

## THE FACTORS THAT INFLUENCE THE STUDENTS' MOTIVATION IN WRITING PERSONAL LETTER

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**Abstract:** The objective of this research is to find out how is the Students' Motivation in Writing Personal Letter at Grade XI of MA Nurul Falah Airmolek and to find out about what are the Factors that Influence the Students' Motivation in Writing Personal Letter at Grade XI of MA Nurul Falah Airmolek. The subject of this research consists 20 students at Grade XI MA Nurul Falah Airmolek. The method used in this study is descriptive research. The data of this research were described based on the students' condition and giving questionnaire then interview. The techniques of data analysis used qualitative analysis. The qualitative analysis is used to count the percentage of the students' answer the questionnaire. The researcher collects data though observation, questionnaire, interview, and documentation. By analyzing the students' observation and answer the questionnaire sheet. The researcher obtained the questionnaire result were 73%. It can be concluded that the students' motivation at grade XI of MA Nurul Falah Airmolek is in good category. The factors that influence the students' motivation from the internal factors were health got 67%, interest got 52%, talent got 56%, motivation 58%. The most factors that influence is health. It got 67% of the students were good health. The factors that influence the students' motivation from the external factors were Family got 62%, school got 87% and surrounding environment got 65%. School is the most factor that influences the students' motivation in writing personal letter because the teacher's efforts in teaching students such as using interesting methods or media will generate motivation student learning.

**Key Word:** The Students' Motivation, Writing, Personal Letter

**Abstrak:** Tujuan dari penelitian ini adalah untuk mengetahui bagaimana Motivasi Siswa dalam Menulis Surat Pribadi di Kelas XI MA Nurul Falah Airmolek dan untuk mengetahui tentang apa saja Faktor yang Mempengaruhi Motivasi Siswa dalam Menulis Surat Pribadi di Kelas XI MA Nurul Falah Airmolek. Subjek penelitian ini terdiri dari 20 siswa kelas XI MA Nurul Falah Airmolek. Metode yang digunakan dalam penelitian ini adalah penelitian deskriptif. Data penelitian ini dideskripsikan berdasarkan kondisi siswa dan pemberian kuesioner kemudian wawancara. Teknik analisis data menggunakan analisis kualitatif. Analisis kualitatif digunakan untuk menghitung persentase jawaban angket siswa. Peneliti mengumpulkan data melalui observasi, angket, wawancara dan dokumentasi. Dengan menganalisis observasi siswa dan menjawab lembar angket. Peneliti memperoleh hasil kuesioner sebesar 73%. Dapat disimpulkan bahwa motivasi siswa kelas XI MA Nurul Falah Airmolek berada dalam kategori baik. Faktor yang mempengaruhi motivasi siswa dari faktor internal adalah kesehatan mendapat 67%, minat mendapat 52%, bakat mendapat 56%, motivasi 58%. Faktor yang paling mempengaruhi adalah kesehatan. Itu mendapat 67% dari siswa yang sehat. Faktor-faktor yang mempengaruhi motivasi siswa dari faktor eksternal adalah Keluarga mendapat 62%, sekolah mendapat 87% dan lingkungan sekitar mendapat 65%. Sekolah merupakan faktor yang paling mempengaruhi motivasi siswa dalam menulis surat pribadi karena usaha guru dalam mengajar siswa seperti menggunakan metode atau media yang menarik akan membangkitkan motivasi belajar siswa.

**Kata kunci:** motivasi siswa, menulis, surat pribadi

## A. Introduction

The implementation of Education in Indonesia is carried out by formal, non-formal and informal institutions. As stated in Law Number 20 of 2003 concerning the National Education System article 13 paragraph 1, it is explained that the education pathway consists of formal, non-formal, and informal education which enrich and complement each other (Salahuddin: 2011). The three educational paths are interrelated and function to complement each other. Informal education is education in which a person gets through the family environment, community environment, training, etc. Meanwhile, non-formal education is commonly found at an early age, as well as basic education, such as TPA, or Al-Quran Education Park, which is widely available in Mosques. In addition, there are also various courses, including music courses, tutoring etc. Meanwhile, formal education is education that is administered by an institution or institution; starting from the levels of primary, secondary, to higher education. The examples of formal education are Elementary School, Junior High School, Senior High School or Vocational High School and University.

In the path of formal education, the success of learning objectives can be seen, one of which is from student learning outcomes. The important thing of factor that can influence learning outcomes is motivation in learning. In the learning process, students need motivation to drive the activities there. Learning outcomes will be more optimal if there is motivation.

Motivation to learn is a non-intellectual psychological factor (Sardiman: 2014). Which is motivation being a process that provides enthusiasm, direction, and encouragement of behavior in learning activities. Someone's motivation will be good, if the purpose in someone is good. In the context of learning, the goal from within students is to get maximum learning outcomes. Students who have strong motivation will have a lot of energies and enthusiasm to participate in learning activities. But nowadays not all students can be motivated in learning.

There are several factors that can influence student learning motivation which are divided into two types, namely intrinsic motivation, and extrinsic motivation. Intrinsic motivation is a motivation that become active or function, and no need to be stimulated from outside, because in every individual there is already an urge to do something (Sardiman: 2014). Extrinsic motivation is a motivation that require encouragement from outside parties to be more active in learning, such as teachers, family circles, and friends. Extrinsic motivation arises because students are less aware of the goals to be achieved, so that the environment around these students can provide encouragement and enthusiasm so that students are motivated in learning.

One of skill in English that be thought at High School is writing, which is a part of the task of teachers and scientists to help students memorize, making reports, planning, and organizing, encouraging critical thinking skills, self-reflection on conceptual mastery, and communicating (Parlindungan & Shelly: 2017). This skill needs a complete process of ideas. To achieve the expected writing skills of students, it is necessary to pay attention to the factors that influence writing skills. Internal factors are factors that come from within the individual. The factors that influence it, namely health, interest, talent, and motivation (Slameto : 2013). Motivation is very needed in teaching and learning process.

One of the basic competencies taught in the second semester of class XI is writing personal letters. Writing activities aim to improve students' abilities in expressing ideas using the right language in writing so that students can write Personal Letters correctly. According to Semi (2013: 13), a personal letter is a letter whose content is related to personal matters sent by someone to family members, colleagues, or people who have been known personally. Soedjito & Solchan (2016: 14) Personal letters are letters that contain personal problems addressed to family, friends, or acquaintances. Personal letters have characteristics that are easily distinguished from other letters. The familiar and casual types of language are the characteristics most easily found in a Personal letter. Writing in personal letter in English can make students interested about learning because writing requires a lot of things that can be accepted academically. Nowadays not all students can express ideas in writing.

**B. Methods**

The purpose of this research was to find out how the students' motivation in writing personal letter and what are the factors that influence the students' motivation in writing personal letter, the researcher used a qualitative descriptive approach. The purpose of this qualitative research is to understand the condition of a context by leading to a detailed and in-depth description of the portrait of the condition in a natural setting, about what happens according to what it is in the field of study (Nugrahani: 2014). The descriptive method will be chosen because the research carried out is related to ongoing events and regarding current conditions. Through this approach, the researcher will give questionnaires to students and then conduct interviews to improve the data collected through the questionnaire as a complement.

This research conducted at MA Nurul Falah Airmolek, which is located at St. Jendral Sudirman Airmolek, Pasir Penyau, Indragiri Hulu, Riau. The research was conducted for three months.

Table 1  
 The Research Schedule on MA Nurul Falah Airmolek

No.	Activity	Date
1	Observation	April 28 <sup>th</sup> 2021
2	Research Questionnaire	April 29 <sup>th</sup> 2021
3	Research Interview	April 29 <sup>th</sup> 2021

The subjects of this research were students of class XI MA Nurul Falah Airmolek and the object of this study were The Factors that Influence the Students' Motivation in Writing Personal Letter.

The population in this research were all of students of class XI IPS1 MA Nurul Falah Airmolek that consist of 20 students. The sample is a part of the population representing the population concerned so that it can be used as a source of research data collection (Wahid: 2017). So, the samples in this research were factors that influence the students' motivation in writing personal letter.

**C. Findings**

The researcher had done the research and had gotten the complete data from all the research instruments. The researcher has conducted the research through the techniques of collecting data as stated in the research method. The data collected were dedicated to answer the research questions of How is the Students' Motivation in Writing Personal Letter at Grade XI of MA Nurul Falah Airmolek and What are the Factors that Influence the Students' Motivation in Writing Personal Letter at Grade XI of MA Nurul Falah Airmolek.

Based on the data, it can be concluded that the second semester students in the Academic year 2020/2021 is fair good. From the 24 samples of the research, there were 16 students who are fair good criterion in speaking class quiz about describing place and 8 student got good criterion. From the table above could be seen if no one student got excellent, fair and less criterion. It could be seen in the following table:

Table 2  
 The Students' Average Score

	The Students' Score Quiz in Speaking Decstibing Places				
	Excellent	Good	Fair Good	Fair	Less
<b>Score</b>	0	76 70 74 70 70 70 70 70	62 62 60 62 66 64 64 66 62 66 66 62 62 64 68 66	0	0
<b>Total Score</b>	0	570	1.026	0	0

<b>Number of Students'</b>	0	8	16	0	0
<b>Mean</b>	0	71,3	64,1	0	0

Based on the table above, the average value students got good criterion was 71,2 and the average value students got fair good was 64,1. And based on the table above, the highest score was 76 and the lowest score was 60.

**a. The Ability of the Students in Describing Places**

The first research questions, how was the ability of the second semester students in describing places based on observation, data of the test from lecturer and indicators of speaking. This result was based on observation checklist and data from lecturer.

Based on the table above the researcher found some problems occur at the second semester students in describing places. The first was the students were not focus when lecturer explain the material in front of the class. some of students talk with friends and some play smartphone. Because students did not focus when lecture explain the material, students still got difficulties to speak in front of the class.

The second problem was students' performance. The students were still shy or embarrassed to speak in front of the class because students did not dare to appear in front of the class alone and students was difficulties to understand the material. It could make student not confidence to speak in front of the class. some of students were not confidence to speak in front of the class because students still nervous and embarrassed. And the biggest problem made students not confidence was lack of ideas in developing monologues.

The third problem was the students could not use many vocabularies while speaking about describing places. There were still many students second semester who had difficult to speak in front of the class because of lack of vocabulary. Many students did not understand what were the meaning of vocabulary and students had limited vocabulary when speaking, some of students understand what were the material but still difficult in ideas building because had limited vocabulary. Many students' difficulty in building speaking ideas and lack ideas in develop a monocoque due to the lack of vocabulary and difficulty in arranging vocabulary into a sentence. Students had limited vocabulary when speaking, it made students confused and difficult to spoken on front of the class. The mistake was: (1) *using wrong vocabulary*. (2) *apa bahasa inggrisnya etc*. The students had limit of vocabularies. So, when the students were speaking in front of the class, students difficult to speaking fluently and students had difficulty in arrange the vocabulary.

The fourth problems where students were difficult in pronouncing words. The students using wrong pronunciation when speak about describing places. The vocabulary that was spoken was not quite right and there were still many mistakes in pronouncing word. But not just mistake, many students still error in pronouncing difficult words. The mistake was: (1) *future*. (2) *her*. (3) *hopeless etc*. In speaking, there many materials. In describing places, there were many vocabularies must to know. So, the pronunciation, sometimes was note based a rule. And the students had limit of vocabulary it made students confused to pronouncing words.

The fifth problems where the students could not use grammar when they spoke about describing places. The vocabulary that was spoken was not quite right and there were still many mistakes in pronouncing word. But not just mistake, many students still error in pronouncing difficult words and based on my observation, students have many errors in the used of to be. The mistake was: (1) *my father.her live at house*. (2) *she have beautiful house*. (3) *they is my family and etc*. In this section, the students still difficult to using grammar and the students still confused to use grammar in describing places material.

The sixth problem was some of students understand because lecturer explanation was clearly, but some of students not understand because not focus when lecturer explained and students talked with friends and played smartphone.

The seventh problem was some of student embarrassed to speak English, it made student silent and just whispered with their friends. And some of students felt afraid to speak in front of the class, it could be seen students just whispered with their friend and not dare to speak in front of the class alone. Students want to speak in front of the class but with their friends.

The last problem was students had difficulties in developing ideas. Some of students got difficulties to speak in front of the class because did not had ideas to speaking. Student got difficulties in developing ideas in monocoque and lack of insight in speaking. Students were confused when speak in front of the class because lack vocabulary and did not understand about ideas in describing places. The students just focused on the material had given. Some of students had difficulties in developing ideas, only talk about topics that were obtained and lack of ideas in developing monologues.

**b. *The factors that Influence the Students' Difficulties in Describing Place***

**i. *Readiness to Learn***

Before doing our learning as a student, we must have readiness to accept the learning material provided by the lecturer. Readiness is a prerequisite for subsequent learning. Students who are ready to learn will be able to learn easily and successfully. This readiness factor is closely related to issues of maturity, interests, needs and developmental tasks. In this research, readiness to learn was influence the students' difficulties. 40% ready to learn and 60% students still embarrassed. It could be proven that readiness to learn was important in improving students speaking skill of describing places. It could be seen in the following interview result:

*The Researcher: Are you ready to speak in front of the class?*

*Student 1 : No, sometimes i am not ready to speak in front of the class*

*Student 4 : No, but i still get nervous.*

*Student 7 : No, i still in doubth, when i was in front of the class, all my thoughts went blank*

*Student 12 : Yes, i am ready to speak in front of the class.*

**ii. *Interest and Talent***

Interest in learning is the most important thing before starting learning. Learning with interest will make students learn better than learning without interest. This interest arises when students are interested in something because it is in accordance with their needs or feel that something they are learning is useful for them. If interest is without good effort, then learning is also difficult to succeed. Interest and talent factor was influence in speaking difficulties. It could be seen in interview result:

*The Researcher: D o you think English lesson are difficult?*

*Student 2 : Yes difficult, because you must be able to memorize vocabulary.*

*Student 3 : Yes, quite difficult. Especially in the grammar section.*

*Student 5 : Yes, easy if you know many vocabularies.*

**iii. *Physiological***

The condition of the student body when studying is very influential in the learning process. weak body, will cause difficulty in understanding the learning material. Therefore, physiological factors determine the success of students in learning. These physiological factors can also be called physical health factors. Healthy means that the whole body and its parts are in good condition free from disease.

Physiological was important in learning success, if students in bad condition, students difficult to focus and did not understand the material taught. It could be seen in interview result:

*The Researcher: Are you getting sick now?*

*Student 1 : Yes, I have a headache now.*

*Student 6 : No, I am healthy.*

*Student 8 : No, I am so great.*

**iv. Intelligence**

Intelligence is intelligence or cleverness. This intelligence is quite influential for the success of learning. Intelligence is the ability to meet and adapt quickly and effectively. Intelligent students will be more successful in learning activities, because it is easier for him to grasp and understand lessons and easier to remember. Intelligent children will find it easier to think creatively and make decisions faster.

The intelligence factor was important factor that influence the students' difficulties. 88% student's difficulties were influence by intelligence factor. It could be seen in interview result:

*The Researcher: Is it difficult to describe place during speaking?*

*Student 3 : Yes difficult, because I do not understand.*

*Student 4 : Yes, because my vocabulary is still small.*

*Student 5 : Yes, sometime I think describing place during speaking make me confused.*

**v. Teaching methods**

The teaching method is a way or method that must be passed in teaching. the teaching method is to present learning material by one person to another so that other people can accept, master, and develop it. A good teacher teaching method will have a good impact on students, and vice versa. This poor learning method can be caused by a lack of teacher preparation and teachers not mastering the learning material

Teaching method factor was very important to improve students speaking skill. It could be seen on percentage of interview question, 74% students like lecturer method. It means lecturer method was influence the students' difficulties in teaching. It could be seen in interview result:

*The Researcher: Are the materials taught by lecturer difficult to understand?*

*Student 3 : Yes, if lecturer explain to quickly.*

*Student 4 : No, because material taught by lecturer is not difficult to understand.*

*Student 7 : No, because the lecturers have done the best.*

**vi. Curriculum**

The curriculum is the material that the teacher will use to teach in class. This curriculum mostly presents learning materials so that students receive, master, and develop learning materials. A poor curriculum has a negative effect on learning. This poor curriculum is for example a curriculum that is too dense, above the students' abilities, not according to students' talents, interests, and concerns. Curriculum factor was influence in speaking class. it could be seen on percentage of in interview question. 69% students got difficult in 2013 curriculum. It could be seen in interview result:

*The Researcher: Are the teaching method of lecturer in the 2013 curriculum make easier for students to understand learning?*

*Student 14 : No, because the curriculum 2013 so not makes easier for students to understand learning.*

*Student 17 : No, because the students must study by self.*

*Student 20: Yes, I am little understand.*

**c. The Presentation of Data Analysis**

The data analysis technique was analyzed with descriptive analysis techniques that

will be presented in conclusion with formula: Assemble the Data, Data Encoding, Compare the Data, Built the Interpretation and Report the Result. And then the data obtained from observation, given interview and questionnaire.

So, based on the students' condition and answer the questionnaire. The factors that influence the students' motivation in writing personal letter are the students' have difficulty in developing ideas in the task of writing a personal letter provided by the teacher, there were 73% from Questionnaire. It can be concluded that the English learning motivation at XI grade of MA Nurul Falah Airmolek is in good category.

Then, based on internal factors are health, interest, talent, and motivation factors. The most factors that influence the students' motivation in writing personal letter is Health. There were 67% students at second grade good in health. Based on the results of the analysis of 20 students stated that health factors affect the motivation to learn economics. Stable student health conditions will make students' learning concentration more focused, on the contrary if students feel not passionate about learning due to emotional factors or tired physical conditions, student learning motivation will decrease.

And then, based on external factors are family, school, and surrounding environment. The most factors that influence the students' motivation writing personal letter is School. There were 87% students' get motivated to study hard from the school environment. Based on the results of the analysis of 20 students said the teacher's effort in teaching students is a factor that affects their learning motivation. The role of the teacher in the learning process at school can determine student motivation which will later affect the learning outcomes obtained by students. The teacher's efforts in teaching students such as using interesting methods or media will generate student learning motivation. A strict and disciplined teacher also makes students more orderly in participating in class learning so that the class atmosphere becomes calm and comfortable, so it does not interfere with students' concentration or attention when studying in class.

#### **D. Conclusion**

After finishing and conducting this research with the title "The Factors that Influence the Students' Motivation in Writing Personal Letter at Grade XI of MA Nurul Falah Airmolek". The researcher could finally conclude the result of this research the followings:

- a. The students' motivation at grade XI of MA Nurul Falah Airmolek based on interview there were several problems. First, some students pay attention to the lesson but some students talked to their friends and played on their phones, it makes the student difficult to understanding the material. Second, the students have limited vocabulary because students did not carried books related to vocabulary and did not carry a dictionary in order to help them add to the vocabulary. Third, the students still difficult to develop ideas, some students have difficulty in developing ideas in the task of writing a personal letter provided by the teacher, because students were less read a book or a wide range of references relating to the matter and do not understand the material being taught. The result finding in collecting the data by using a questionnaire is 73%. It could be concluded that the students' motivation at grade XI is in good category.
- b. The Factors that influence the students' motivation in writing personal letter at grade XI MA Nurul Falah Airmolek based on internal and external factors. It got from the students' answer the interview. The factors that influence the students' motivation from internal factors were health got 67%, interest got 52%, talent got 56%, motivation 58%. The most factors that influenced is health. There were 67% students at second grade good in health. Based on the results of the analysis of 20 students stated that health factors affect the motivation to learn economics. Stable student health conditions will make students' learning concentration more focused, on the contrary if students feel not passionate about learning due to emotional factors or tired physical conditions, student learning motivation will decrease. Besides that, the external factors

that influence were family got 62% got 87% and surrounding environment got 65%. There were 67% students at second grade good in health. Based on the results of the analysis of 20 students said the teacher's effort in teaching students is a factor that affects their learning motivation. The role of the teacher in the learning process at school can determine student motivation which will later affect the learning outcomes obtained by students. The teacher's efforts in teaching students such as using interesting methods or media will generate student learning motivation. A strict and disciplined teacher also makes students more orderly in participating in class learning so that the class atmosphere becomes calm and comfortable, so it does not interfere with students' concentration or attention when studying in class.

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