

## **UNIVERSITY STUDENTS' MOTIVATION IN EFL WRITING: A NARRATIVE STUDY**

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### **ABSTRACT**

This narrative study aims to investigate the intrinsic and extrinsic factors which influence of the students' EFL motivation in writing. Data in this study were garnered from the results of interviews with two students of English Education Program from the Islamic University in South Kalimantan. The result of this research is I concludes there are three factors that influence extrinsic motivation; intrinsic motivation to know, intrinsic motivation to accomplish, and intrinsic motivation to experience stimulation, and there are three factors that influence extrinsic motivation; environment, lecturer, and parents.. Based on the students' answer all of the students said that intrinsic motivation to know is the biggest influences the students in learning writing process and lecturer has the biggest influences the students in learning writing process.

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

### **1. INTRODUCTION**

As a productive skill, writing is to reveal ideas, knowledge, plans, comments, and feelings in a written form. Vretudaki & Ntoulia (2019) stated that writing is a complex, dynamic, and creative work that requires the motivation of

multiple actions: to plan, to develop relative ideas and concepts and to write them down with logical sequence. Krashen and Lee (2004) claim that writing can make a person smarter. During the writing process, the brain is actively working and trying to find better cognitive structures for thoughts and ideas.

Writing is the process of assembling ideas into a piece of writing so that others can understand it. By writing, someone can express what is in mind into words. To be able to write someone requires perseverance. In addition, it is also necessary to have high motivation to write successfully. Motivation is the key or the most important part of success in writing. Without motivation, writing goals will be difficult to achieve. The word motivation comes from motive that means anything that encourages person to act to do something (Purwanto, 2011). There are two types of motivation namely intrinsic motivation and extrinsic motivation. Özdemir (2015) said that writing motivation can be defined as intrinsically or extrinsically directed energy stimulating a person to write.

As the basic element of human behaviors are their needs, people tend to show a strong desire to try to fulfill their needs. It is because they try to satisfy their own needs more than other. By considering this feature of human nature, Özdemir (2015) stated that intrinsic motivation identified as acts that are internally driven and done for innate pleasures. Without any

external rewards, satisfaction derives from completing an activity (Deci & Ryan, 2010). It is classified into three categories, the As a productive skill, writing is to reveal ideas, knowledge, plans, comments, and feelings in a written form. Vretudaki & Ntoulia (2019) stated that writing is a complex, dynamic, and creative work that requires the motivation of multiple actions: to plan, to develop relative ideas and concepts and to write them down with logical sequence. Krashen and Lee (2004) claim that writing can make a person smarter. During the writing process, the brain is actively working and trying to find better cognitive structures for thoughts and ideas.

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three categories, the feeling of curiosity that is experienced while learning new information. The second category is intrinsic motivation to accomplish. It means doing an activity for pleasure stemmed from completing it successfully. The last category is intrinsic motivation to experience stimulation. It refers to the stimulating sensations such as pleasures from sensory organs, experience, excitement and fun stemmed from activity (Vallerand et al., 1992). For example, people have intrinsic motivation to write poetry, if they do it simply because they enjoy it.

Beside intrinsic motivation, the students also have extrinsic motivation. Extrinsic motivation refers to rewards that come from an outside source, including emotional or pragmatic reasons, and increases the likelihood of repetition such as being praised or admired by other people. Ryan and Deci (2010) define extrinsic motivation as performing an activity with the aim of reaching some distinctive outcome. Harmer (2007) states that “Extrinsic motivation is the result of any number of outside factors”. These outside factors include the reward and punishment. As we can understand from the meaning of the word extrinsic, motivation does not come from inside. For example, a person has an extrinsic motivation to learn English just for the sake of obtaining material gifts promised by parents or teachers.

In addition, we know that motivation is considered an essential element in English Foreign Language writing. Without a strong motivation, writing goals will be difficult to achieve. But students have difficulty to build motivation in writing both from intrinsic or extrinsic motivation. Based on the background above, I wants to know the factors which influence the students motivation in learning writing.

## 2. METHOD

### Research Design

Narrative research is used as design to do this research. Narrative research (also referred to as narrative analysis) is a family of approaches that focus on the stories that people use to understand and describe aspects of their lives from the stories they tell (Riessman and Quinney 2005; Kim and Latta 2009). It means narrative research is the study of the lives of individuals as told through stories of their experiences, including discussion of the meaning of those experiences to individuals. Here, I explore the students' motivation in writing based on their experience.

### Participants

Participants recruited to obtain data were two students. They were students of English Education Program from one the Islamic University in South Kalimantan. The participants were recruited based on three main criteria, namely:

- a. The participants are the students of the English Education study program.
- b. The participants have high enthusiasm in writing as English Foreign Language.

### Setting

This research was conducted in a private university in Banjarmasin City. At English Department, FKIP, Universitas Islam Kalimantan Muhammad Arsyad Al Banjari Banjarmasin. The reasons for choosing the research location are :

- a. Universitas Islam Kalimantan Muhammad Arsyad Al Banjari is the

largest and oldest private university campus in Banjarmasin, so the researcher can get valid information there.

- b. This campus is easy to reach by the researcher so I easy to get source of data.

### Procedure of Data Collecting

To collect the data I used document checklist just to know the students have enthusiasm in writing and I collecting the data by interviewing some students to strengthen information about their motivation in writing.

### Data Analysis

I analyzed the data by using narrative analysis method. Stokes (2003) states that narrative analysis is a useful method for uncovering the underlying ideologies embedded in stories and the larger culture that creates narratives. After doing an interview with the respondents. Data gathered are analyzed through narrative analysis to provide evidence from the experience described (Kim 2006; Clandinin and Rosiek 2007).

The data analysis based on Miles & Huberman (1994) consisted of reduction the data, display the data, and conclusion drawing verifications. The steps can be described as bellow:

1. Data reduction, it is simplifying, categorizing, and removing unnecessary ones so that these data can produce meaningful information and make it easier to draw conclusions.
2. Display data, it is an activity when a set of data is arranged systematically and is easy to understand, so as to provide the possibility of producing conclusions.

3. Conclusions, it aims to find the meaning of the data collected by looking for relationships, similarities, or differences to draw conclusions. These are needed to interpret the result of interviews about students' motivation in writing.

### **3. FINDINGS AND DISCUSSION**

#### Research Finding

This study was designed to investigate the intrinsic and the extrinsic factors which influence of the students' EFL motivation in writing. Based on the results of the analysis, it is known that these factors affect their writing learning experience. Intrinsic factors which influence of the students' EFL motivation in writing are intrinsic motivation to know, Intrinsic motivation to accomplish, and Intrinsic motivation to experience stimulation. Extrinsic factors which influence of the students' EFL motivation in writing are teacher, parents, and environment. Before giving an interview to the students, I observed the object of the research. I observed just to know the students have enthusiasm in writing. In the section below, the identified themes are presented along with supporting data.

Based on the result of data analysis, student 1 and student 2 said that they really like writing. It can be seen when I ask "Do you like writing? If yes, how much are you interested in writing?"

Student 1:

Yes, I like to write poems containing the outpouring of emotions that I feel or have experienced. So did some of the major events in my life. When inspiration strikes, I immediately

reach for a pen and a book to write down my feelings. If it's not possible, I use the note application on my cellphone to replace the book temporarily.

Students 2:

I really like it, I like to write poetry and sometimes short stories. Yes, sometimes I got some new information. Because with writing I can improve my English and my knowledge, so because of that I want to write more and more.

From the statements above, it found that the students feel really like in writing and the students very enthusiastic in writing. It showed that the students' feel comfortable with the writing process. The factors that influence intrinsic and extrinsic motivation in writing process:

#### **A. Factors that influences Intrinsic Motivation**

According to the result of data analysis there are three factors that influences intrinsic motivation in writing process.

##### **a. Intrinsic motivation to know**

Student 1 and student 2 said that they feel enjoy in writing. After writing, they can get some new information such as new vocabulary that they did not know before, writing also can improve their English, and student 2 said writing also makes her become a fast reader because after writing the students will read their writing to to find out whether the writing is good in terms of vocabulary and sentences. All those statements make them want to write and write again. The following are excerpts from interviews with student 1 and student 2:

Students 1:

Yes. I like to write, because after writing found something new like a new vocabulary that made me like to write more. Every time write, feel like my diction has improved a little bit, and writing

also makes me a fast reader (even my friends couldn't believe finished a 300 page book in less than 2 hours). Writing also improves the translation of words, of course in the end good language can be useful everywhere.

Students 2:

I really like it, I like to write poetry and sometimes short stories. Yes, sometimes I got some new information. Because with writing I can improve my English and my knowledge, so because of that I want to write more and more.

From the above statements, it found that the students really love in writing because after writing they can get some new information, they can become fast readers, and they feel fun in writing so they can improve their English. It means that intrinsic motivation to know is effective for students in writing.

#### **b. Intrinsic motivation to accomplish**

Students who extend their work beyond the assignment requirement to experience pleasure and satisfaction while attempting to surpass themselves display an intrinsic motivation to accomplish. It means doing an activity for pleasure stemmed from completing it successfully. Student 1 and student 2 feel enjoy to write and complete successfully their writing assignment in outside of the class. The following are excerpts from interviews with student 1 and student 2:

Students 1:

I find it easier to write outside because I prefer the outside situation. I really like doing my writing assignment in outside because by completing it outside of class I feel my writing is better successfully and I can exceed my limits than in class.

Students 2:

I like and easy to write in the outside. Because by writing outside of class there is no encouragement from anyone for me to write so that I can write whatever I want even beyond my limits.

From the statements above, it found that the students' writing is more better in outside than in the class because they feel can complete their writing assignment successfully without encouragement from anyone factor.

#### **c. Intrinsic motivation to experience stimulation**

Students who write for excitement and fun stemmed from activity the intense feeling of cognitive pleasure is intrinsic motivation to experience stimulation. Student 1 and student 2 said that they feel writing is a source of fun stemmed and excitement for them. The following are excerpts from interviews with student 1 and student 2:

Students 1:

Yes, I write because I need a place to express the big feelings I feel, but this does not mean I write because have to. Like a diary, I feel writing is medicine for me. Even though it does not have that big of an impact, for me the results of my writing are very sufficient for myself. More like self-satisfaction.

Students 2:

Yes, I like to write because writing makes me feel happy by writing personal experiences, to express my complaints and also to inspire.

Based on the students answer, it found that with writing can make students feel fun and happy because writing is a source of fun stemmed and excitement for the students. With writing they can express what is on their mind.

**B. Factors that influences Extrinsic Motivation**

Based on the result of data analysis there are three factors that influences extrinsic motivation in writing process.

**a. Environment**

According to the results of data analysis, I found that the first extrinsic motivation factor was the environment. Based on the result of students' answers, I concluded that there are some classifications of the basic of each questions. They are:

**1) Situation in the Classroom is Very Active**

The environment causes students' motivation more interesting, if the situation of the classroom is comfortable the learning experience in the classroom becomes enjoyably and lively. The following are excerpts from interviews with student 1 and student 2:

Students 1:

The situation in our class is very interesting and the lecturer is busy explaining the writing material in the class.

Students 2:

The situation in the class is active and very fun, because some students are asking and giving questions to the lecturer about our writing material and students are often given writing assignments from the lecturer so students not only receive the material but also practice it in writing with the theme or title given by the lecturer.

Based on the students' answer, it found that the students feel fun and active in the classroom depends lecturer way to teach them. The students' feel comfortable with the learning

process. Every day lecturer gave new material that easy to understand by the students. The students felt fun and active in the classroom. Every day, lecturer giving new material with the different method. The students more easy to learn if the condition in class was fun and comfortable.

**2) Students are Easy to Write in the Outside of class**

Base on the result of the students' answer is the students more easy to write English in outside of the class. The situation in outside made them easy to write. The following are excerpts from interviews with student 1 and student 2

:

Students 1:

I like to write outside than in the class. Sometimes I have no idea to write in the class.

Students 2:

I think easy to write in outside of the class. Because I need a calm atmosphere in writing.

From the statements above, it found that the students' more easy and enjoy to write English in the outside of the class. They feel that writing in outside is feel more comfortable because they can write whatever they want and the students feel have no idea if they want to write in the class, they are not freedom to write.

**b. Lecturer**

A lecturer is a person who plays an important part in teaching and learning activities, as well as in socializing and motivating students. A lecturer also a person who transfers the knowledge to students and a motivator who always motivates and supports teaching-learning. Berliner (2011) stated that the teacher are major factors in motivating students, teacher has a role model. An important role in learning activities is because they will be parents during their stay in school.

### **1) Mastering Material from Lecturer**

Based on the students' answer, I found that the students want to mastering the subject that lecturer give. They believe that understanding the subject from lecturer will help them improve their English. The following are excerpts from interviews with student 1 and student 2:

Students 1:

My interest in being able to write English well makes me excited to mastering the subject.

Students 2:

My motivation to mastering the subject is because I believe it can improve my English, especially in writing subjects.

Based on the statements above, it found that every single student feels excited to mastering all subjects subject, especially for the writing skill. The lecturer always gives new material every day. The students thought that mastering all the subject, it means that they can improve their ability in English.

### **2) The Lecturer Way to Teaching English**

Lecturer method in learning process were make the students easy to understanding the material. The following are excerpts from interviews with student 1 and student 2:

Students 1:

Yes, the lecturer way to teach us so affect because the lecturer used method to teach us writing more easier and my lecturer always tell me to study hard.

Students 2:

Yes, it does. The lecturer explains the material because of it I can understand the material that the lecturer given.

Based on the statements above, it found that lecturer method can make the students interested and more easier to learn English especially writing.

### **c. Parents**

The habits that applied by parents in managing the family will give impact to the children. According to the result of the students' answer is their parents never give them reward if they got a good score. The following are excerpts from interviews with student 1 and student 2:

Students 1:

No, my parents never give me reward. I write because like it.

Students 2:

They never give me reward if I get a good score in writing because without a reward I already like writing.

Based on the statements above, it found that the students already like to write even without a reward. They write because they like it not for a reward from their parents.

### **Discussion**

In this part, I discussed the result of the findings that had been found from the research in accordance with the scope of this research. The discussion in invented to know the factors that influence students' intrinsic motivation and extrinsic motivation in writing.

The first global theme, identified was intrinsic motivational factors. This theme includes intrinsic motivation to know, intrinsic motivation to accomplish, and intrinsic motivation to experience stimulation. Based on the findings of the research, it was found that from the three factors between intrinsic motivation to know, intrinsic motivation to accomplish, and intrinsic

motivation to experience stimulation, intrinsic motivation to know was highest influences of all. Based on the student's 1 statement "Yes. I like to write, because after writing I found something new like a new vocabulary that made me like to write more. Every time I write, I feel like my diction has improved a little bit, and writing also makes me a fast reader (even my friends couldn't believe finished a 300 page book in less than 2 hours). Writing also improves the translation of words, of course in the end good language can be useful everywhere" and Student's 2 statement: "I really like it, I like to write poetry and sometimes short stories. Yes, sometimes I got some new information. Because with writing I can improve my English and my knowlege so because of that I want to write more and more." From these students' statements they say that they want to write more and more, it is shown that intrinsic motivation to know has highest influenced to motivated the students. It was supported by statement of Vallerand et al (1992) states that intrinsic motivation to know is fulfilling a task for the pleasure taken from the feeling of curiosity that is experienced while learning new information.

The second global theme, identified was extrinsic motivational factors. This theme includes the environment, lecturer, and parents. Based on the findings of the research it was found that from the three factors between environment, lecturer, and parents, the lecturer was highest influences of all. Based on the student's 1 statement "Yes, the lecturer way to teach us so affect because the lecturer used method to teach us writing more easier and my lecturer always tell me to study hard" and student's 2 statement "Yes, it does. The lecturer explains the material because of it I can understand the material that the lecturer given" It was supported by statement of Dornye(1998) states that teacher is the key

instrument to handle and organize students in the classroom.

Based on the data was collected to find the factors that influences on students' intrinsic motivation and extrinsic motivation in writing. The interview was given to the students by google form, after that analyzed the interview for extrinsic motivation it can be seen that lecturer has high influenced the students to learned in writing English and for intrinsic motivation it can be seen that motivation to know has high influenced to motivation students in writing. The findings indicated that there was positive relationship between motivation factors and academic achievement.

#### **4. CLOSING**

##### **Conclusion**

Based on the findings and discussion of this research, I conclude that there are three factors that influence intrinsic motivation, they are (1) intrinsic motivation to know, (2) intrinsic motivation to accomplish, and (3) intrinsic motivation to experience stimulation. Based on the students' answer all of the students said that intrinsic motivation to know has the biggest influences the students in learning writing. It was supported by statement of Vallerand et al (1992) states that intrinsic motivation to know is fulfilling a task for the pleasure taken from the feeling of curiosity that is experienced while learning new information.

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