



(REVIEW ARTICLE)



## Exploring Students' Motivation in Writing Skill

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### Abstract

This study set aimed to examine junior high school students' motivation for writing as well as their writing performance. A descriptive qualitative method was employed in this investigation. The sample was eight grade kids from SMPN 6 Kayuagung with the total forty-nine students. Data was gathered using written tests and questionnaires. This study employed the Miles and Huberman data analysis methodology, which comprises data reduction, data display, and conclusion-making. Due to the descriptive writing results, the lowest score was 20, the highest was 85, and the mean score was 52.61. The average motivation score was 3.89, indicating a strong level of motivation. The outcome revealed that even though the writing score was sufficient for classification, the students had a high level of motivation.

**Keywords:** Descriptive Text; Writing Motivation; Writing Skill

### 1. Introduction

Writing is one of the most crucial abilities that students must acquire in order to learn English. At the junior high school level, writing becomes even more essential because it helps students develop their ability to communicate ideas clearly and logically. EFL lessons heavily emphasize writing as a means for students to convey their ideas and attitudes in a tangible language and learn how the language works in written circumstances (1,2).

Writing, however, is frequently regarded as one of the hardest abilities to master as it calls for a blend of linguistic expertise, mental capacity, and innovation. Writing becomes challenging for students in junior high schools because of a limited vocabulary, lack of experience and motivation. Due to problems with word choice, grammar, syntax, spelling, and punctuation, writing is a difficult language acquisition skill that causes students to struggle throughout the process (3). This issue may result from a lack of motivation to write as well as from insufficient language proficiency. Low-motivation pupils were more likely to be sluggish when it came to completing English writing assignment (4,5).

Motivation is a key factor that determines how much effort students put into learning and improving their skills. Writing achievement among students is significantly influenced by their motivation to write (6). In the context of writing, motivation influences students' willingness to write, the strategies they use, and their persistence in overcoming difficulties during the writing process. Writing classes must include motivation since students must be encouraged to succeed (Ling et al., 2021). Highly motivated students are more likely to view writing as an enjoyable and meaningful activity, while those with low motivation may see it as a burdensome task. Motivation is a significant indicator of students' indicated learning results in writing because students who had significant motivation also demonstrated a significant number of apparent learning outcomes (8,9)

In junior high school, while students still developing their attitudes and learning habits, motivation can be a major factor in deciding how well they write. Prior research has demonstrated that students who are more motivated to write tend to produce better writing because they are more attentive, tenacious, and receptive to criticism (10-14). Conversely,

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students who are unmotivated could write more poorly since they put less time and effort to improving their thoughts. It further indicates that achievement and motivation have a close relationship and may have an impact on one another.

This study intends to analyze students' writing motivation and their writing achievements in junior high school. Teachers and educators can discover more effective strategies to inspire students to write more actively and confidently by determining how motivation affects their writing performance. It is anticipated that the study's findings will provide information on how to better educate writing in junior high schools and boost students' drive to produce better writing.

## 2. Material and Method

The method of this study used a descriptive qualitative method. The participant was eight grade students of SMPN 6 Kayuagung which selected by using purposive sampling technique. The criteria of the sample were taught by same teacher and same level with the total number was 49 students. Written test dan questionnaire was used to collect the data. The students provided by five topics and write descriptive text based on the topic. Writing motivation questionnaire adopted by Zendrato et al., (2024) which consisted twenty questions. The statements in the questionnaire were measured by using a Likert rating scale. Strongly Agree, Agree, Disagree, and Strongly Disagree were the five possible choices for each questionnaire item. For each of the five options, the response score changed from 5 to 1. In response to affirmative statements, the scores are (SA) 5, (A) 4, (N) 3, (D) 2, and (SD) 1. The Miles and Huberman data analysis model in table 1 which includes data reduction, data display, and conclusion-making was used in this study (15). The average (mean) for each form of motivation would be determined in order to assess the data gathered through closed questions.

**Table 1** Questionnaire Grid

Aspect	Indicators	Questionnaire item number
Achievement Motivation	Need for Achievement	1,11
	Measurement of results and feedback	2, 12
	Responsibility	3, 13
	Task selection	4, 14
	Success oriented	5, 15
	Persistence and Effort	6, 16
Writing Skill	Purpose	7, 17
	Clarity	8, 18
	Unity	9, 19
	Coherence	10, 20

## 3. Results and discussion

The result of writing descriptive showed that the lowest score was 20 and the highest score was 85 with the mean score was 52,61 with the categorize was enough. Based on writing motivation questionnaire, it was found that the highest mean score was 4,59 (*I will develop my writing skills for my needs in the future*), and the lowest score was 3,24 (*I feel uncomfortable if I haven't written for a long time*). Their overall mean score of motivation was 3,89 which interpreted as high degree motivation. It meant that the students had high motivation when they finished their composition (See Table 2).

**Tabel 2** Result of Questionnaire

No	Statements	Mean
1	I always want to write better than before	4.47
2	I like for asking my teacher for feedback on my writing	3.80
3	By writing, I can express my ideas and feelings	4.13
4	I choose a writing topic that suits my abilities	4.16
5	I believe I can get good grades in writing assignments	4.08
6	I kept writing even though I found it difficult	3.71
7	I always determine the purpose of my writing before I start writing	3.55
8	I use sentences that are easy to understand in my writing	4.04
9	I look for solutions when I have problems in writing, such as the internet and dictionaries	4.08
10	Creating quality writing is my goal	3.63
11	I organize the ideas in my writing logically and sequentially	3.61
12	I like to compare my writing with friends to see progress	3.41
13	I try to complete my writing assignments on time	4.06
14	I believe that writing can improve my ability in English	3.78
15	I always try to correct mistakes in my writing	4.33
16	I'm willing to spend longer to create good writing	3.55
17	I can convey the message clearly through my writing	3.69
18	Writing is important because increase my vocabulary	3.90
19	I will develop my writing skills for my needs in the future	4.59
20	I feel uncomfortable if I have not written for a long time	3.24
	<b>Mean</b>	3.89

The result above showed that the students had high motivation in writing a paragraph about descriptive even though their get enough score in writing skill. It happened because the students had success oriented. They believed that they could get grades in writing assignments and they tried to correct mistakes in writing. Beside that the students had high persistence and effort because they *kept writing even though they found it difficult. They also could find the solutions when got difficult in writing such they look the internet and dictionaries and they used sentences that were easy to understand in their writing. The students had good orientation because they determined the purpose of writing before they started writing and they thought that writing skills for their needs in the future.* This discovery is consistent with the findings of Wiyono and Wu who claim that task complexity and personal goals impact achievement motivation, which can impact students' entrepreneurial attitudes and general involvement (16). Students' motivation has a big impact on how engaged they are with writing assignments, which in turn affects the quality of their work (17). Due to the research, improving writing outcomes and increasing student involvement require higher levels of motivation; hence, interventions to raise student motivation levels may be important (18).

It can be concluded that the eight grade students in SMPN 6 Kayuagung had high motivation although the students got enough categorize in writing achievement. The English teacher should use various method, strategy and media to facilitated students' writing motivation so that the students can develop better writing achievement.

#### 4. Conclusion

The result showed the students had high motivation even though the writing score was enough categorized. It happened because they had success oriented, high persistence and effort, and orientation so that they could accomplished their writing assignments. In conclusion, the eighth-grade students in SMPN 6 Kayuagung had high motivation.

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#### Compliance with ethical standards

##### *Disclosure of conflict of interest*

No conflict of interest to be disclosed.

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