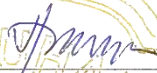


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**The Students' Intrinsic Motivation and Their Academic Writing Skill in A  
Higher Educational Institution in Yogyakarta**

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**Abstract**

Motivation is crucial in the process of teaching and learning. One type of motivation is intrinsic motivation. Intrinsic motivation is categorized into three; intrinsic motivation-knowledge, intrinsic motivation-accomplishment, and intrinsic motivation-stimulation. On the other hand, of the English language skill, writing is one of the productive skills that is a challenging skill. One of types of writing is academic writing. The aims of this study were to investigate the students' intrinsic motivation, to explore the students' academic writing skill, and to examine the relationship between the students' intrinsic motivation and their academic writing skill. This study used quantitative research method and for the design used correlational design. The research hypothesis of this study is alternative hypothesis ( $H_a$ ). This study used questionnaire and score to collect the data. There were 99 students at batch 2014 at the English Language Education Department at one of the universities in Yogyakarta in the academic year of 2017/2018. The result showed that the level of students' intrinsic motivation is 3.05. This means that the students had high level in intrinsic motivation. The result revealed that the level of students' academic writing is 3.51 – 4.00. This means that the students had very good level in academic writing. Therefore, the result on the correlation between students' intrinsic motivation and their academic writing skill is 0.005. This means that there is positive correlation between students' intrinsic motivation and their academic writing skill but very low level. It is because the score of correlation coefficient  $< 0.199$ . So, it can be concluded that the alternative hypothesis ( $H_a$ ) is accepted because the significant (2-tailed)

value is equal (0.005), and there is correlation between students' intrinsic motivation and their academic writing skill.

*Keywords:* motivation, intrinsic motivation, writing skill, academic writing skill

### **Introduction**

Motivation plays a significant role to gain an achievement. The students need motivation to acquire their goal. Referring to Kreishan and Al-Dhaimat (2013), one of the factors that has impact on the student success in learning is motivation. Chuikova (2015) defines that motivation is long-term goals. Then, motivation is the crucial thing in learning a second language that bring the students to be successful; for example, the students have high score. Motivation can be categorized into two categories. There are intrinsic motivation and extrinsic motivation. Intrinsically motivated students feel enjoy and are satisfied when learning new thing. It means that the English learners who have intrinsic motivation have fascination to learn English. They also have better accomplishment in learning English. In addition, the students who have intrinsic motivation are aware to their learning process. They naturally have the sense of love to learn something. On the other hand, extrinsically motivated students need a reward for their achievement (Legault, 2016).

Writing is an activity that express the idea and develop new things that can influence the people's point of view. According to Jahin and Idrees (2012), writing is a productive skill that express the thoughts and ideas to become more visible and concrete. Intrinsic motivation is an element to push someone to gain their goals. Having intrinsic motivation can encourage the students to be successful. It is because someone who does not have motivation can possess less enthusiasm in learning process. In order to be successful in learning, every student should have the motivation to reach their goals, especially intrinsic motivation. Intrinsic motivation is a dominant factor of the motivation to push someone to achieve the goals (Templeton, 2016).

Because the intrinsic motivation can be a driving force for students to be successful in their learning, the students who possess intrinsic motivation in learning academic writing mostly will be successful as well in their study. However, since in the context of this study, such study has not been conducted yet, the researcher feels it is imperative to carry out the study on the correlation between students' intrinsic motivation and their academic writing skill.

Based on the issues, the researcher formulated the research question as follow:

1. How is the English Language Education Department students' intrinsic motivation in one private university in Yogyakarta?
2. How is the English Language Education Department students' academic writing skill in one private university in Yogyakarta?
3. What is the correlation between English Language Education Department students' intrinsic motivation and their academic writing skill in one private university in Yogyakarta?

### **Research Methodology**

In this research, the researcher applied quantitative research method. Then for the research design was used correlational design. Correlational design is to measure the degree of relationship between students' intrinsic motivation and their academic writing skill. This research had been conducted in June – July 2018. This study took place in English Language Education Department of higher education institution in Yogyakarta. Thus, the data instrument of this study was questionnaire and score. The respondents of this study were 99 students batch 2014 in academic year 2017/2018. This study also used validity and reliability to check the data were valid and reliable or not. Therefore, to check whether the data were normal or not, the researcher used normality test and P-P Plot in an application analysis to analyze the data.

## Finding and Discussion

### Finding

**The Students' Intrinsic Motivation.** This part discusses the students' intrinsic motivation using category of interval formula that has been discussed in chapter three. There are three level of category such as low level, moderate level, and high level. The table below is the category of students' intrinsic motivation.

Table 4.1 The Categories of Students' Intrinsic Motivation	
Interval	Category
3.03 > 4.00	High
2.02 – 3.02	Moderate
1.01 – 2.01	Low
0.00 – 1.00	Very Low

After analyzing the data using an application analysis, the researcher found the average score of students' intrinsic motivation is 64.14. To know the category of students' intrinsic motivation, the researcher used  $\sum$ mean to analyze the level. The formula to analyze  $\sum$ mean presented below:

$$\frac{\text{Total mean}}{\text{Items}} = \frac{64.14}{21} = 3.05$$

The result presents that the  $\sum$ mean of score that related to the questionnaire item is 3.05. Based on the category of students' intrinsic motivation (table 4.1), the score was categorized high according to the categorization. It means that the students have high intrinsic motivation. The average score of students' intrinsic motivation as seen as below (table 4.2).

Table 4.2 Students' Intrinsic Motivation Level								
Valid	Mean	$\sum$ Mean	Median	Mode	Std. Error	Std. Deviation	Minimum	Maximum
99	64.14	3.05	63.00	62	.736	7.328	43	84

**The Students' Academic Writing Skill.** The categories of students' academic writing skill can be distinguished into three level. Based on Cipto (2014/2015) the categories of students' academic writing score are very good, good, satisfying, and poor. The categories of score students' academic writing as seen as the table 4.25 below.

Very Good	3.51 – 4.00
Good	2.76 – 3.50
Satisfactory	2.00 – 2.76
Poor	< 2.00

The result of student academic writing skill pointed out that there are 57.6% or 57 students who in the very good level of students' academic writing skill. There are 35 students (35.4%) who in good the level. Then, the frequency of students who in satisfying level is 6 or 6%. Therefore, there is still one students or 1% of student who in the poor level of students' academic writing skill. It means that the students' academic writing is very good based on the category above. The table 4.27 display the result of score academic writing skill as follows:

Students' Academic Writing Skill Category		Frequency	Percentage
Very Good	3.51 – 4.00	57	57.6
Good	2.76 – 3.50	35	35.4
Satisfactory	2.00 – 2.76	6	6.0
Poor	< 2.00	1	1.0
Total		99	100

**The Correlation between Students' Intrinsic Motivation and Their Academic Writing Skill.** After calculating the result of students' intrinsic motivation and students' academic writing skill use Pearson Product Moment analysis. The researcher investigated the value of significant (2-tailed) which

shows  $< 0.005$ . This means that there was correlation between students' intrinsic motivation and their academic writing skill. The result of coefficient correlation as seen as below.

		TOTAL	SCORE
TOTAL	Pearson Correlation	1	.278**
	Sig. (2-tailed)		.005
	N	99	99
SCORE	Pearson Correlation	.278**	1
	Sig. (2-tailed)	.005	
	N	99	99
**. Correlation is significant at the 0.01 level (2-tailed).			

The table above illustrates the Pearson correlation, sig. (2-tailed) and total sample (N). Based on the table 4.30, it represents the correlation coefficient as many as 0.005 in significant (2-tailed). The value of students' intrinsic motivation and students' academic writing skill indicate that there was positive correlation. It means that  $H_a$  (alternative hypothesis) is accepted.

According to Sugiyono (2011), the score between 0.00 – 0.199 indicate that there is very low-level correlation. The score of correlation coefficient of this study is 0.005. It means that the correlation between students' intrinsic motivation and their academic writing skill was very low-level.

## Discussion

**The Students' Intrinsic Motivation.** This study is proposed to find the students' intrinsic motivation. The average score of students' intrinsic motivation is 3.05 which belongs to the high level in category of students' intrinsic motivation. It shows that generally the students were intrinsically motivated. Supported by Domenico and Ryan (2017), intrinsically motivated will attempt the challenge even though it is difficult. Besides, the students who have intrinsic motivation will try to achieve something to exceed the goals (Vallerand, 1997).

Then, intrinsically motivated learners are interested in learning, love the challenge, and fun (Legault, 2016).

**The Students' Academic Writing Skill.** Based on the book of academic guideline in the college, there are three category of students' academic writing skill score. They are very good, good, satisfactory and poor. Then, the result of student academic writing skill pointed out that there are 57.6% or 57 students who in the very good level of students' academic writing skill. There are 35 students (35.4%) who in good the level. Then, the frequency of students who in satisfying level is 6 or 6%. Therefore, there is still one students or 1% of student who in the poor level of students' academic writing skill.

Nonetheless, there was still 1 out of 99 students or 1% of the students who got under 2.00. This might be due to several factors that impacts students' achievement. Based on several experts there are factors that affect the students such as low motivation, structure, and inadequate preparation. Based on Hadi (2013), low motivation can affect the student effort and the students' writing.

**The Correlation between Students' Intrinsic Motivation and Their Academic Writing Skill.** The result shows that there was correlation between students' intrinsic motivation and their academic writing skill. The finding is in line with the study by Aryanika (2016), who said that there is correlation between students' motivation and writing skill. It is because motivation is an inner power to force someone to do something. Then, motivation is important to improve writing skill (Damavand, 2012). Also, Nourinezhad et.al (2017) found that intrinsically motivated students affect the score of writing skill.

From the result of the data analysis presented in table 4.32 below, it can be seen that the correlation coefficient score is 0.005 which means that there is very low-level of correlation between students' intrinsic motivation and their academic writing skill. According to Sugiyono (2011) the very low-level of correlation coefficient occurs when the score is  $< 0.199$ . However, this still means that there is correlation between students' intrinsic motivation and their academic writing skill. Then they have positive correlation but in a very low-level. Positive correlation means both of variable is parallel; if the students' intrinsic motivation



increases and the students' academic writing also increases. According to Cohen et.al (2011), a positive correlation is when there is a plus sign in the significant (2-tailed), and the negative correlation is when there is minus sign in significant (2-tailed). So, it can be concluded that  $H_a$  (alternative hypothesis) is accepted.

### **Conclusion and suggestion**

The aims of this study were to investigate the students' intrinsic motivation, to find out the students' academic writing skill, and to examine the correlation between students' intrinsic motivation and their academic writing skill. Here, the researcher summarized and concluded three main findings of this study. The first finding on student' intrinsic motivation shows that the students have high motivation. This is seen from the  $\Sigma$ mean of the questionnaire items about intrinsic motivation which is 3.05. This means that the category of students' intrinsic motivation belongs to high level. In addition, the second finding on students' academic writing skill shows that the students good at academic writing skill. The students' academic writing score very good with the range is 3.51 – 4.00 as many as 57 students. The last finding was to answer the third research question. The finding shows there was positive correlation between students' intrinsic motivation and their academic writing skill is positive. It is proven from the correlation coefficient in Pearson Product Moment that the value was 0.005. This value referring to the category of correlation coefficient is very low level. Nevertheless, there is significant correlation between two variables. It is because the sig. (2 tailed) 0.005 which equal with sig. (2-tailed) 0.005. So, the alternative hypothesis ( $H_a$ ) is accepted.

The researcher suggests to the teachers have to be aware about the students' intrinsic motivation and students' academic writing. Then to the students should be aware that intrinsic motivation and academic writing is important. Thus, to the next researcher might research other phenomenon that will affect the students' academic writing skill or other motivation that will influence the student' academic writing skill. The researcher might use pure document of

academic writing score because this study was used the final score of academic writing that include soft skill score.

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