercises, however, face numerous challenges in practice. Students struggle with writing and have trouble developing their thoughts into written form. The students' low scores in learning English are also brought on by their lack of enthusiasm in writing and their lack of writing vocabulary. Teachers must be able to identify the root of the issue and possible remedies in order for students to no longer experience the difficulty.

Special purposes for writing include informing, describing, and making recommendations. Writing serves the objective of expressing something about the writer. It takes drive to write for the purpose that you want to. Students' motivation can decide whether their learning process is successful or unsuccessful, particularly when it comes to writing. Because it will be challenging to produce the best writing without motivation. Participants' daily experiences and observations Students with diverse traits will undoubtedly come up with distinct hypotheses. In this situation, the teacher will watch how well the students learn and meet learning objectives to advance their writing abilities. Students who are highly motivated to write will naturally be more diligent and active in learning activities, and vice versa for



students who are not as motivated to write. If you do not have the drive to write while you are studying, you will fail to become students who genuinely have the potential to succeed in school. However, the instructor cannot solely place the blame on the students in this situation because it is likely that they are unable to inspire pupils to write.

Extrinsic motivation and intrinsic motivation are the two types of motivation. According to Harmer (Harmer., 2017), an individual's intrinsic motivation comes from within. A person may be inspired by their love of learning or their desire to feel better about themselves. The source of motivation is internal rather than coming from benefits from the outer world, such as money or grades. Students that are intrinsically motivated would like the task itself or the sensation of accomplishment upon completing or even beginning a task. A student that is intrinsically motivated can choose to work on a math problem because they find it enjoyable. The pupils may also be inspired to work on a solution to a problem by intrinsic factors since the challenge of doing so makes them feel good. In neither scenario do the students do the assignment in order to earn a prize, remuneration, or, in the case of students, a grade. Another illustration is a student who is innately motivated to do well on a project, but if the subject does not interest the student, the chance of a good grade will not be enough to keep the student motivated to put any effort into the project.

The pupils are extrinsically motivated to write in English in addition to being internally motivated. Extrinsic motivation, according to Mahadi & Sepideh (Mahadi & Jafari, 2012), "is the effect of any number of outside stimuli." Extrinsic motivation encourages pupils to learn even when they are uninterested in a task because of the anticipated fulfillment they would get from a reward. The benefits can range from something small like a happy face to something significant like fame or wealth. For instance, a student who despises English would work particularly hard on an English equation in order to get the reward for finishing it. An excellent grade on a task would serve as the prize. However, extrinsic motivation does not imply that a student won't enjoy learning about or finishing a task. It simply means that even when the activity at hand bears little to no appeal, individuals will still be



motivated by the pleasure they anticipate from some external reward. Another illustration is when a student may not like an assignment, find it uninteresting, or have no interest in the subject, yet the prospect of earning a good mark will still inspire the student to put up the effort necessary to complete the task successfully.

Numerous studies have been conducted so far in the area of motivation. According to a study by Emaliana (2010), students in the English department's motivation levels and academic success are correlated. Emiliania's research revealed that students in the English department, both high performers and low achievers, have increased instrumental motivation to learn English. It denotes that students think that becoming fluent in the target language will help them land a better job, position, or standing in society. The focus of this study was on the group, despite the fact that each student in a group has a unique drive.

Kasmiran (2018) did a second study in which she looked at both intrinsic and extrinsic motivation to learn English in pupils. She discovered that one of the main sources of students' motivation for learning English is extrinsic motivation. It implies that the pupils are studying English for their future social interactions, careers, and education. She discovered that students' attitudes toward studying English in a classroom setting are often positive. In previous studies, more research on motivation to learn English, So the researchers conducted the title “An Analysis Of Student's Motivation Writing In SMKN 1 Bangkinang”.

METHODS

According to Sukardi (2003), the process of creating and carrying out research just requires the research design. Because this method is appropriate for gathering statistical data to address the study's concerns, it was used in this research. According to Creswell, a quantitative study is an investigation into social or human problems that tests a theory made up of variables, measured with numbers, and will analyze with statistical processes to see if the theory's prediction generalizations hold true.



Data for this study came from sources and participants. The primary data comes from the motivation test results of the students, while the secondary data comes from classroom observations and teacher-provided background information. The final data comes from the researcher's notes. Indicators of intrinsic and extrinsic motivation are used to create student motivation tests. Students in SMKN 1 Bangkinang's tenth grade take a test on intrinsic and extrinsic motivation, which is administered in the form of a questionnaire.

FINDING AND DISCUSSION

According to the data, students' motivation for writing was at a second-semester level in SMKN 1 Bangkinang.

a. Intrinsic Motivation

The results of the investigation of students at SMKN 1 Bangkinang's second semester's intrinsic motivation to learn writing, the rankings of students' intrinsic writing motivation in the table below.

Table 1 Students Score of Intrinsic Motivation

No	Indicator	Mean
1	Self desire	3,75
2	Satisfaction	3,85
3	Challenges/ competition	3,73
4	Good Habits	3,84
5	Awareness	3,63
	Total	18,8

b. Extrinsic Motivation

High versus moderate ratings for data gathering. The results of the data analysis of intrinsic motivation, which included 11 question items about extrinsic motivation, are then displayed in Table 2 so that it is easier to understand.

Table 2 Students Score of Extrinsic Motivation

No	Indicator	Mean
1	Praise	3,29
2	Advice	3,62
3	Teacher, Parents, Environment	3,29
4	Reward	3,19
5	Punishment	3,17



Total	16,56
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The findings show that students are often quite motivated and exhibit higher levels of intrinsic motivation. The average value for intrinsic motivation is 3.76, whereas the average value for extrinsic motivation is 3.31. then, to examine the results of the investigation of students' intrinsic and extrinsic motivation in speaking classes, which are presented in the table below:

Table 3 Comparison Between Intrinsic and Extrinsic Motivation

Motivation	Mean	Meaning
Intrinsic Motivation	3,76	High
Extrinsic Motivation	3,31	Moderate
Total	3,54	High

From the table it can be seen that the average score from intrinsic motivation (3,76) is higher than the average from extrinsic motivation (3,31).

1. Level of Students Motivations on writing

Students that are driven to learn are encouraged to complete learning tasks consistently and choose their course of study in order to succeed in their studies. Among the many signs of intrinsic drive for learning are: 1) Self-interest Indicators of extrinsic motivation in learning include: 1) praise, 2) guidance, 3) instructor, parents, surroundings, 4) reward, and 5) punishment. Extrinsic motivation in learning also includes: 2) satisfaction, 3) challenges / competition, 4) good habits, and 5) awareness. Some of these indications can be utilized to determine a student's writing motivation.

The learning motivation that children have when learning to write can be influenced by the teaching strategies used. However, despite encountering challenges and several barriers with the current educational system, SMKN 1 Bangkinang pupils still have a strong desire to learn. This is due to the fact that their desire to speak English is a desire that originates from within themselves.

According to the information above, second semester English students at IAIN Bengkulu in academic year 2020–2021 are more motivated to study the language, particularly in speaking classes. According to the discussion, there are two types of motivation: intrinsic motivation and extrinsic motivation.



Consequently, a person may be inspired by the delight of learning itself or by a desire to feel better about themselves (Harmer., 2017). Extrinsic motivation, according to Harmer, can originate from a variety of external causes, such as the necessity to succeed on a test, the desire for financial gain, or the prospect of future travel. Additionally, this kind of motivation comes from without and exerts some control over the individual through the use of rewards, social pressure, and punishment (Harmer., 2017).

Then, this is consistent with psychologists' beliefs that there are two aspects that can influence someone's motivation for learning, which can be used to determine a person's level of motivation or measure. For instance, internal elements that come from within a person, followed by external factors like the learning environment at school, family support, etc (Mahadi & Jafari, 2012).

Based on the study's findings, it was determined that intrinsic motivation indicators were rated at a high level of motivation, indicating that students have a strong internal desire to learn and are enthusiastic and interested in learning more about the subject matter. The extrinsic motivation indicators are then categorized at the moderate motivation level based on the average value obtained from the overall results of the question items from each indicator. This demonstrates that while students do believe that learning English and writing English is a difficult lesson, they are also willing and persistent in their efforts to learn.

Based on the average of the question items, the first indicator of intrinsic self-want is rated at a high level of motivation, indicating that pupils have an internal drive to actively write. The satisfaction indicator is classed at a high level of motivation based on the calculation of the average of all question items, which indicates that it demonstrates that students actively study in writing class and take notes on the teachings presented. The third sign, "challenge/competition," is rated at a high level of motivation, indicating that it demonstrates that students face difficulties and rivalries when learning in writing classes because of the disparity in the teaching approaches. So that kids experience learning as challenging. Based on the average of all the question items, the fourth sign, good habits, is classified as having a high level of motivation. This demonstrates that even after beginning to



write, students continue to actively learn and write in English to develop good English. internal habits Furthermore, based on the average of all the question items, the fifth sign, awareness, is classified as having a high level of motivation. This demonstrates that students engaged in their writing studies because they understood the value of English writing and were conscious of independent learning. This was afterwards rated as high based on the general category of the indicators of student learning motivation in the composition.

Additionally, the first extrinsic motivation indicator, praise, is classified as having a moderate level of motivation based on the average of the items. This shows that students have a moderate level of motivation because they participate in writing in class even though they do not anticipate receiving praise; rather, they do so because they believe they can. Speaking English well is crucial. The second signal is guidance, which is rated as having a high degree of motivation based on the average of the question items. This indicates that the students are excited about learning and writing as a result of the helpful advice they have received from parents, friends, and teachers. The third indicator is teachers, parents, and the environment, which is classified as having a moderate level of motivation based on the average of all question items. This demonstrates that students are motivated if they enjoy the course material, are in a comfortable setting with the necessary amenities, and have engaging instructors.

The fourth indicator is the reward, which is classified as having a moderate level of motivation based on the typical question item. This shows that when students are diligent in their writing during their studies, they do not expect a reward, and when they are diligent in their writing, they are able to respond to questions because they do not want to expect one. The final sign, punishment, is rated as having a moderate level of motivation based on the typical question items. This suggests that students are meticulous in their writing not out of fear of punishment but rather out of a desire to speak English well. The signs of student learning motivation in writing are then categorized as moderate based on the overall category.

2. Students Dominate Intrinsic or Extrinsic Motivation in writing



High level and moderate level of motivation are the overall average scores for all items. Therefore, it can be said that the tenth graders at SMKN 1 Bangkinang have strong motivation and are more intrinsically motivated. The average total score for intrinsic motivation is (3.76) and the average total score for extrinsic motivation is (3.76), according to the results of the calculation of the students' intrinsic and extrinsic motivation mentioned above (3.31). According to the study's findings, SMKN 1 Bangkinang students in the tenth grade are more intrinsically motivated to write than extrinsically motivated.

3. The Obstacles Faced in writing

According to Utami (2018), writing is enjoyable and has many advantages in addition to helping you better understand and know yourself. Making an unpleasant experience worthwhile, for instance, when we put it in writing. The path to creative writing success is not always without obstacles, though. You can still run into problems or obstacles. This doesn't just apply to individuals who are just starting out; occasionally, even authors with a lot of experience struggle with their own problems.

Even if it may be frightening, you must overcome obstacles or hurdles when writing if you want to improve, particularly if this is your primary occupation. No matter how much you may currently appreciate your subject of interest, it may eventually grow monotonous without challenges. For a writer, lacking confidence is a very dangerous issue. One of the things that saps confidence is fear, especially while writing. Boredom is another barrier to writing, in addition to lack of confidence. Because they are not used to writing, especially writing in English, students frequently write out of laziness and boredom.

Additionally, the setting and available resources affect students' motivation to write. Among the amenities are books and other stationery. In contrast to poor writing tools that make students lazy writers, good writing children inspire students to write. The setting can take the form of student seating arrangements, room conditions, and their social circle. Both friends who are meticulous in making students diligent and driven to write and friends who are lazy in writing cause other students to be lazy in writing.



4. The Solutions to the Obstacles Faced on writing

The following are some more options for dealing with the aforementioned restrictions: The motivational support of those closest to you, such as friends, family, or teachers, might help you feel more confident. Support fosters pupils' enthusiasm for and self-assurance in their writing. Additionally, encouragement from those closest to you can help you avoid writing ennui. In the meanwhile, students can be equipped and assisted in writing by doing things like managing a comfortable and calm learning environment when learning to write, which can help overcome the environment and infrastructure. Another strategy for teachers to learn to write in English is to request that pupils bring complete writing supplies.

CONCLUSION

The following conclusions can be drawn based on the research that has been conducted on motivating writing students, from the data exposure and data analysis that has been presented:

1. The level of students' intrinsic and extrinsic motivation in the first semester of SMKN 1 Bangkinang class TKJ. Some people are motivated to write because it comes from within them, while others are motivated by outside forces.
2. The majority of SMKN 1 Bangkinang students are more intrinsically motivated to learn English, particularly in writing. This is demonstrated by the average intrinsic motivation score (3.76) which is greater than the average extrinsic motivation score (3.31). That implies that individuals write because they have an innate desire to be proficient writers.
3. Process writing students have trouble with the form since it is challenging to record what is spoken due to the differences between English writing and sound.
4. By creating engaging learning innovations, it is possible to remove some of the barriers to learning and boost students' enthusiasm to write.

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