



# An Analysis on Student's Writing Motivation

Dr. Wida Rianti, M.Pd.



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Pekalongan - Indonesia

## AN ANALYSIS ON STUDENT'S WRITING MOTIVATION

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Indonesian does not have one. Moreover, there are singular and plural forms that the students have to distinguish and still many forms that have to be learned. Most students are very easy to get confused with English grammar, while grammar is very needed to form a right sentence. If the students do not have grammar mastery, of course they will not be able to produce sentences that grammatically right. Realizing that the grammar students have is very weak, so they feel not confidence when they want to writing.

There are three things in writing activity, namely the existence of ideas or the underlying idea someone to write, there is media in the form of written materials, and there is purpose of making readers understand the message or information submitted by the author. In other words, through the writing is all messages or the intent of the author will get understood by readers.

But in reality, writing activities have many obstacles in its application. Students feel difficulty in writing, can't develop ideas and ideas to in written form. In addition, the students' lack of interest in writing and the lack of students' vocabulary in writing, this causes the low grades of students in learning English. Certain as educators must be able to understand the cause of the problem and how solutions that can be done so that students do not feel the difficulty anymore. To achieve the goal of writing, it takes a motivation.

Motivation can determine the success or failure of the learning process carried out by students, especially in terms of writing. Because writing without motivation it will be difficult to get optimal results. Daily experiences and observations of participants Students who have different characteristics will

certainly produce assumptions different too. In this case the teacher will observe the success of students in learning achieve learning objectives to improve students' writing skills, where students who have high writing motivation will tend to be more diligent and active in learning activities, and vice versa with students who have low motivation in writing, of course they tend to be passive when Learning Activities. So that they can become students who actually have A high enough ability will fail if you do not have the motivation to write while studying. But in this case the teacher can't just blame students, because it is possible that teachers are not able to arouse students' motivation to write.

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.

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person might be motivated by the enjoyment of the learning process or desire to make themselves feel better. Motivation comes from inside an individual rather than from any external or outside rewards, such as money or grades. Students who have intrinsic motivation would have pleasure one gets from the task itself or from the sense of satisfaction in completing or even working on a task. An intrinsically will motivate student to work on a math equation, for example, because it is enjoyable. Or an intrinsically will motivate the students to work on a solution to a problem because the challenge of finding a solution provides a sense of pleasure. In neither case do the students work on the task because there is some reward involved, such as a prize, a payment, or in the case of students, a grade.

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.

Beside intrinsic motivation, the students also have extrinsic motivation in writing English. Harmer (2017) stated that "Extrinsic motivation is the result of any number of outside factors". Extrinsic motivation will motivate the students to learn on a task even when they have little interest in it because of the anticipated satisfaction they will get from some reward. The rewards can be something as minor as a smiley face to something major like fame or fortune. For example, a student who dislikes English may learn hard on English equation because want the reward for completing it. The reward would be a good score on an assignment. Extrinsic motivation does not mean, however, that student will not get any pleasure from learning on or completing a task. It just means that the pleasure they anticipate from some external reward will continue to be a motivator even when the task to be done holds little or no interest.

So far, there are many studies that have been done in the field of motivation. A study founded Emaliana, (2010) said that with the study about the relationship between motivation and achievement in English among English department students. In her study, the concern on the students' integrative and instrumental motivation. The data was obtained from the student's motivation opinionative. The subject in her research classified into three groups that are low, moderate, and high achievers. This classified was taken from the basis of their pre-test scores. The data from the research were analyzed quantitatively by using descriptive statistics.

From the simple definition, it is developed to be motivation refers to the direction of attentional effort, the proportion of total attentional effort directed to the task (intensity), and the extent to which attentional effort toward the task is maintained over time (persistence) (Kanfer & Ackerman (1989) as cited in Dornyei, 1998:118). Motivation deals with effort, proportion, and the maintenance of the effort.

Based on some definition above, it can be concluded that motivation is feeling felt by a person that encourages him/her to do something or to achieve certain goals. Thus, motivation is important factor in doing something, because this desire pushes someone to make strong effort in each activity done, in this case learning English.

Motivation is an important thing to exist within a student especially the motivation in learning. Uno (2012:3) has explained that motivation is the encouragement that they are within someone to make changes in better behavior it needs. According to Djamarah (2008:148) the motivation as change energy someone that driving into the real activity to reach a certain purpose.

In My opinion, Motivation is an encouragement that exists within a person that makes a person more eager to do something according to one's own goals. In terms of learning English, The motivation in my opinion is the passion or stimulant that exists in students so that students feel more eager to learn English.

## **B. Type of Motivation**

The motivation was separated into two main types that are intrinsic motivation and extrinsic motivation. We discussed them as follows:

### **1. Intrinsic Motivation**

Maulida (2019) defines that: Global intrinsic motivation is the generalized desire to invest effort in the learning for its own sake is largely rooted in the previous attitudes of the learners: whether they see the learning as worthwhile, whether they like the language and it's cultural, political and ethnic association.

It means that intrinsic motivation is a desire which comes from within an individual to make an effort to achieve the goal. When the learners have intrinsic motivation, they showed their attitude in the classroom such as they want to learn English because they like and enjoy learning it. According to Harmer (2017) "Thus a person might be motivated by the enjoyment of the learning process itself or by a desire to make themselves feel better". People do certain activities because it gives them pleasure and develops a particular skill based on their internal desire. Intrinsically motivated students are bound to do much better in classroom activities because they are willing and eager to learn new material. Their learning experience is more meaningful, and they go deeper into the subject to fully understand it. Based on the opinion above, it can be said that intrinsic motivation is an impulse who's functioning does not need external stimulation, because from within the individual there is an urge to do something.

shaped for its intended audience. Thus, writing is not only to produce text, but also to interact with others in a social act.

Based on the above opinion, it can be concluded that writing is a person's ability in ideas or ideas, knowledge, knowledge, and experience that can be understood by writers and other people who understand and understand the language symbols. Writing is a method to give idea and opinion by composing them into the written form. In other words, writing is the way to communicate with others in a written form used to convey the thoughts. Writing is a non-spoken language activity that must be learned so that other people understand what the writer wants.

### **B. Process of Writing**

To produce good and correct writing, there are various methods. According to Johnson (2014), described them into five steps, those are:

#### 1. Pre-Writing

Pre-writing is the first step in starting writing by writing down ideas on a piece of paper, even though there are still many mistakes. Pre-writing is the essence of the writing process. At this stage, it will require revision and reconstruction many times. Sopro-writing is a way to start writing that consists of an idea and how to organize it.

#### 2. Drafting

Pre-writing is the first step in starting writing by writing down ideas on a piece of paper, even though there are still many mistakes. Pre-writing is the essence of the writing process. At this stage, it will require revision and

reconstruction many times. Sopro-writing is a way to get started. The draft stage is the writer's first attempt to outline the idea on paper. Done right, then the draft is a bunch of ideas that are still messy and discontinuous. So most of the writing activities in class only involve these first two steps. Because according to students only drafts that are interesting or valuable should be taken to the next step, writing consisting of an idea and how to organize it.

#### 3. Revising

At the revising stage, the writing process will be revised and shaped over and over again. Revising is where you form a blob, add sections, take sections, add sections, and keep printing and changing. Here you are looking for flow and structure. You read paragraphs and move things around.

#### 4. Editing

This is the stage where grammar, spelling, and punctuation are more mistakes. Editing is a very important step, especially for those writing in the language. Writers need to read their drafts.

#### 5. Publishing and Sharing

In this last stage, the writing will be read by an audience. At this stage, writing is neglected so that it becomes real and is like living in the moment.

Based on the explanation above, the researcher concludes that there are several stages in the writing process. Based on the above process, writers take a long time to complete an article. There are several processes that



the writer must do in writing. Such as prewriting, drafting, revision, and so on. To produce good writing, the writer needs a fairly long process because writing is certainly a process to produce the best.

### C. The Types of Writing

Brereton (2021) states that there are four types of writing. They are:

#### 1. Narrative

Narrative is telling a story, a series of related incidents, or an action. In narration, the events that make up the story are usually told in the order that they happened. In writing narrative text, it is best to relate events chronologically. The outline of the story must be as follows (1) before the incident, (2) the incident, and (3) after the incident.

#### 2. Description

Descriptive text gives a sense of feeling about feelings, sounds, tastes, and various things. Through the author's imagination visualizes a scene or a person to understand the sensation or emotion of the image. In contemporary English Longman dictionaries, the word descriptive is defined as a description of how a language is used. While the descriptive text refers to text that says what someone or something likes with the aim of describing and expressing a certain person, place, or thing.

#### 3. Argumentation

For argument, we must find a tone that used facts where relevant. We insects opinion simply and sensibly.

Allow space and time for doubt, and build segment arguments with paragraph steps that readers can follow.

#### 4. Comparison and Contrast

Comparison and contrast are types of essays that will be developed by emphasizing comparisons and similarities or similarities between people, places, or abstractions. This study only wanted to observe one type of writing, namely descriptive text.

### D. The Component of Writing

Jacob et al. (Filda, 2021) point out five significant components in writing they are:

#### 1. Content

At this stage, the content of the writing must be clear to the reader so that the reader can understand the message conveyed and obtain information from it. To produce good written content, it must be put together and completed properly. This term is commonly referred to as unity and completes which is a characteristic of good writing.

#### 2. Organization

At the writing organizing stage, they will pay attention to the ways through which the writer arranges and organizes ideas in the order of messages in words. Many of the ways used by writers to compose or structure the writing of this organization, especially known as discipline. There are two parts of the organization in this case, they are below:

## 1) Capitalization

The use of capital letters in writing can clarify the essence of the author's idea. If sentences are not capitalized properly, the meaning will turn out to be ambiguous and will lead to misunderstandings. Apart from using the correct sentence capitalization, this also helps the reader to distinguish one sentence from another.

## 2) Punctuation

These can be used as units of meaning and suggest how they relate to one another.

## 3) Spelling

There are three important rules to follow in using proper spelling. They are the addition of suffixes, plural information, and word error handling. There is a description of each of the above features into the sub-core of the written score above, which is also small in number and homologous or corresponding. The result researcher used a rubric or composition to assess students' writing.

According to Brown (Masrul and Harlinda, 2019) some elements in good writing are content, organization, vocabulary, syntax, and mechanic.

## 4) Content

Content writing consists of development of ideas, and development of ideas through personal experience, illustration, facts, and opinions.

## 5) Organization

In writing the organization consists of the effectiveness of introduction, logical sequence of ideas, conclusion and appropriate length.

## 6) Grammar

Writing should use correct of relative clauses; native-like fluency in English grammar; prepositions, modals, articles, verb forms, and tense sequencing; no fragments, or run-on sentences.

## 7) Mechanic

Writing must use good spelling, punctuations, and use correct of English writing conventions; left and right margins; all needed capitals, paragraph, and indented.

## 8) Style

Writing should engage its reader through original insight and precise.

Based on the statements from the experts above, the researcher used the writing indicator Jacobs et al. 1981. To assess the students' work in narrative text, the researcher referred to the writing assessment rubric above. This is because the composition includes four aspects or indicators (content, vocabulary, language use, and mechanics) of writing and provides a clear scoring rubric to assess every aspect of the writing. In addition, the level for each category is different because each category has certain points with a certain range. In assessing student writing, the researcher considers each

point for each aspect or category of student writing by referring to the criteria column in the assessment rubric above. The final score of the students' writing is the sum of the three aspects of the writing. To answer these questions, the writing test is corrected to get a score whether the students' writing ability is in the Excellent to Very Good, Good to Average, Fair to Poor, or Very Poor categories. In correcting writing tests. Then all the aspects are corrected according to the criteria in measuring the value of students' writing ability.

According to Hedge (in Syarifa, 2021) explain the indicators of writing of five namely:

1. Capitalization: is writing of a word with its first letter in uppercase and the remaining letters in lowercase.
2. Punctuation: is punctuation is used to create sense, clarity and stress in sentences.
3. Grammar: is an element of writing which deals with a set of rules to have a writer construct sentences that make sense and acceptable in English.
4. Unity: is each paragraph has only in main idea (expressed in the topic sentences) and that all its sentences and details in that paragraph revolve around that main idea.
5. Coherence: is achieved when sentences and ideas are connected and flow together smoothly.

#### **E. Writing Motivation**

Writing motivation refers to students' inclination, energy, and interest in writing and writing tasks including essays, stories, short answers, and reports. Engagement refers to the writing behaviors and writing strategies that follow from their

writing motivation. While students may take part in very different writing tasks depending on the subject area, their ability to craft a creative story in English and to produce a detailed report in science (for example) are in part dependent upon the attitudes, behaviors, and emotions relevant to writing and writing tasks.

Most writing motivation research has focused on individual aspects of motivation for example, only on self-belief or confidence in writing, or on students' valuing of writing, or on writing fear and anxiety. To best understand writing motivation and engagement, it is important to look at a wide range of writing motivation and engagement factors. The Motivation and Engagement Wheel (Martin, 2010) captures this range of motivation and engagement factors.

In most research and student assessment, Wheel applies to school generally (i.e., motivation and engagement at school) or in particular school subjects (e.g., in mathematics, English, history, and science). The study published in *Educational Psychology* investigated the Wheel's factors in the writing domain, as follows:

1. *Self-belief*. Self-belief is students' belief and confidence in their writing tasks and in their ability to write.
2. *Valuing*. Valuing refers to how much students believe that writing is useful, relevant, meaningful, and important.
3. *Learning focus*. Students who are learning-focused are interested in learning how to improve their writing, develop new writing skills, and do a good job for its own sake and not just for rewards or the marks they may get for their efforts.

*Chapter 4*  
**AN ANALYSIS ON STUDENT'S  
WRITING MOTIVATION**

The most important requirements and the essential factors in conducting research is a method of research. By using a method of research the writer will do the research. Tanzeh (2011) stated that the research design is considered by the types of research. While Sukardi (2003) explains that research design is all the process needed in designing and implementing research.

In This research used quantitative design because this approach is appropriate to collect statistical data to answer the problems of the study. Creswell stated that a quantitative study, consistent with the quantitative paradigm, is an inquiry into social or human problems based on testing a theory composed of variables, measured with numbers, and will analyze with statistical procedures, in order to determine whether predictive generalizations of the theory hold true. Data is the evidence collected by researcher to answer the research question. The types of data of this research focus on qualitative research data, which forms of words, sentences and spoken, not in number. Based on Creswell (2012), the data taken of this research involves observation report, and documents.

The sources of data for qualitative research can come from many sources including documentation, interviews, observation, audiovisual record, and physical artifacts (Creswell, 2012). Data of this research was gathered from the participant and sources. The

main data is from motivation test students', the supporting data is from observation in the classroom and from teacher who gives further information about the background of students and the last data from researcher notes.

Motivation can determine the success or failure of the learning process carried out by students, especially in terms of writing. Because writing without motivation it will be difficult to get optimal results. Motivation is needed to encourage the achievement of learning objectives in good writing. Motivation refers to the combination of desire and effort made to achieve a goal. Motivation can be divided into two categories; intrinsic motivation and extrinsic motivation. Intrinsic motivation comes from within the individual consist of feelings of achievement, recognition, and increased responsibility. Whereas, Extrinsic motivation is the result of any number of outside factors consist of the goal, the society, the people around us, and curiosity.

**A. Level of Students Motivations on Writing**

Motivation to learn is an encouragement in students who are motivated in carrying out learning activities for continuity and determining the direction of learning in order to achieve learning success. The several indicators of intrinsic motivation in learning include: 1) self desire 2) satisfaction; 3) Challenges/Competition; 4) good habits; 5) awareness, and indicators of extrinsic motivation in learning include: 1) praise, 2) advice, 3) teacher, parents, environment, 4) reward, 5) punishment. Some of these indicators can be used to see how the students' motivation to learn in the writing.

Learning methods can have an influence on the learning motivation experienced by students during the process of

learning to write. However, despite experiencing difficulties and several obstacles with the existing learning system, the learning motivation of universities Palawan students is still high. This is because their desire to be able to speak English arises because of a desire that arises from within themselves.

From the data presented above, it can be seen that second semester English students of IAIN Bengkulu academic year 2020/2021 have higher level motivation in learning English, especially in the speaking class. Based on the discussion, motivation is divided into two, namely intrinsic motivation and extrinsic motivation. Thus a person might be motivated by the enjoyment of the learning process itself or by desire to make themselves feel better (Harmer, 2007). Harmer states that extrinsic motivation is the result of any number of outside factors, for example the need to pass an exam, the hope of financial reward or the possibility of future travel. Furthermore, this type of motivation appears from outside and gives some influences to a person like give incentives, social pressure and punishment (Harmer, 2007).

Then this is in line with the opinion of psychologists that to see the level of motivation or measure and which can affect a person's motivation it can be seen from two factors that can affect a person's learning motivation. For example, intrinsic factors that come from within a person, then extrinsic factors such as the school environment, support from family, learning facilities, etc. (Badriah, 2021).

Based on the results of this study, it was found that intrinsic motivation indicators were categorized at a high level of motivation, which means that students have an interest and enthusiasm in studying further material to gain achievement in

learning and there is a strong will from within students. Then the extrinsic motivation indicators are categorized at the moderate motivation level based on the average value obtained from the overall results of the question items from each indicator, meaning this shows that students do think that learning English and writing English is a challenging lesson, but students have willingness and tenacity in learning.

The first indicator of intrinsic self-desire is categorized at a high level of motivation based on the average of the question items, meaning that this indicates that students have an internal desire to actively write. The second indicator is satisfaction, which means that it shows that students study in writing class and diligently take notes on the lessons delivered because of satisfaction, the satisfaction indicator is categorized at a high level of motivation based on the calculation of the average of all question items. The third indicator, namely challenge/competition, is categorized at a high level of motivation, meaning that it shows that students have challenges and competitions when studying in writing class, this is due to relatively different learning methods. so that students feel challenged in learning. The fourth indicator, good habits, is categorized at a high level of motivation based on the average of all question items, this shows that when learning to write, students remain active in learning and writing English to build good English. habits from within. Furthermore, the fifth indicator, namely awareness, is categorized at a high level of motivation based on the average of all question items. This shows that when studying writing students remained active because they realized that writing English was important and were aware of independent learning. Then based on the overall category of the indicators

of student learning motivation in the writing, this was categorized as high.

Furthermore, the first extrinsic motivation indicator, namely praise, is categorized at a moderate level of motivation based on the average of the items, which means that this indicates that students are at a moderate level of motivation, because when they are active in writing in class they do not expect praise, but they are active because they think that they can. speaking English is important. The second indicator is advice, categorized at a high level of motivation based on the average of the question items, this means that they are enthusiastic about learning and writing because of good suggestions from teachers, friends, and parents. The third indicator is teachers, parents, the environment which is categorized at a moderate level of motivation based on the average of all question items, meaning this shows that students are motivated if they like the subject matter, a pleasant environment with appropriate facilities, teachers who are not boring, while studying.

The fourth indicator is the reward which is categorized at a moderate level of motivation based on the average question item, meaning that this indicates that students do not expect a reward when they are diligent in writing during their studies, and when they are diligent in writing, they can answer questions because they desire not to expect a reward. The fifth indicator is punishment which is categorized at a moderate level of motivation based on the average question items, meaning that this indicates that students are diligent in writing not because of punishment, but because they want to. to be fluent in English. Then, based on the overall category, the

indicators of student learning motivation in writing are classified as high

#### **B. Students Dominate Intrinsic or Extrinsic Motivation in Writing**

The overall average score of all items is high level and moderate level of motivation. So it can be concluded that the tenth grade students of universities Palawan have high motivation and are more motivated to be intrinsic.

Based on the results of the calculation of the score between the students' intrinsic and extrinsic motivation above, it is known that the total average score for intrinsic motivation is (3.76) and the average total score for extrinsic motivation is (3.31). The results of this study indicate that the tenth grade students of Universities Palawan have higher intrinsic motivation than extrinsic motivation in writing.

In this modern era, written language is more popular than spoken language. It can be seen in many daily life activities that people do in this world. Most people in this world prefer to use written language to communicate with others and to make their activities easier and more efficient. For example the use of text-messaging and e-mail, both of them are more efficient than telephone or face to face communication, because they can save the energy, time and space. Besides, the written form tends to be more permanent and durable for a long time. It means that written language can be significantly more precise than spoken language. As one of the language products as well as the means of communication, written language needs a special skill.

As a result, writing skills become important skills in developing a written product. Therefore, people need to master

such as friends, family or teachers. Support helps increase students' enthusiasm and confidence in writing. In addition, support from the closest people can also help eliminate boredom in writing.

Meanwhile, to overcome the environment and infrastructure writing such as controlling a conducive and quiet learning environment when learning to write. Asking students to bring complete writing equipment is also a solution for teachers can be done by equipping and facilitating students in learning to write in English.

It cannot be denied that English takes role as a global language. It can be found that English is used as medium of communication in every side of the world. English is as second language for some countries, and native language for some others. English is commonly used as a medium of communication for various purposes in addition to other major foreign languages. (Setiadi & Piyakun, 2018). In It spreads out the use of English as medium of communication. The other idea of the reason of the spreading English as a mean of communication is International forum such as nation meetings, world class business meeting is used English language is considered by many as the international language (Akbari, 2015) English as their international medium of communication. Another important consideration is English is the language used as a science and part of technology. Motivation and reasons for learning English are very important issues to address to enable one to design better curriculum materials or teaching strategies to stimulate students' motivation in learning science in the new curriculum reform movement. There is a need to consider students' motivation within the subject content

and the classroom contexts of curriculum, instruction, and teachers. (Rifai, 2010) English is a need today.

A survey by UTMSPACE on 1299 respondents also provides important evidence on the need for retraining for English language in continuing education for 2009 and 2010 and its future trend. (Yunus, Raof, Rahman, & Amin, 2012) Being able to speak in English provides some opportunities for people to be encouraged for kinds of activities. It is possible thing to do, since the easiness access given. Internet, books, language institution are found easily. People have some accesses to improve their ability to use English as daily communication. In the academic sphere, it is not only a disciplinary subject at different educational levels, but a lingua franca to achieve academic goals (Setiadi & Piyakun, 2018).

English is one of the compulsory course should be taught to the students of Mathematics Education. It is decided to be learned by the students since the importance needs of being able in English as the daily communication and the scientific needs. The students are asked to do a research in which English is the importance role. Unfortunately, the students are not highly motivated to learn English. It was found that some students have to take the English course in the next following semester. The students got low achievement in understanding English. The students' achievement is determined by the students learning style in acquiring the knowledge. There is a need to point out the importance of activating learners' motivation. Motivation involves the learners' reasons for attempting to acquire the second language.

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.



## *Chapter 5* **CONCLUSION**

Based on the research that has been done writing motivation students, from the data exposure and data analysis that has been presented, it can be concluded based on the research focus as follows:

1. Level of student's motivation writing in second semester English department universities Palawan, intrinsic and extrinsic motivation. Some have the motivation because it arrives from within themselves to writing, then because of external factors. Motivation is a key concept to be success in learning. Student who has high motivation would do the best in learning even though the materials were felt difficult. In learning English, students are influenced by some reasons. Each student has different reason in studying English such as: first, learning English to get better job. Second, learning English make them capable to communicate with people around the world. Third, learning English can increase everywhere.
2. Most of the students of second semester universities Palawan is higher than have intrinsic motivation in learning English, especially in writing. This can be seen from the average score of intrinsic motivation (3.76) which is higher than the average score of extrinsic motivation (3.31). That means they writing because of their inner desire to be good at writing. Intrinsic motivation is a



type of motivation that comes from oneself or inside students. For example, they learn English because they like learning English or enjoy the materials given. While extrinsic motivation is a type of motivation that comes from outside students or influence by others such as parents, friends or even society.

3. Process writing students experience difficulties in the form it is difficult to write down what is said because the sound and writing in English are different. The factors that influenced the changing of students' writing skill, firstly is repetition which means the students understand about writing skill if they always review the material and the teacher gives more explanation, information, and material about it. Secondly is seriousness, which means the students must not often do other thing outside a learning context, and the teacher guides and controls them while doing their task.
4. The solution to overcome some of the obstacles or barriers to learning is to develop interesting learning innovations, which can increase students' writing motivation.

The students should be active in learning English especially in writing class. Nowadays English is very important because English is an international language, and the students must understand English well in the class or out door. The teacher should give more motivation to the students in learning English especially in writing, and the teacher must have good technique when writing class. The purpose is to make the students become interested and motivated in writing activity. There are still many aspect which can be analyzed about English, especially in writing skill. Finally, other researchers

can analyzed other aspects in writing skill and the result of this study can be used as early information to conduct other research.



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# An Analysis on Student's Writing Motivation

Learning is an important key in achieving life goals to build enthusiasm for learning, you can make changes to the education system that are interesting and not boring. Learning is an important process in changing thought patterns and behavior according to the aesthetics that exist in society. Motivation is defined as an urge that arises from within ourselves which makes us have the will to carry out a certain activity. Motivation in education is needed to encourage our interest so that we are enthusiastic about learning. Improving the quality of the nation must be achieved, especially through education. Education is a long process, one that never stops achieving one goal and is open to accepting new ideas and concepts. That is the meaning of education, so that one day the results of education will grow a new culture with intelligent humans. As long as humans are intelligent, they have wisdom and virtue in their souls. Only after that was he able to master science and technology. This new culture becomes a counterculture which then enters into the fabric of becoming an alternative society (culture) that will be chosen by this nation.

