

**The Students' Motivation in Learning Writing at the Second
Grade of SMPN 2 Sungai Limau**

THESIS

*Submitted as A Partial Fulfilment of the Requirements to Obtain
the Strata One (S1) Degree*



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ABSTRAK

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Motivasi mempunyai peran yang penting bagi siswa dalam belajar *writing* untuk menumbuhkan kemauan siswa dalam belajar *writing*. Berdasarkan observasi dan pengalaman dari praktek mengajar di sekolah tersebut, terdapat indikasi bahwa siswa kelas VIII SMPN 2 Sungai Limau mempunyai motivasi yang rendah dalam belajar *writing*.

Penelitian ini bertujuan untuk mengetahui bagaimana motivasi siswa kelas VIII SMPN 2 Sungai Limau dalam belajar *writing*. Jenis penelitian ini adalah deskriptif dengan populasi penelitian seluruh siswa kelas VIII SMPN 2 Sungai Limau tahun masuk 2009/2010. Sampel pada penelitian ini adalah siswa kelas VIII3 yang berjumlah 37 orang. Pemilihan sampel dilakukan dengan menggunakan *cluster sampling*. Data penelitian diperoleh dengan menggunakan angket, pengamatan (observasi), dan wawancara. Kemudian, berdasarkan analisis data dan pembahasan, dapat disimpulkan bahwa motivasi siswa kelas VIII SMPN 2 Sungai Limau dalam belajar *writing* ini adalah rendah.

Kemudian, berdasarkan hasil pengamatan di kelas ketika siswa belajar *writing* dan wawancara dengan guru bahasa Inggris kelas VIII ditemukan faktor-faktor yang mempengaruhi rendahnya motivasi siswa dalam belajar *writing*. Pertama, diri mereka sendiri yang tidak mempunyai keinginan untuk belajar dengan baik dan juga siswa tidak pernah belajar bahasa Inggris sebelumnya ketika berada di bangku sekolah dasar sehingga sulit untuk mereka memahami pelajaran *writing* dengan baik karena materi pelajaran di SMP sudah mempunyai tingkat kesulitan yang lebih tinggi. Kedua, faktor orang tua dan keadaan ekonomi siswa yang rendah sehingga membuat mereka harus bekerja setelah pulang sekolah yang membuat mereka tidak bisa belajar dengan baik dan orang tua pun tidak mengontrol mereka dengan baik. Faktor ketiga adalah guru yang kurang menjalankan tugasnya dalam mengajar *writing* dengan baik. Guru jarang membuat RPP tentang rencana-rencana apa yang akan di lakukan dalam mengajar *writing*. Guru juga tidak mempersiapkan materi yang menarik bagi siswa sesuai dengan kemampuannya dan juga silabus yang ada. Guru juga jarang menggunakan media dan metode pengajaran yang dapat menarik dan menumbuhkan motivasi siswa dalam belajar *writing*.

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Writing is an activity in combining and arranging words to inform something and help the writer communicate with the reader. Through writing people will be able to demonstrate their ideas, thoughts and feelings in order to communicate with other people in unlimited time and distance. Moreover, writing is important to be learnt by the students. By learning writing, the students can improve their critical thinking because when they are going to write they do not only think about ideas but also consider some language features such as grammar, spelling, punctuation, etc.

At junior high school in Indonesia, the students have to learn writing to make them able to produce texts that will influence their competence to communicate with other people in written form. According to the curriculum that is used in Indonesia (KTSP), the students have to be able to produce a text as an expression of students' thought. The students are hoped to write and express their ideas in written form to help them to interact in the society.

However, learning writing usually becomes a boring activity for the students. Based on the researcher's pre-observation at the second grade students of SMPN 2 Sungai Limau, most of them did not pay attention when their teacher taught writing. They did many other activities, such as: they talked with their friends when their teacher explained the material in front of the class. They did not want to learn writing seriously. The students were reluctant and gave less of attention when teaching and learning writing

was in process. They did not want to get involved in writing activities. They did not do their writing assignment or homework seriously. After analyzing the students' acts above, there is an indication that the students do not have good motivation in learning writing.

In the learning process, motivation can be said as an important factor of learning because motivation is a condition of students' feeling that can support them to do activities in learning to get what they want. They will work hard to achieve their purpose in learning. The students with high motivation will have strong desire to do some activities to achieve their goals in learning writing. The students will work harder and do better to get what they want than the students with less of motivation. But each of students has different level of motivation. Unfortunately, not all of the students have high motivation. The students with low motivation to learn writing will feel lazy to study writing. This means, motivation has influences to all students' activities in the classroom and their interest in learning writing.

In addition, based on informal interview with the second grade English teacher of SMPN 2 Sungai Limau, the lack of students' background knowledge about English that can help them to understand what their teacher explain how to write, may influence their motivation in learning writing. It makes the students difficult to follow their lesson and they become bored to learn easily. Furthermore, she said that the lack of use technique and media in teaching writing also may affect the students' motivation to learn writing because the use of an interesting technique and media in teaching writing can help the students to understand the material of writing easier.

Based on the problem above, there is a need to know the students' motivation in learning writing. This research is expected to be able to identify the students' motivation in learning writing. This research is also going to find out the factors that make the students have low motivation to write.

B. Identification of the Problem

Learning writing does not always become the interesting skills for the students in English subject. The students seemed not have motivation in learning writing. Most of the students get bored easily when they learn writing. The students were lazy and difficult to give their attention to their lesson. In addition, motivation becomes one of the important factors that can influence the students in learning writing and make the students want to learn seriously. However, not all of the students have same level of motivation in learning writing, some of students have high motivation to learn and some do not. The students with high motivation will learn writing enthusiast but the students with low motivation will be lazy to learn writing. Based on the researcher observation in SMPN 2 Sungai Limau, it was found the indication that the students have low motivation in learning writing. Because of that, the researcher wants to know how the students' motivation in learning writing at second grade students of SMPN 2 Sungai Limau.

C. Limitation of the Problem

Related to the identification above, the problem of this research is limited into the students' motivation in learning writing at second grade of SMPN 2 Sungai Limau.

D. Formulation of the Problem

Based on the limitation, the problem of this research formulated in these following questions:

How was the students' motivation in learning writing at the second grade of SMPN 2 Sungai Limau?

E. Research Questions

1. How was the students' motivation in learning writing at the second grade of SMPN 2 Sungai Limau?
2. What factors influence the students' motivation to learn writing at the second grade of SMPN 2 Sungai Limau?

F. The Purpose of the Study

The aims of this research are:

1. To know how the students' motivation in learning writing at the second grade of SMPN 2 Sungai Limau.
2. To know the factors that influence the students' motivation in learning writing at the second grade of SMPN 2 Sungai Limau.

G. Significance of the Research

By finding the students' motivation in learning writing, it is expected that the research will be able to give a significant contribution. Theoretically, it is expected that the result of this research will give contribution toward the theory related to motivation, especially for writing. Practically, it is expected that after the teachers read the result of

this research, the teachers could know the level of the students' motivation in learning writing and the factors that influences it, so the teachers can find the way to solve it.

H. Definition of Key Terms

1. Writing at junior high school : an activity of junior high school students to produce a text by delivering their ideas in written form and using some language features such as grammar, vocabulary, punctuation, etc.
2. Motivation in learning writing at junior high school : a kind of desire, willingness, and effort of a learner from inside or outside him/herself to learn writing in the classroom or out of classroom.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Writing

Writing is a tool of communication in the written form. Through writing people can convey their ideas or message to the reader. People can express their feeling, opinion, comment, suggestion, etc. Olsthain (2001) says that writing is a skill that enables writers to plan and rethink the process of communication. This means that writing can make the writers able to organize what they are going to do and understand about how communication happens. He adds that people can communicate a variety of messages each other in close or distant place, unknown or known readers by writing. So, writing is not only used to convey someone ideas in the written form but also used to communication in the society.

Brown (2001) says that writing is a process of thinking because writing is a process of putting ideas on a paper to transform them in words and become sentences by using structure and coherent organization. The writers have to put their thoughts into words in a meaningful form. The writers should be able to arrange their thought into words and then sentences which have meaning and can be understood by the readers.

In addition, writing is a process that requires writers to develop their ability to think critically. According to Richard and William (2002:303) states that writing is the most difficult skill to master because people not only have to generate and organize ideas but also transform these ideas into readable text. The writers need to explore their

thoughts and examine their own and others ideas. Graham and Dolores (2007) add that writing needs the writers to formulate and organize their own thoughts, and after that create it in a written form by using good spelling and grammar. This means, when someone wants to write, they do not only think about ideas that have to be organized but must consider some language features such as grammar and pattern to get the better writing works. In conclusion, writing is a skill that needs someone's ability to organize their ideas to write by considering some language features in order to help them to communicate with the readers well.

Based on the theories above, it can be concluded that writing is a complex process. The writer should consider many things related to writing skill such as grammar, vocabulary, punctuation and others. In addition, writing as a classroom activity needs four steps in process of writing: planning, drafting, editing, and final version.

B. Motivation

Motivation is something that can push someone to do something to achieve their goal. It is supported by some theories. Holt (2001) says that motivation is a set of conditions that activate someone's behavior towards some goals and maintain behavior until the goal is reached. Motivation will influence someone's behavior in doing something when she/he has a goal to be achieved. She/he will do anything to get what she wants. In the same way, Harmer (2001), states that motivation is great power that causes someone does something to reach her or his goal naturally. He also says that motivation is an internal drive that encourages and pushes someone to do things in order to achieve something. By motivation, someone will have desire to reach their goal and do attempts

to achieve it. Dornyei (2003) says that the motivation makes people doing something continually and attentively to achieve the purpose by having desire, focusing and getting pleasure from the activities that will help them to reach that purpose. Motivation can make someone interested in something that they have never thought about before.

In addition, Usman (2006), states that motivation is a process to reach the goal or purpose by doing something. Motivation can cause a person to begin an activity and pursue it with persistence. Motivation is the reasons why someone does something. Someone has to know what she does, what for she does it, and what the purpose is. By knowing those, it will help them to achieve their goal or purpose easier. Motivation is a necessity to reach the satisfied goal. For people who are motivated to reach something, they will focus to get it. They feel interested in doing something that can help them to reach their goal. So, motivation is a great attempt that is important for everybody in reaching something.

C. Motivation in Learning

Learning motivation is one of the important factors to make the students' successful in learning process. It has a role to gain and improve the students' enthusiasm to study. The students can give good response when they have good motivation. In contrast, the students will give bad response when they do not have good motivation. Morgan (1990) states that motivation is very important in learning and it is an aid for learning because it produces variable behavior and certain aspects that can be associated with the situation in which the behavior takes place. Furthermore, he says those students'

motivation and personality in learning will influence teaching and learning process and students' achievement.

In addition, according to Scovel (2001), motivation is an instrumental for studying a new language, the main elements that determine success in developing a second (ESL) or foreign language (EFL). Without motivation, the students will not have willingness, need, desire, and do not participate in the learning process. Masgaret and Gardner (2003) say that, motivation can influence second language achievement, and it has higher correlation in the language than the other measures. If the students have a high motivation in learning, they will hopefully to be success because they will enjoy learning the language and want to learn the language. The students will enjoy seeing, hearing, and paying more attention to their teacher explanation. They want to do assignments that are given by their teacher.

Winkel in Abidin (2007) says that learning motivation is physical action of students' efforts that make the students able to reach their learning purpose and success in their learning activity. The students who have motivation in learning activity from their self, they will work hard to reach the successful learning consciousness. In addtion, Uno (2008) says that learning motivation is internal and external urging of the students who are learning to change their ability, attitude and degree of their knowledge to be better and better in learning process. it can be concluded that motivation really give contribution to the success of students in studying.

According to Noels (2003), there are two kinds of motivation: intrinsic motivation and extrinsic motivation. First, the intrinsic motivation is motivation that comes from the inside of someone to engage in activity because the activity that she or he does is enjoyable and satisfying to do. Someone becomes motivated when he or she feels comfort and interesting with the activity. Second, extrinsic motivation is the desire of someone to do an activity to achieve some goals that comes from outside of individual because he/she feels the activity will give him/her positive effect. This motivation usually has purpose to get reward or present, such as earning reward or avoiding a punishment. In addition, both of the intrinsic motivation and extrinsic motivation are needed in learning writing. According to Kambon (2005) both intrinsic and extrinsic motivational are key in the development of the language-learner. They are influenced each other to make the learners success and perform better in second language acquisition.

Carlton (2000) explains a number of behavioral characteristics which are indicators of high motivation.

1. Persistence. It is the ability to stay with a task for a reasonably long period of time. A highly motivated child will stay involved in learning for a long period of time, whereas unmotivated child will give up very easily. Also, a highly motivated child will have desire to do assignments.
2. Choice of challenge is another characteristic of motivation. Children who experience success in meeting one challenge will become motivated, welcoming another. These motivated learners choose an activity that is slightly difficult for

them, but provides an appropriate challenge. When they successfully complete such a task, children gain a high level of satisfaction.

3. The amount of independency on adults is another indicator of motivation. Children with strong motivation do not need an adult constantly watching and helping their activities. Children who have a lower level of motivation or are extrinsically motivated need constant attention from adults and cannot function independently. Since independence is an important aspect of quality learning, this dependence on adults will greatly limit children's ability to succeed in school.
4. The last indicator of motivational level is emotion. Children who are clearly motivated will have positive displays of emotion. They are satisfied with their work and show more enjoyment in the activity. They become more confident to interact in learning activities. Children without appropriate motivation will appear quiet, sullen, and bored. They will not take any apparent pleasure in their activity and will often complain.

From the theories above, it can be concluded that there are some indicators of students' motivation in learning. They are as follows:

1. The students are involved in teaching and learning activities.
2. The students are creative.
3. The students ask the questions that they do not know.
4. The students enjoy in learning process.

5. The students are able to work independently.
6. The students have willingness to know something.
7. The students want to do assignment with easy or difficult level.

The way for teacher to motivate students in writing is by using strategies to enhance intrinsic and extrinsic motivation. The motivation will bring the students to learn writing English seriously but enjoyable; also it will influence the students' behavior when study. They will not only do writing when their teacher asks them to do but they will do it because they love it.

D. The Teachers' Role as Motivator for Students

The teachers have important roles in teaching and learning process to make their students good motivation in learning and make their students can achieve their goal in learning. According to Dornyei and Otto in Thanasoulas (2002) there are some roles that the teachers have in motivating students in learning:

- a. Creating the basic motivational condition

As a motivator, the teachers must have good motivation to teach their students because it will influence their students' motivation to learn. The teacher that is powerful to teach and interested in teaching their students will make the students more enthusiasts to learn. Moreover, in order to create the basic motivational condition, the teachers have to create a pleasant classroom atmosphere. A safe classroom climate will make the students feel comfort to learn and will influence the students to study seriously.

b. Generating students' motivation

To generate the students' motivation in learning, the teachers have to help their students to understand the purpose of the study. In order to make the students understand the purpose of the study, the teachers have to find out the students' goals and the topics they want to learn, and try to incorporate them into the curriculum. Because of that the teachers have to prepare the lesson plan to prepare the material and the interesting way to deliver it.

c. Maintaining and protecting motivation

To keep the students' motivation to learn, the teachers have to find the way to make the students do not feel bored easily. The teachers can give the students a task that is interesting for them. The teachers also can give the students rewards if they can finish their assignment well.

E. Previous Study

There were some researchers that conducted a research which related to this research. First, the research about *Improving Students' Motivation and Participation in Writing through Cooperative Integrated and Composition Model (CIRC)* by Rusydi (2007). This research has a purpose to identify whether cooperative integrated and composition model could improve students' motivation and participation in writing. The result of this research found that cooperative integrated and composition model improved students' motivation and participation in writing at the year students of SMPN 1 Kota Manna.

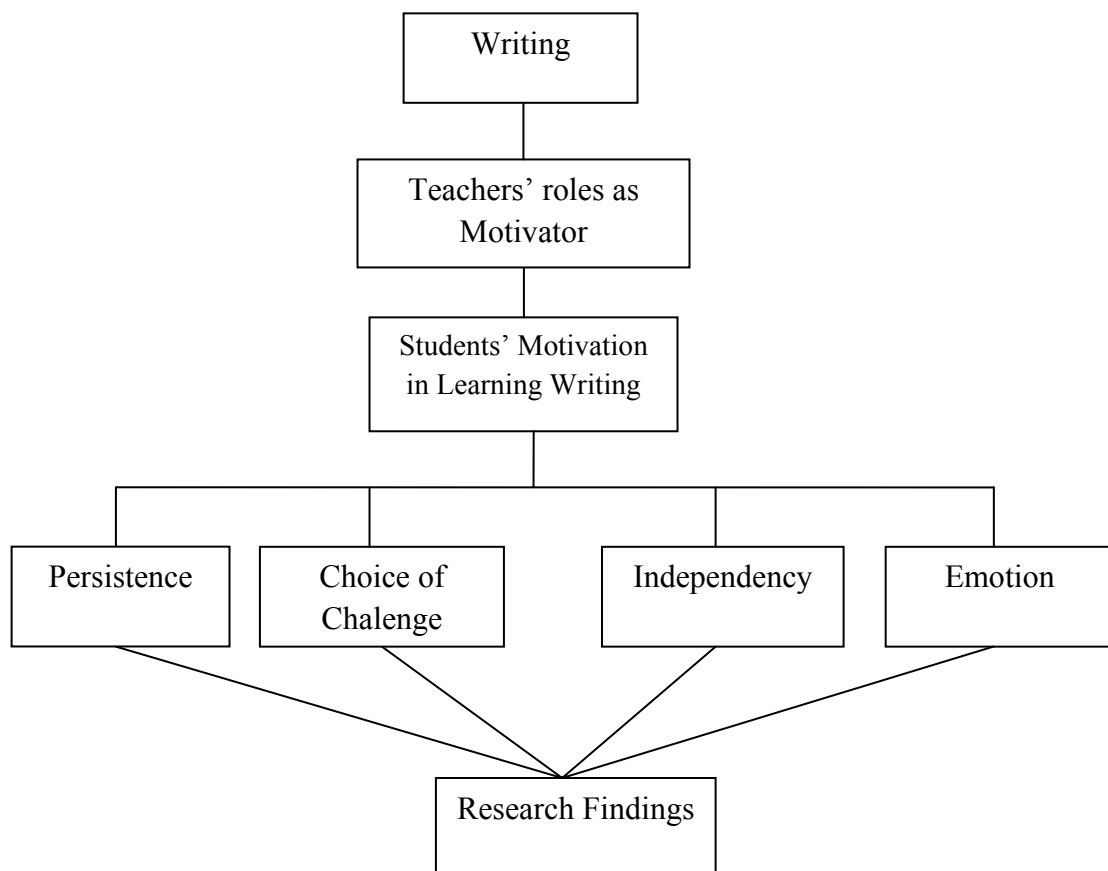
Second, the research about *Improving Students' Motivation and Interaction in Speaking through Pictures at the First Year Students of SMAN 2 Sungai Tarab Tanah Datar Regency by Andriane Jamrah (2008)*. This research had a purpose to identify to what extent the use of pictures can improve student' motivation in speaking English and to what extent the use of pictures can improve students' interaction in the class. The result of the research indicated that the implementation of pictures in teaching speaking can improve the students' motivation in speaking English and interaction in the class.

Third, the research about *Improving Students' Reading Motivation and Reading Comprehension by Using Context Clues at the Third Semester of the Academy for Foreign Language Haji Agus Salim bukitinggi by Afdaleni (2009)*. This study was conducted to find out whether using context clues in reading comprehension could improve students' reading comprehension and reading motivation and to find out the factors that influenced students' reading comprehension and reading motivation. The research found that using context clues in reading comprehension could improve the students' reading motivation and reading comprehension, and there were found some factors that influenced the students' reading motivation and comprehension, such as classroom management, reading material, reading task, teaching technique, and teaching media by the lecturer in the classroom.

F. Conceptual Framework

Writing is one of the skills in English which has to be learned by the students in the schools, and needs more teachers' attention because not all of the students at the

second grade of SMPN 2 Sungai Limau like learning writing. Based on the informal interview with the second English teacher of SMPN 2 Sungai Limau, not all of the students have high motivation to learn writing. They have different level of motivation. The teachers' roles in teaching may become one of the factors that can influence the students' motivation in learning writing. The students' motivation can be seen from the indicators; persistence, choice of challenge, independency and emotion. In order to improve the students' writing achievement, level of students' motivation is needed to be known.



CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the research findings about “The Students’ Motivation in Learning Writing at the Second Grade of SMPN 2 Sungai Limau”, it can be concluded that the students’ motivation in learning writing is low. The research findings shows that the lowest indicators of motivation that the students have is their independency and next their emotion. The students did not enjoy learning writing. The students seemed not interested in learning writing. They did not have desire to learn. They were hard to get involved in learning process and difficult to understand how to write well because the uninteresting method that is used by the teacher and lack of students’ vocabulary, less ability in grammar etc.

In addition, from the result of data analysis the students’ motivation is influenced by some factors. The first factor is related to the students themselves that do not have desire to learn writing because they think writing is difficult. The second factor is related to the students’ family and their economy that is low. The third factor is related to the roles of teacher as a motivator in teaching writing. The teacher does not able to generate the students’ motivation in learning writing. First, the preparation of lesson plan that sometimes was not made by the teacher. Second, relating with selecting the material or text. The teacher seldom used another material from many sources in order to avoid the students feel bored in learning writing. Third, the teacher rarely used media in teaching writing that can attract the students’ interest in learning writing. The last one is the

interesting method that the teacher rarely used in teaching writing. The teacher only used lecturing method (teacher center) to teach the students. It made her students became bored to learn.

B. Suggestions

Based on the research findings and data analysis, it is suggested:

1. To the teachers, it is expected that the teachers can improve the students' independency and emotion in learning writing that can influence their motivation in learning writing. Also, it is hoped that the teacher able to generate their students' motivation in learning writing by preparing lesson plan before they are going to teach writing
2. To the students, it is expected that the students can improve their independency and their emotion in learning writing in order to make them have good motivation in learning writing.
3. To the readers who want to conduct a research related to the students' motivation in learning writing, it is expected that the readers focus more on students' independency and emotion in learning writing and how the teachers generate their students' motivation in learning writing.

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