

Chapter Four

Finding and Discussion

In this chapter, the researcher reports the findings based on the data analysis and the discussion of the findings. Based on the research question, there are two major findings that can be obtained. First, the motivation that influences students to write English daily journal will be reported in this chapter. Second, the students' perception of the benefits that they obtained from writing English daily journal will also be presented.

The Motivation that Influences English Education Department of Universitas Muhammadiyah Yogyakarta Students to Write English Daily Journal

The researcher had gathered the data needed from the participants to obtain the result related to this topic. There are two categories explained to answer the first research question of this study. These two categories were served to know about what motivates the English Education Department of Universitas Muhammadiyah Yogyakarta students to write English daily journal. The following point will discuss the categories connected to the first research question.

Intrinsic motivation. All three participants stated that intrinsic motivation was the motivation that made them begin and continue their writing English daily journal. As they felt the benefit of writing English daily journal, they motivated

themselves more to write English daily journal. Anna stated that the motivation comes from her own self because she needed it so that her academic writing can be better.

Then another participant, Hardin, revealed that the motivation is from his own consciousness and writing daily journal was his long time habit. Hardin also added that he got the motivation to write because he felt the benefits that come from his writing English daily journal habit. Lastly, Rina stated the same argument in the almost similar manner. She said that she started writing because she needed a place to tell her story, so the motivation comes within her own self. Rina concluded that through writing English daily journal, she can practice her writing skill.

Those statements indicate that Anna, Hardin, and Rina, as the participants of this research, felt that the motivation that urges them to keep writing is themselves. However, all three participants had different form of intrinsic motivation. Anna's intrinsic motivation was her need to write better academically. Hardin's intrinsic motivation was his habit to continue writing English daily journal. Rina's intrinsic motivation was her introverted self who need to express her ideas in writing form. Just as stated by Cheryy (2016), intrinsic motivation is a behavior that is driven by internal rewards and people who are intrinsically motivated able to create positive emotions such as sense of meaning, a sense of progress, and competence. It is possible for intrinsic motivation to last longer in someone who is intrinsically motivated; the example is from Hardin who continue to write because it has been his long time behavior.

Extrinsic motivation. One participant, Hardin, stated that extrinsic motivation that made him started to write English daily journal was his English teacher. Even though he also stated that his motivation came from his inner self, he used to feel the extrinsic motivation long before he started his habit out of writing English daily journal. It is stated below:

“Long ago, there was this English assignment from high school that forced us (the students) to write a daily journal. The teacher was persistent about it and always checked on our (the students’) works. Writing a daily journal that time was beyond stressful because of the teacher’s pressure. I was afraid to lose the school points if I did not do the writing.”

In short, Hardin used to feel pressured while writing English daily journal which is originally an assignment from school. Yet, after writing English daily journal, he does not feel pressured anymore because he does it willingly. This statement is in line with Bainbridge (2014) who stated that the motivating factor in extrinsic motivation are external, or outside, rewards that provide satisfaction and pleasure that the task itself may not provide also it drives people to do things for tangible rewards or pressures rather than for the fun of it.

The Benefits Obtained from Writing English Daily Journal Perceived by Universitas Muhammadiyah Yogyakarta Students

In the next step of the interview, the participants were asked about the benefits obtained from writing English daily journal perceived by them. The participants stated

some benefits that they felt during their experiences writing English daily journal.

These are the benefits obtained based on the data gathered.

It is satisfying to write an English daily journal. All three participants agreed that writing English daily journal satisfy them. Anna said that she wrote about her personal experience and she often reread them to recall memories that made her happy. Meanwhile, Hardin said that he has been writing daily journal for quite a long time and to stop doing it felt peculiar and writing daily journal made him felt complete. Another participant also stated the almost same thing in a different manner. Rina agreed that she felt relieved after writing and writing daily journal is a satisfactory that she cannot get anywhere else.

In short, all three participants who write English daily journal without being told by anyone got benefit from writing English daily journal; it made them happy, completed, and relieved. It proved that writing a journal is satisfying for the writer. This finding is line with Lai (2011) who stated that it is animated by personal enjoyment, interest, and pleasure.

It helps students organize their ideas. All three participants agreed that through writing English daily journal, they felt that their ideas organizations were getting better. Anna stated that she can sort her ideas better and developing a topic sentence is easy now. Hardin also agreed that writing English daily journal made him easily organize and express his ideas easily. Moreover, Rina added that she can focus

on her writing assignment because of her flows of ideas are better and she could organize them well.

After their writing English daily journal habit started, the three participants felt that their ideas organization were not that hard like before. Those three statements are in line with Hopkins (2010) who stated that students who keep a daily journal tend to be more focused and it helps them build skills. Kerka (1996) added journal entries can provide tangible evidence of mental processes; they make thoughts visible and concrete, giving a way to interact with, elaborate on, and expand ideas.

It encourages students to add vocabulary. Two out of three participants agreed that through writing English daily journal, they become more aware about their vocabulary mastery. Hardin revealed that because of his habit in writing, he realized that his vocabulary was still limited and he felt the need to make way to add his vocabulary. Anna also agreed with this statement. She stated that writing in the same words is boring and she needs to do something to make her vocabulary better.

These two participants also provide their own answers to fulfill their needs to have more vocabulary. Hardin revealed that he used to look up the words in dictionary but it did not last long so he decided to start reading novels in English to enhance his vocabulary. On the contrary, Anna stated that she watched a lot of movies with English subtitle to enhance her vocabulary.

These two participants said that because their writing English daily journal habit made their curiosity aroused especially in their vocabulary acquisition and they are able to overcome their difficulties regarding their increasing their vocabulary acquisition. These statements are connected with Kurland (2000) who said that a lot of reading will be a good help in writing. He stated that one can write only as well as one reads. Through reading, writers can decipher words and sentences on the page. It helps writer to add vocabulary for their own writing. A writer cannot write without reading and without first understanding how the language works to communicate ideas (Kurland, 2000).

It affects students' reading skill. Two out of the participants concluded that through writing English daily journal, their interests in reading escalated after a lot of writing. Hardin stated that his reading skill is much better because he read a lot now in order to have more vocabulary. Rina also agreed that her reading skill is affected. She used to only read books in Indonesian but now she started to read a lot of books in English. Rina concluded that her English reading skill is getting better slowly.

These two participants realized that through writing English daily journal, another skill is affected which is reading skill. Their statements are in line with Hopkins (2010) who stated that students who keep a daily journal tend to be more focused and it helps them build skills. Furthermore, Hiemstra (2001) urged his learners to use one of the journaling formats as a means for assisting them obtain the

maximum amount of interaction, knowledge, and personal growth from their reading efforts or other learning experiences.

It helps student to have an organized life. A participant stated that through writing English daily journal, his life become much easier. Hardin revealed that his life became organized through writing journal. He wrote his schedule in his journal so he did not need to stress over small things such as schedule anymore.

From this statement by Hardin, a daily journal helps him organize a few things that are usually overlooked. It is also reduce his stress. This is in line with Hiemstra (2001) who stated that journal writing is advantageous for personal growth, development, self-expression, and stress reduction.

It helps their study in English Education Department of Universitas Muhammadiyah Yogyakarta. Since writing is always needed in English Education Department of Universitas Muhammadiyah Yogyakarta, two of three participants stated that their writing English daily journal habit ease them in their writing assignment. Anna's statement is written as follow:

“I was very lazy to write because it was hard to organize ideas, but after I started this writing daily journal habit, writing assignments are not that bad. It is safe for me to say that I started this habit to help my study and I feel the benefit of it.”

Rina also agreed with her statement, though she explained it in a different way:

“I think there is an escalation after I started this writing English daily journal. My writing is becoming smoother yet it needs a lot of adjustment and it did not happen instantly. The more I write the easier for me to write for my writing assignment. My thoughts of ideas are also developed and not difficult anymore.”

Anna and Rina concluded that their writing English daily journal habit helped them to write writing assignments and it helps their study in English Education Department of Universitas Muhammadiyah Yogyakarta. These statements are in line with Hiemstra (2001) who explained that journal writing as an instructional or learning tool in adult education has gained cogency during the past three decades. In addition, the more writing they have done, students able to write more fluently (Hopkins, 2010).

It helps student to express themselves. One participant mentioned her experience while writing English daily journal. Rina said that talking to people was hard for her and she left too much things unsaid. Then, Rina started to write her opinions in her daily journal. She revealed that daily journal is her way to express herself and her writing skill can be much better than before.

This participant said these statements because she knows that a daily journal helps her to express herself. A daily journal also made her write much better than before. Her statement was in line with Hopkins (2010) who stated that a daily journal also helps students to express themselves and the more writing they have done, students able to write more fluently.

Based on all these findings, the researcher concluded that even though there are two motivations—*intrinsic* and *extrinsic* motivation—that drive the participants to write a daily journal in English, *intrinsic* motivation is the strongest motivation. The *intrinsic* motivation is connected to the participants feeling, such as pleasure and enjoyment. All the benefits mentioned earlier were also connected to the participant personal need as their *intrinsic* motivation.