

The Influence of Learning Motivation Toward Narrative Writing Skill

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Abstract

The purpose of this research was to find out the differences of students' narrative writing skills with high learning motivation compared with low learning motivation. This research implemented a quasi-experimental methods. The population in this research was the fifth grade Public Elementary Schools in Surakarta in the academic year 2016/2017. The samples were the fifth grade students of five Public Elementary Schools in five districts. The sampling was drawn by using a multistage sampling technique. Meanwhile, to obtain the data, writing test was used. The validation test of the instrument used content validity test by the expert and reliability test used technical reliability test rating. The normality test used Lilliefors, and Barlett was used for the homogeneity test. The data were analyzed by using T-test. The obtained data based on the analysis is $t_{obs} > (0,025; 110)$, $(5,861975 > 1.65909)$, so H_0 is rejected. The conclusion of this study is there is a difference between the students with high motivation compared with low learning motivation directly to the narrative writing skills. The students who have high motivation have better writing skill than students who have low motivation. Based on the result and the conclusion, the writer suggest that teacher should provide the students with innovative learning models to improve the students' learning motivation that influence students' narrative writing skill.

Keywords : Learning Motivation, Narrative Writing Skill

I. INTRODUCTION

There are four language skills that are included in Indonesian educational curriculum. They are listening, speaking, reading, and writing. Hence, writing skill is the highest and the most complex aspect compared with the other skills (Huy, 2015: 54)¹. In addition, Nunan (1989: 36) says that writing is a complex activity based on cognitive point of view. On the sentence level, one should focuses on the content, form, grammar, vocabularies, punctuation, and spelling. On the higher level above sentence, one should be able to communicate the information and the message to the readers in a paragraph periodically.

Among many writing competencies that should be mastered by the elementary students grade five, narrative writing belongs one of it. Ismawati and Umayu (2012: 54)² explain that narrative is a story that shows the sequences of events in chronological order purposively to give a meaning into an event so the readers can take the lesson from the story. Narrative writing demands the students to think creatively and imaginatively and to develop their ideas. Thus, by giving narrative writing learning, the students are expected to be able to develop their creativities and imaginations in story telling using written language.

However, the fact was as not expected. Based on the research done by Kusumawati in 2013³, it showed that 68% students' narrative writing was below the passing grade score. It meant that the students have low narrative writing skill. The problem can be caused from the lack of teachers' attention toward writing skill. It was similar as the research done by Arvianta which showed that writing skill lesson in elementary school did not get enough attention from the teachers. The teachers preferred pay more attention on how to improve students' cognitive aspects in the language use instead of language usage. It resulted in the lack of students' writing skill in expressing their ideas. There were also many errors in writing.

There are two factors caused the low score in writing skill, internal and external. The internal factors are the factors come from the students' itself, such as readiness and motivation. The students who have prepared before will get no difficulties in expressing their ideas, thus their sentences will be understood easily. As for students' motivation, it will give them encouragement to do something (Suyanto and Jihad, 2014: 60)⁴.

Meanwhile for the external factors are the factors that come from outside the students. One of the external factors is social environment of the students. It can be the school. The students are not given enough chances to practice their writing skill. Indonesian language teaching is still dominated in improving students' cognitive aspects. They are given the theory of writing then asked to see an example of a good paragraph. It made the students not able to

identify an specific event in their mind to be expressed into written form. It made them master the theory of writing but cannot apply it in their writing.

In delivering the lesson, the teachers also use less variety teaching models. They tend to use expository model. The purpose is in order all of the lesson can be delivered to the students directly (Iskandawassid and Sumendar, 2013: 29)⁵. In this model, the teaching and learning process is still dominated by the teachers, so the students become passive and less initiative to express their ideas in written form. The passive roles of the students result in their lows in motivation.

Based on the statements above, it needs a research and innovations in learning system in the classroom. One of the way to repair those conditions are by implementing innovative teaching model and focuses on the students. By implementing the innovation, it is expected to create new environment in the classroom that encourage students' motivation in study. Learning motivation can improve students' encouragement and willingness to learn happily and seriously. Learning motivation become one of the success key in learning narrative writing, since having high motivation can give encouragement to themselves to keep trying and learning narrative writing. Students with high motivation will get better result in narrative writing than those who have low motivation

High motivated students tend to expect learning as a need to obtain certain competence or skill. In this case, high motivated students will give their all to get the best result, on the other hand, low motivated students are reluctant to give their all to get the maximum result. Thus they will get difficulty in writing narrative.

II. METHOD

The method implemented in this research was a quasi-experimental research method since the researcher could not control all the variables. The population in this study was all fifth grade Public Elementary Schools in Surakarta in the academic year 2016/2017. The samples were the student in fifth grade of five Public Elementary Schools located in five districts where the research was conducted; they were Jebres, Banjarsari, Laweyan, Pasar Kliwon and Serengan Districts.

A multistage sampling technique was used to draw the sampling. One school of each district was drawn to get the sample, then drew randomly three times out of five schools to determine the control group, the experimental group, and a group of instruments testing. The groups were given treatments during the research; experimental group was taught using cooperative type Paired Storytelling

learning models, while the control group was taught using Expository learning models.

Before implementing the learning models, learning motivation questionnaires were distributed to both groups, the learning motivation questionnaire was aimed at measuring students' level of learning motivation. After doing treatments in both classes, narrative writing tests were done to collect data about students' narrative writing skill. The data obtained from the writing tests were arranged and categorized into some groups in order to make the frequency distribution table, histogram, and polygons. Then, descriptive statistic was employed to measure the median, mean, mode, and standard deviation of the obtained data.

There were three stage of data analysis in this research, namely: Prerequisite test, balance test, and hypothesis test. Prerequisite test was used to test the normality and the homogeneity, as for the normality test, Lilliefors test was used to determine if the sample was either from a normally distributed population or not. Meanwhile for the homogeneity, Bartlett test was used to determine if the population was either has equal variance or not. The data analysis used in this research was t-test.

III. RESULT AND DISCUSSION

Based on the hypothesis testing $t_{table} > t_{(0,025;110)} (5,861975 > 1,65909)$, thus $t_{obs} \notin DK$, so H_0 is rejected. It shows that there is difference in the students with high motivation compared with low learning motivation

Learning motivation has important role in giving passion, enthusiasm, and encouragement in learning. Thus high motivated students have more energy to involve in teaching and learning process. By having high motivation, the students will feel happy and encouraged which resulted in the quality of learning process and students' learning result. In short, learning motivation will encourage the students to learn happily and seriously.

In this research, students with high motivation will show better performance in teaching and learning process. They tend to be active in the process. On the contrary, students with low motivation tend to be less active in the teaching and learning process. They seem busy with other activities but learning activities. Bases on Suyanto dan Jihad (2014: 60) who state that in the learning process, motivation can be expected as a whole power inside students to stimulate their passion in involving learning process, ensuring the teaching and learning process, and giving learning purposes to obtain learning objectives. Thus, it can be said that learning motivation influences students narrative writing skill.

The result of the research is in line with Al-Shourafa (2013: 152)⁶ who states that motivation has close relation with learning process. The impact of motivation toward learning process lays on how the students learn and how the students understand the learning material. Motivation aims students attitude to a certain objective and improves more energy and passion in learning. It means that high motivated students tend to get better result in their narrative writing compared to low motivated students.

IV. CONCLUSION

There is a difference between the students with high motivation compared with low learning motivation directly to the narrative writing skills. The students who have high motivation have better writing skill than students who have low motivation. Since the comprehension of learning motivation develops, it is expected for the teachers to implement innovative learning model in teaching narrative

writing skill. By implementing innovative learning model can encourage students motivation in learning.

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