



EXPLORING STUDENTS' MOTIVATION IN WRITING LEARNING: A CASE STUDY OF UNIVERSITY STUDENTS

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Abstract

This paper looks at the ESL learners and describes research project what makes ESL learners enhance and motivate in writing learning performance. The study examined both students' and teachers' looked at its impact the students' motivation and the factors in their learning performance especially in writing. The analysis of the data in this study uses the technique of qualitative data analysis and coding the data by grounded theory or thematic analysis. It was found that students' motivation in writing learning performance is low because of writing anxiety. On the other hand, some of the factors would engage and motivate them in writing learning performance based on some the aspects of learning situations in the perspective of Dörnyei, 1994). However, the participants responded positively that encouraging ESL learners to write about topic of interest and the role of the teachers to build their confidence.

Keywords: Motivation, Writing Learning, ESL Learners, L2

INTRODUCTION

In recent years, the discussion of teaching and learning quality has been discussed in the context of English as foreign language (Byrne & Flood, 2003; Stensaker, 2007; and Yin & Wang, 2017). It is widely accepted that the role of teachers and learners are able to facilitate and arrange the classroom management to build students' engagement.

One of the most important in classroom management to build students engagement is Motivation in Learning. Motivation is needed these days by students in educational field duties and activities as in a line with Lee, Yu and Liu (2017) stated that motivation is the primary concern to leads an effective learning performance.

Some of the sights from students may differ from their motivation to learn other language skills; Speaking, Listening and Reading and it is a line based on researcher's experience when she became pre-service teacher, Zhang & Guo (2012) as cited by Sun and Wang (2020) It is a line with Hayes (2002). Writing is the skill that is really complex into make an action, students are unmotivated when teacher asked them to write something even in a sentence. It is because writing learning in second language is one of the most challenging aspects of L2 Learning, Hyland (2003). In this sense, researcher identified that some of students are still

afraid to write a text in a note or even a piece of paper because they are really unmotivated how learning performance is designed in writing learning.

1. How are students' motivation in writing learning performance?
2. What are the factors that affect students' motivation in writing learning performance?

In order to answer the questions, this research intends to take up the factors to motivate students' writing learning performance as ESL learners. In light of this, this study attempts to throw further light on three components of motivation in Dörnyei's perspective: The language level, the learner level and the learning situation.

Motivation in learning

(1) **The Learner Level**, based on Dörnyei (1994) the second level of L2 motivation is the learner level encompasses individual characteristics that the learner brings to the learning performance, most notably learners' self-confidence which is in a line with Martinez (2011) writing anxiety has an impact on their motivation, willingness to take writing course and school job performance that requires writing (Stewart, 2015).

(2) **The Learning Situation Level**, The third level of L2 motivation is the learning situation level, which is made up of intrinsic and extrinsic motives and motivational condition concerning three areas as follows: Course-Specific Motivational Components, Teacher-Specific Motivational Components and Group-Specific Motivational Components.

This approach uses the concept of Teaching-Learning Cycle (TLC) to be the role of interaction and guidance in learning to write and read texts, it is a line with Oliveira, (2017). Teaching-Learning Cycle was made up of three phases activity: Deconstruction, Joint Construction, Independent Construction

METHODS

The Participants and the context

The participants are undergraduate students from English Education Department in one of private university in Cirebon. The data resource of this research focuses on how participants feel and what makes participants motivate and engage in writing learning. This study has three female participants which their names are pseudonym.

Case Study

In this study, the researcher uses qualitative research because the study of the researcher is to explore students' motivation in writing learning. According to Creswell (2014) stated that qualitative research in as approach for exploring and understanding the meaning individuals or groups that be found by social human problem or issue. This means the researcher makes the interpretations the meaning of the data.

Data Collection and analysis

The technique of collecting the data is interview. According to Brace (2004) described that in the case study interview, the topic of the study more focused. In this section, the researcher can create and manage the question by herself. The participants are asked in deeper question by using the question that is created by the researcher.

The instruments of data collection for this study are the use of interview is to collect and get more data. This study will use structured question for interviewing the participants and there are three questions. Based on Lune and Berg (2017) described that in the case study of

research design, one of the most effective to learn about people's circumstance is to ask them.

The researcher will analyse data by using thematic analysis. According to Barkhuizen, Benson and Chik (2014) in qualitative research, the approach is called thematic or grounded theory analysis. In this thematic analysis is discussed in detail in qualitative data analysis manual, the researcher will describe the analysing of the data briefly. In detail the researcher will repeat reading of the data, coding and categorization of data extracts and their reorganization under thematic analysis manually.

RESULTS AND DISCUSSIONS

Students' anxiety in writing learning performance

All the participants assumed that in writing learning performance they were afraid and lack of confidence about the text which they had constructed. They worried and afraid because the structure and the situation in writing learning performance is not good as their expectation.

"My feeling in writing learning performance was lack of confidence. It is because I was afraid if my writing was not good as my friend and the use of grammar was not correct." (Student 1)

"I felt so worry and afraid because my grammar was not good enough. So, I need to paid more attention during writing learning about the structure of the text that runs weekly." (Student 2)

Martinez (2011) anxiety can be caused by the factors, such as high expectations and fear about the structure of the text which can be the anxiety in writing learning performance. This is in a line with the findings reported by Cheng (2004) writing anxiety is also related to students' poor performance to write on English writing assignment or exams and in jobs requiring writing.

In the relationship with motivation from Dornyei (1994) The language level involves some components that is related to the aspect of L2 and The learner level about learners' self-confidence and learning performance about anxiety, competence and their past experiences. On the other hand, both student 1 and 2 agreed if they felt anxiety because of their grammar in L2 is not good enough, then they are lack of confidence because of their proficiency of their L2.

Writing Learning Process

The participants agreed that writing is an activity that is needed to be concerned. They stated that writing is not only about writing the ideas and facts. On the other hand, writing is an activity to make a text which is the text needs to have a meaning in order to be understood easily by the reader.

"I need to pay attention while writing learning that runs gradually every week. Indirectly, I had learned better about grammar, structure, and how to make a good writing. In this writing process I realized that writing is not about ideas, but writing is about meaning making process". (Student 2)

“... I need to look for deeply the ideas and put it in written text. Because in this writing performance, I can conclude that writing process is meaning making that needs to be delivered to the audience” (Student 3)

From the concept Rydhina-Pavonka and Brynes (2013) that is informed by Systemic Functional Linguistic (SFL) perspective writing is student and teachers activity to investigate how text deploy particular patterns of transitivity, modality and cohesion to represent a certain reality. Both Student 2 and 3 agreed that writing is meaning-making process.

Those lexical “meaning making” means that writing as meaning making a text how to have focused on some aspect, such as genre, grammatical, topic or theme that is in a line with Rydhina-Pavonka and Brynes (2013). According in SFL term, this concurs that Xuan and Huang (2017) also defined that writing is an activity as meaning making process that concerns some aspects, such as genre, grammatical metaphor and theme-theme progression.

Topic can foster students' interest

In this theme, all the participants in the study agreed on fact that topic can affect their interest and enjoyment in learning especially in writing. The interesting topic would engage them being active students for requiring the writing assignment. Students would like to choose the topic based on their own characteristic. As seen in the following data, the participant stated their own characteristic about the interesting topic by describing different lexical choices:

“Topic really affects me in writing learning I enjoy writing when the topic is about culture. The interesting topic engages the curiosity that makes me being an active learner without any force, because my teacher gave me freedom in the choice of content or style. So, I can enjoy writing learning process. For example: Cirebon's culture, so I would like to look for another references easily and enjoyable” (Student 1)

“I can learn enthusiastically when my teacher allowed me to choose topic that I like but still related to the theme of today's material. The choice freedom makes me being an active learner because I would like to do it enjoyably. For example: Fairytale, I know many series about that”. (Student 2)

From the theory of Dornyei (1994) defined that is related to intrinsic motivation because of the individual's inherent curiosity and desire to know about the material. It can be about topic or even the theme. Student 1 stated “the curiosity that makes me...” orients that the interesting topic in writing shows the curiosity to construct the text that makes student would be like to look for other references easily and enjoyable. This means, the interesting topic will interest and engage their performance and effort in writing learning process especially to look for another references that is enjoyable. Additionally, the lexical choice from student 2 “I can learn writing enthusiastically...” the topic that stated by student 2 is fairytale.

It means that the interesting topic engages her in writing learning performance especially when the topic is mastered by her, because when the topic is owned by learner, so they would like to enjoy and become excited the process in writing learning. That is also in a line with student 1 that reported with Boscolo (2007) topic interest the learners' cognitive and affective orientation which leads individual to perform autonomous operation such as, reflecting, discussing, reading and researching references or even information.

Teaching-learning style from the teacher in writing learning

The participants agreed on the fact that, in their opinion, the teacher really affects them to engage them in writing learning. The information presented that they stated if teaching-learning style for teacher in learning performance must be run well to motivate and improve them in construct a texts in learning process that is a line with Dornyei, (1994). As seen in the following data, teaching-learning style in writing learning deploys different lexical choice:

“When I was in writing learning performance, my teacher asked the students to think critically by giving me the material about curriculum in this era, in every meeting my teacher asked to discuss and share what it was about (Curriculum) with my peers. Until the last meeting my teacher asked the students to do the individual task to create a text about Curriculum.” (Student 1)

“The way that affects my writing motivation is about the way my lecture delivered the material. My teacher gives me a text, then students need to discuss and decide for example: which is thesis, main idea and supporting sentences, after we got correct it all my teacher asked me to make a text individually.” (Student 3)

This concurs with the findings described by Oleivera (2017) Teaching-Learning Style was made up of three phases activity. The first is deconstruction, it means giving the model of the text to the learner. The second is joint construction means this together work that teacher and students build up the text in the class. The optional phase is collaborative construction means students will work in pairs or small groups to make a text together and discuss about the text what they have constructed. The last is Independent Construction means that students are ready to work independently to construct their own writing in specific genre.

Students need feedback from the teacher

All the participants agreed that feedback from the teacher is motivational components that they really need in learning performance. As the following data, it could be seen all the participants stated different lexical choices:

“The evaluation from teacher is needed to pay attention to face the same problems, for example the use of punctuation in my sentence (you are okay?), then my teacher gave me “You did well, for the next it must be period (.) not question mark (?) because it is a statement.” And it means teacher appreciates me by praising some words, such as “You did well”. (Student 2)

“Appreciation and evaluation also engage me in writing learning because I am given the feedback that stimulates me to appreciate my work. It can be comments or compliments. For example: “The whole content is almost perfect, it will be better when you used past verb”. (Student 3)

From the theory that is described by Dornyei (1994) and Truscott (1996) there are three types of feedback, such as, informational feedback, controlling feedback and corrective feedback. It can be feedback from the teacher. Student 1 and student 2 stated the same lexical

that is informational feedback “you did well”...” that means the feedback from the teacher is the appreciation because of the work, the teacher give comments on their work without any pressure then it is positive to individuals' motivation. Then student 3 has different lexical word “The whole content is almost perfect...” orients that comments from the teacher that is appreciation to feel that student is performing completely the work.

Then student 3 has different lexical word “The whole content is almost perfect...” orients that comments from the teacher that is appreciation to feel that student is performing completely the work. Then student 2 and student 3 stated the corrective feedback, student 2 stated “It must be period (.) not question mark *?)...” this way the students are able to see the meaning they wish to convey in this context requires.

This concurs with the findings reported by Dornyei (1994) this socialization of students' motivation process gives a clear message which is reflected to students' motivation. By praising the learner provides positive feedback is expected, conveyed or perceived individuals' motivation will remain stable or increase. According to Ferris (2013) by giving correction to the learner assumed that learner would be highly motivated to engage in revision session and to reflect upon the assessment task.

Discussion

In this research, the researcher has attempted to find the perception of the participants which consist of 3 students in one of private university in Cirebon by exploring their motivation in writing learning. The result or findings indicate that the participants show that they felt anxiety in writing learning performance. On the other hand the participants also stated the positivity about the factors that would engage them in writing learning performance based on the learning situation.

The participants explained that they felt anxiety in writing learning performance because they are lack of confidence and afraid about the grammatical error. This study is in line with the finding that reported Martinez (2011) the anxiety is caused by the factors such as high expectations and fear about the structure to write texts are likely to increased students' writing anxiety. The grammatical error that they are afraid is also in line with Cheng (2004) identified that writing anxiety is also related to students' poor performance on writing exams and in job requiring writing. From Dornyei (1994) stated that students' motivation can be caused by The Language Level is about their culture and their potential usefulness of proficiency in L2 and The Learner Level is about learners' self-confidence that is caused students' anxiety, perceived L2 competence causal attributions about past experiences and self-efficacy. This means students' motivation in writing learning performance is low because their grammar in L2 is not good enough that became they are lack of confidence, so they felt the anxiety in writing learning performance.

On the other hand, the participants explained some factors which can affect their motivation in writing learning performance based on the learning situation. The first is their interest in topic writing. The second is teaching style or strategy in writing process. The third is feedback from the teacher that would engage them in writing process. It is also in line with Dornyei (1994) stated that the important thing that has been attached in L2 motivation literature to motives related to the learning situations, such as course-specific motivational components, teacher-specific motivational components and the last group-specific motivational components.

The first is the participants stated that the interesting topic would engage and motivate them in writing learning, because they would like to look for another references easily and

enjoyable. It is in line with the aspect from Course-Specific Motivational Components that reported by Dornyei (1994) described the interest is related to intrinsic motivation because of individual's inherent curiosity and desire to know more about the material, such as topic or even theme of material.

The second is teaching style that participants are agreed that teaching style really affects their in learning performance. They explained that teaching style in writing learning could be the steps. These are, first is teacher gives the model of the text, then there is collaborative between students in pairs or even small group to discuss the text and the last step is individual task to create the own text. Halliday and Matthiessen (2013) writing as meaning-making process that informed by Systemic-Functional Linguistic and also Oliveira (2017) described that the approaches that has been used to support in writing is Teaching-Learning Cycle that was made up of three phases, such as deconstruction, joint construction, collaborative construction (optional) and the last is independent construction.

The last is all the participants are agreed that feedback is really needed by students, when teacher gives any feedback to them. There would be any some reflections, comments or even appreciations in learning performance. It can be correction or revision in their writing or even praising to them as an appreciation to their effort. It is also a line with Dornyei (1994) and Ferris (2013) this feedback included in teacher-specific motivational components that socialization of students' motivation gives clear message to learners by praising positive feedback and giving correction would be highly motivated to engage then in writing learning performance.

CONCLUSION

The research draws some conclusion after analysing the whole findings of the research. Students' motivation in writing learning performance is low because of their anxiety of their grammar in proficiency of L2 is not good enough for requiring the writing task which can affect they are lack of self-confidence during writing learning performance based on Dornyei's (1994) perspective of The Language Level and The Learner Level components of motivation.

On the other hand the participants stated the another factors that would engage and motivate them in writing learning performance based on the situation during learning writing that in line with the findings of Dornyei (1994) in The Learning-Situation Components of motivation. The first is the interesting topic (course-specific motivational components), teaching style by using teaching-learning cycle in SFL and teachers' feedback about learners' task (Teacher-specific motivational components)

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