

**FACTORS INFLUENCING STUDENTS' WRITING MOTIVATION AT THE  
EIGHTH GRADE STUDENTS OF SMP NEGERI 239 JAKARTA IN  
THE FIRST SEMESTER OF ACADEMIC YEAR 2020/2021**

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## VALIDATION SHEET

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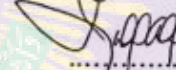
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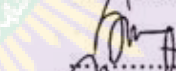
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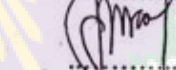
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## ABSTRACT

**NUR EFITA DEWI. *Factors Influencing Students' Writing Motivation at The Eighth Grade Students of SMP NEGERI 239 Jakarta of Academic Year 2020/2021.*** Paper. Jakarta: the Study Program of English Education. The Department of Language and Arts Education. The school of Teacher Training and Education. The University of Muhammadiyah Prof.Dr. Hamka, Jakarta, Agustus 2020.

This study is about factors students' writing motivation at Secondary School a case of the eighth grade students of SMP N 239 Jakarta in the academic year of 2020/2021. There are two sub-focus discussed in this study: (1) factors influencing students' writing motivation viewed from intrinsic motivation at SMP N 239 Jakarta; (2) factors influencing students' writing motivation viewed from extrinsic motivation at SMP N 239 Jakarta. The subject of this study consisted of 6 students in the 8A Class

In this study, the researcher applied descriptive qualitative research. The data were collected by interviewing the English teacher and students. The researcher conducted observation from the teacher and interview to collect the required data. Invalidating the data, the researcher used data source triangulation by checking the data that has been obtained through several sources. This research is analyzed by using Miles and Huberman's interactive model of data analysis including reducing the data, displaying the data, and taking conclusion and verification.

Based on the research finding, the students have high motivation in writing. Therefore, it can be said the students have two types of motivation. They are intrinsic motivation and extrinsic motivation. There are many factors of intrinsic motivation such as; interest, need, and goal. There are two factors of extrinsic motivation such as; teacher, reward, and punishment. From the interview students, the researcher found some students' extrinsic motivation. It showed that some students of SMP N 239 Jakarta were motivated by their external desire. In short, the researcher concluded that students have intrinsic and extrinsic motivation in writing since there are many intrinsic and extrinsic factors that influenced the students' motivation.

***Keywords: Factor, Intrinsic, Extrinsic, Motivation, Writing***

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## CHAPTER I INTRODUCTION

### A. Background of the Study

Writing is an activity in which expressing ideas and feelings based on what is felt by the writer, writing activity are beneficial for practicing critical thinking, can express opinions, and also practicing the correct use of vocabulary. In writing usually must be understood the purpose of the author of the writing shown to whom. A study by Huy (2015) writing is one of the ways to transmit thoughts or ideas to other people. Another survey by Damavandi, Hassakha, & Zafarghandi (2018) state writing proves to be the skill that most students tend to master much later than the other skills such as speaking listening, and reading. Landau, Hodges & Mctigue (2019) have written the skills and affective variables that allow people to communicate, think critically, and determine the message by writing. Because the reader understands what is expressed in the writing and the message of the writing is conveyed correctly, the author must know the process of writing.

★ The process of writing usually is prewriting, writing, revision, editing, and publishing. In this process, the first prewriting has to find the idea or brainstorm the idea according to what the brain thinks and feels. Then, when found the right idea, the idea needs to be developed more broadly. When the idea has been established, it needed a plan and structure of writing that is true. The second is writing; the time for writing don't

afraid of making a mistake in grammar. The third is revision while revising might have to return to the prewriting step to develop and expand the idea. The aim of this phase of the writing process is to improve the draft. The fourth is editing, at this point must have the writer's feedback to help in the writing process to know the correct errors in grammar and improve the idea again. The last is publishing, and this point is the last step of writing. The final writing to share with the other. The process of writing must have extensive knowledge if you want to write something.

Furthermore, following the work of Dismuke, Martin, Myres, & Yoder (2016), writers use many skills and strategies as they move through stages of planning, drafting, revising or editing, and presentation. Writing is a skill that needs to be learned by students. Huy (2015) writing analysis is also an important skill in learning English, which needs a lot of effort from the subject. Second, writing is a good way to improve their ability to use vocabulary and grammar and increase their ability to use words. Second, writing is an essential tool to enhance other skills. If a student has good writing skills, he or she can speak and read the text more effectively. Third, writing is a way to approach both modern information technology and human knowledge. Otherwise, it is necessary to master writing skills, because it can help people to have a well-prepared job or attend English courses. With these benefits, writing is very important for every student.

Unfortunately, writing is believed not easy, according to some students. Ordinary students that occur among students in Indonesia are

lack vocabulary, afraid of making mistakes, anxious and unconfident to write English. Also, Huy (2015) stated that there were a lot of mistakes in the writing of students; these come from less concentration on writing skills in most students.

Affective factors, such as motivation for achievement, self-efficacy, and anxiety, play a significant role in shaping the writing of the EFL in different studies. Many researchers stated that lack of confidence, motivation for achievement, self-efficacy, and anxiety were described as having a negative impact on EFL writing results (Sabti et al., 2019). Such studies have mostly affirmed that writing achievement motivation and writing self-efficacy may greatly boost writing performance, whereas writing anxiety could highly influence writing ability in negative ways. Therefore, teachers must be committed to helping students improve their skills through greater motivation and confidence. In addition, students will learn how their anxiety can be minimized and how their success can impact. Writing is seen as both a cognitive and an emotional task and is therefore strongly linked to these emotional factors: anxiety, self-effectiveness, and motivation.

Motivation is characterized as an interest in doing something and a need or a justification for doing something boring. The motivational analysis of Lo & Hyland (2007) is also motivated by the sense of agency of learners and the feeling of dominance and power over learning tasks and their participation in them. Bruning, Horn, Bruning, & Horn (2010)



also state that motivation influences how students approach writing, and how likely they are to persevere becomes challenging. More specifically, students with high motivation for writing make better performance on writing practice. Besides, in a study by Chen et al.(2019) both intrinsic and extrinsic motivational processes are important in understanding individuals' achievement activities.

As the writers' experience in teaching writing English at the junior high school level, there are students were very interested in writing practice; some students enjoyed writing, and some of the students had a good effort. Due to the issues above, then the writer chooses to do a qualitative study about the use of English in education, especially descriptive writing in the eighth grade of secondary school in Jakarta. Therefore, the writer is interested in investigating the factors of motivation in writing and analyzing these factors. The title of this study is "Factors Influencing Students' Writing Motivation" ( At Eighth Grade Students of Secondary School, Jakarta on The first Semester in academic year 2020/2021).

## **B. The Focus and Sub Focus of the Study**

According to the background, the writer focuses on the factors influencing students' writing motivation at eighth-grade students of secondary school, Jakarta, in the first semester in academic year 2020/2021

The writer identifies the sub-focus of the study is:

1. The factors influencing students' writing motivation viewed from intrinsic motivation
2. The factors influencing students' writing motivation viewed from extrinsic motivation

### **C. The Question of the Study**

After discussing from the background of the study, the focus and sub focus of the research, the writer formulates the question of the study as 'what are the influence factors the students' in learning to write English at eighth grade students of secondary school, Jakarta on the first semester in academic year 2020/2021?

The writer also formulates the question of sub focus of the study, such as;

1. What are the factors influencing students' writing motivation viewed from intrinsic motivation?
2. What are the factors influencing students' writing motivation viewed from extrinsic motivation?

### **D. The Objective of the Study**

The objective of the study is to answer the question of the study, which is what factors influence students' writing motivation at eight grade

students of secondary school, Jakarta, on the first semester on the academic year 2020/2021.

The objective of the study is to answer the sub-focus of the research, such as:

1. To know the factors influencing students' writing motivation viewed from intrinsic motivation.
2. To know factors influencing students' writing motivation is viewed from extrinsic motivation.

#### **E. The Significant of Study**

The results of the research are expected to give benefits for students, for researchers, and for teachers.

1. For students, the finding would help the students manage their anxiety or afraid of making mistakes.
2. For researchers, the result can be used as a reference in order to complete the next research. The results of this research can add knowledge to readers about students' motivation in English writing.
3. Then, for teacher information, this study will help the English teacher design the teaching process in the classroom where there are many students with different characters and motivations. In addition, the study will be significant to provide the researchers, who are English teacher, with making a new ideal strategy in teaching-learning activity on students' writing activities and becomes the

teachers' Work to help students overcome their problems and to motivate on their learning a particular subject, especially in English writing.



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