# The Students' Writing Motivation of The third semester students of STIBA Persada Bunda

**Rauf Tetuko Barruansyah**
*Sekolah Tinggi Ilmu Bahasa Asing (STIBA) Persada Bunda*
email: rauftetuko@gmail.com

**Abstract**

Motivation is one of the keys of success in learning because it is a factor that can encourage learners' effort to take action and keep active in learning process. In the study of Kinder in Washoe, he found that motivation is psychological mechanisms governing the direction, intensity, and persistence of action not due to solely to individual difference in ability to overwhelming environmental demands that coerce the force action. Sometimes, motivation can become a problem when it was low. So, the learners need to increase their writing motivation by doing some interesting activities. The goal of this research was to know how far students' writing motivation. The subject of this research was the fourth semester students of Sekolah Tinggi Ilmu Bahasa Asing (STIBA) Persada Bunda, and the object was the students' writing motivation. The writer used simple sampling to take the sample. Based on the data analysis, the percentage of students' writing motivation score was 77.48%. It can be concluded that students' writing motivation of the third semester students of Persada Bunda was in Strong Level.

**Keywords:** *Students' writing motivation, Writing*

## Motivasi Menulis Mahasiswa pada Mahasiswa Semester Ketiga di Sekolah Tinggi Ilmu Bahasa Asing Persada Bunda

**Abstrak**

Motivasi adalah salah satu kunci kesuksesan didalam belajar karena motivasi adalah faktor yang mendorong usaha peserta didik untuk beraksi dan tetap aktif didalam proses pembelajaran. Didalam penelitian oleh Kinder, dia menemukan bahwa mativasi adalah mekanisme perintah secara psikologi, intensitas, dan ketekunan dalam beraksi tidak semata mata karena perbedaan kemampuan untuk memeunhi permintaan lingkungan yang memaksa untuk melakukan aksi. Terkadang, motivasi bisa menjadi sebuah masalah ketika ia rendah. Jadi, mahasiswa perlu untuk meningkatkan motivasi menulis mereka dengan melakukan beberapa aktifitas yang menarik. Tujuan dari penelitian ini adalah untuk mengetahui sejauh mana tingkat motivasi menulis mahasiswa. Suyek penelitian ini adalah mahasiswa semester 3 Sekolah Tinggi Ilmu Bahasa Asing Persada Bunda, dan obyek penelitiannya adalah Motivasi menulis mahasiswa. Penulis menggunakan Simple sampling untuk mengambil sampel. Berdasarkan analisis data, persentase dari motivasi menulis

mahasiswa berada pada nilai 77.48%. Hal ini dapat disimpulkan bahwa motivasi menulis mahasiswa semester 3 STIBA Persada Bunda adalah pada level "kuat".

**Kata-kata kunci:** *Motivasi Menulis, Menulis.*

## 1. INTRODUCTION

Motivation is one of the keys of success in learning process. Students can study well if they have good motivation that can encourage their learning. Motivation is very important because it can encourage and inspire the students to develop themselves. According to William and Burden in Harmer (2002:51) motivation is a state of cognitive arousal which provokes a decision to act as a result of which there is sustained intellectual and/or physical effort so that the person can achieve some previously set goal. In addition, Douglas as cited in Harmer stated that a cognitive view of motivation includes factors such as the need of exploration, activity, stimulation, new knowledge, and ego enhancement. According to Wlodkowski and Ginsberg (2010:14), Motivation is a concept with a romantic charisma. Like the stars, motivation offers inspiration as well as direction.

Students must get difficulties to learn a foreign language if they have the low motivation because motivation is a significant factor in language learning. Based on the previous study of Dornyei in Qashoa, motivation is the main determinant of second or foreign language learning. He also stated that going up and down, affecting language achievement and being affected by it.

In English language learning, there are four main skills; they are reading, speaking, listening, and writing. Writing encourages thinking and learning for motivating communication and making thought available for reflection. When thought is written down, ideas can be examined, reconsidered, added to, rearranged, and changed. Referring to the nature of writing, Hughey,et. al, (2006:2) states that writing is essential form of communication because through writing, we can express our feelings, hopes, dreams, and joy as well as our fears, angers, and frustrations. In addition, Bell and Burnaby in Nunan (1989:35) stated that writing is an extremely complex cognitive activity in which the writer is required to demonstrate control of a number of variables simultaneously.

Students' writing skill should be developed not only by students' ability in developing idea, mastering the vocabulary, using the correct grammar, and organizing the writing into coherent work, but also by students' motivation in writing. According to Boscolo and Hidi (2007:2), there are three main areas of motivation in relation to writing; they are motivation (goal orientation, value, needs, and interest), students' perception of their ability due to difficulty to do the task, and students' effort to do several productive strategies.

Based on the explanation above, the students should be confident, motivated, energetic, spirited, and desired to do the writing activity; meaning that the students should be motivated to act as the result of their intellectual and physical effort to achieve the learning goal.

Motivation have the very important roles in learning process. In other sides, those kinds of motivation can be divided into four aspects that motive the students' learning. First, *inclusion* means respect and connectedness. The students generally believe that they feel respected if they are connected in a group. In an atmosphere of respect, usually the intrinsic motivation emerges because the students are able to be authentic and accept responsibility for their action.

Second, *an attitude* is a combination of information, beliefs, values, and emotions that results in a learned tendency to respond favorably or unfavorably toward particular people, groups, ideas, events, or object. Attitudes strongly effect the behavior and learning because they help use to know the world and direct they way to resolve it.

Third, *meaning* may be understood as an interpreting of information that gives greater clarity, such as when we say that the word " shadow " means" the dark figure cast upon a surface by a body intercepting the rays from a source of light, " or when we recognize our address in a listing. This kind of meaning involves facts, procedures, and behaviors.

Finally, *competence* includes *effectiveness* and *authenticity.* Socialization and culture largely determine what we think is worth accomplishing, what we value and want to do effectively. Authenticity is present when learning is connected to an adult's actual life circumstances, frames of reference, and values. For example, an authentic assessment of learning would ask students to solve problems that have a parallel in the real world or their future work.

In short, learning is motivated by how the learners themselves feel, believe, and behave toward the situation that they face in the learning process. Also, how the learners interpret, value, and futuristically face the information about this world can motivate the learning process.

Learning motivation is a measureable variable. Commonly, measurements of language learning motivation are four conditions for motivation introduced by Keller. Keller's four conditions are: Interest (in the topic and activity), Relevance (to the students' lives), Expectancy (expectations of success and feelings of being in control) and Satisfaction (in the outcome).

According to Hidi and Boscolo, Students' motivation to write can be measured into three main areas of writing motivation that have been used as the measurement of writing motivation in some previous research, they are:

a. *Motives,* it has two meanings: It can refer to something that moves a person to act in a particular way, or it can refer to the goal of the person's action. It can be goal orientations, needs, values, interests which activate students' behavior.

b. *Students' perception about their ability to write,* this area includes the students' self-efficacy, self-concept, and self-perception.

c. *Students' self-regulation to use productive strategies,* the strategies can be planning time, adopting metacognitive tools, and resisting the temptation of giving up writing.

Motivation variable is something unobservable. Thus, it can be measured by using questionnaire. This questionnaire consists of some statements related to the students' motivation to write narrative text measured by using Likert Scale because the data is ordinal. There are some steps to arrange the research instrument (questionnaire); it can be seen as follows:

 a.   Identifying the variables in research title;
 b.   Outlining the variables into sub variable;
 c.   Finding indicators or aspects of each variable;
 d.   Sorting the descriptors for every indicator;
 e.   Formulating each descriptor into instrument items;
 f.   Completing instrument with directions.

Hughey, et.al (2007:2), stated that writing is essential form of communication because through writing, we can express our feelings, hopes, dreams, and joy as well as our fears, angers, and frustrations. Also, Bell and Burnaby in Nunan stated that writing is an extremely complex cognitive activity in which the writer is required to demonstrate control of a number of variables simultaneously. Writing can be viewed into two main aspects; they are writing as a process and writing as a product. Nunan (1989:35) stated that there are two different views about nature of the writing; the first is product approach and the second is process approach. The product approach focuses on the end of the result of the act of composition and the process approach focuses on the means whereby the completed text was

created as on the as the end of product itself.

In addition, Flower in Hughey, et.al, said that writing is a problem solving a way of processing to attain goal. Also, Comprone in Hughey, et.al, stated that writing is a transcription of the process of composing ideas; it is not the product of thought but it is actualization and dramatization. Writing is the complex process because writing cannot be just mentioned as the written work but it is more about the process, procedure, and steps in resulting that written work.

Writing is a medium of communication. As what was stated before, by writing, a person can express his/her feeling that is called the way of communication.

According to Peha (2010:58), writing is the communication of content for a purpose to an audience. In accordance of the theory, there are three key words; *content, purpose*, and *audience*. These mean that:

a.   Content (main idea + key detail). The content of a piece is what the writer wants to say. There are two parts of content: the *main idea*, the one of the most important thing the author wants you to know; and the *key detail,* the additional information that supports and explains the main idea.

b.   Purpose (think + do). The purpose of piece is why the writer wrote it. The writers want their readers to *think* something after they've finished reading. Sometimes, they want their readers to *do* something too.

c.   Audience (people + questions). The audience for a piece is who the writer writes to. The writer chooses the subject and the methods of presenting material

according to who will read the finished product. We always write to people. Sometimes it's a specific person, sometimes it's a group of people. And people always shave questions they want you to answer. So, you can think of the audience as the *people* you are writing to and the *questions* they have about your topic.

Students have difficulties to write in a foreign language if they have low motivation because motivation is a significant factor in language learning. Based on the previous study of Dornyei in Qashoa (2006:2), motivation is the main determinant of second/ foreign language learning. He also stated that going up and down, affecting language achievement and being affected by it. Writing is one of the main skills in language learning, exactly writing needs motivation. Moreover, writing is a productive language skill in which the writer needs the psychological mechanism to produce the written language.

Referring to the nature of writing, Ghaith (2010:10) stated that "Writing is a complex process that allows writers to explore thoughts and ideas, and make them visible and concrete. Writing encourages thinking and learning for it motivates communication and makes thought available for reflection. When thought is written down, ideas can be examined, reconsidered, added to, rearranged, and changed. Regarding the causes of student's low motivation, Bettell, et.al, in Dakhal (2010:10) said that "… writing assumes a background knowledge that many readers don't have. Perhaps they don't read much. Or, again, they may concentrate so much on

decoding difficult words and sentences that they can't bring their background knowledge to bear".

According to Hidi and Boscolo (2007:2), the relation between students' writing and motivation is that a useful way of organizing the variety of motivational constructs is by referring to the three main areas into which recent motivational research can be divided, and considering how each area may be related to writing. The first area regards the motives – e.g., goal orientation (mastery vs. performance vs. avoidance goals), needs, values, interests – which activate a student's behaviour. In relation to writing, it can be exemplified by a middle school student's interest in exposing his/her ideas on a relevant topic in written form, or a novelist's intention to narrate an involving story. In contrast, the novelist's lack of motivation to write is probably different from a middle school student's negative attitude toward the composition assigned by the teacher. However, in both cases the writers have an orientation to write, or not to write.

A second area regards the writer's perceptions of his/her ability to write in relation to the difficulty of the task and the resources of the context. Again, a novelist's concern with critics' comments and audience response to his/her work is probably different from a student's concern with his/her teacher's evaluation. Both writers, however, have positive or negative representations of themselves as writers. Such representations include self-efficacy, self-concept, and self-perceptions of competence.

Finally, both professional and student writers, when dealing with a demanding task, try to manage it by

using various, more or less productive strategies: from planning time, to adopting metacognitive tools, to resisting the temptation of giving up writing.

In writing, the students should be also motivated by their experience to inspire and produce what to write. Background knowledge, reading, audio visual record, and so forth are the experience captured by the students' mind as the experience to make the good writing.

The motivation that brings students to the task of learning English can be affected and influenced by the attitude of a number of people. Commonly, students' motivation in learning can be affected by the following factors:

a. *The society we live in:* students' attitude is affected by their view about how important English is learned in society or at school.
b. *Significant others:* the students' learning motivation is also affected by the
   people who are close to them.
c. *The teacher:* it is obvious that the teacher has the most important role in language teaching and learning so students' attitude in learning is so much affected by teacher.
d. *The method:* it is vital that both students and teacher have some confidence in the way of teaching and learning. If they lose the confidence, it can disastrously affect motivation.

In short, students' motivation in language learning can be affected by their social life, the people around them, the teachers, and their confidence to use the way to learn. Specifically, there are some factors influencing the students' writing

motivation. They can be seen as follows:

a. *Teacher:* The teacher's roles in classroom are motivating the student to write, creating the right condition for the generation of the ideas, persuading them of usefulness of the activity, and encouraging them to make as much effort as possible for maximum benefit.
b. *Topic attractiveness:* The interestingness of the learning themes or topics can influence students' comprehension and students' production in writing text. It is because of the level of students' knowledge which fits the content of what they should write.

d. *Interesting activity:* These activities can be various, such as the possibility of using writing in an unusual and enjoyable way, a writing task of which students can perceive the usefulness, collaborative planning, and writing of an important document. *Students' Interest:* Interest is an intrinsic factor of writing motivation. It is important part of writing motivation because interest affects so much in students' willingness to write.
e. *Students' self-efficacy:* Self-efficacy for writing represents individuals'
   beliefs of their ability to write certain types of texts.
f. *Students' self-regulation to write:* The students have to coordinate cognitive, metacognitive, and linguistic processes when producing extended texts. They have to select sources to gain information, make choices about ideas to be included, adopt strategies about the use of time.

g. *Socio-constructivist approach:* Motivation to write really develops when students can write on personal and emancipatory experiences: that is, the expression of ideas, constructions and beliefs. The aspects of the classroom culture, which may hinder motivation to write, such as emphasis on teacher's evaluation and focus on correct form.

In other words, students' writing motivation is influenced by either intrinsic factors or extrinsic factors. Intrinsic factors are students' interest to write, and students' self-efficacy. Extrinsic factors are teacher, topic and situation interestingness, and students' social condition. These factors can be indicated by the students' performance in writing and by students' self-regulation in writing activity.

To avoid misunderstanding and misinterpreting the concept of this research, it is important for the writer to give the operational concept in this research to make it easy to measure and assess. It means that it is necessary to expose to avoid some misinterpreting for the readers of this thesis. The indicators of students' motivation in writing narrative text are as follows:
a. The students write the text for particular reasons
b. The students always afford to improve their ability to write the text
c. The students finish their writing task by their own way
d. The students show their adequateness in writing activity
e. The students show their competence in writing text
f. The students assign the time to write the text
g. The students use metacognitive tools to write good text
h. The students resist the temptation of giving up writing text

According to William and Burden in Harmer (2002:51), motivation is a state of cognitive arousal which provokes a decision to act as a result of which there is sustained intellectual and/or physical effort so that the person can achieve some previously set goal. Furthermore, according to Wlodkwoski (2010:15), motivation is a concept with a romantic charisma; like a star, motivation offer inspiration as well as direction. It can be concluded that motivation function as the pioneer or encourager for someone to do some actions in achieving the goal that he/she desired; thus, if the students want to achieve their goal in learning, they must have the motivation.

There are two types of motivation; they are intrinsic motivation and extrinsic motivation. According to Harmer (2002:51), intrinsic motivation comes from the individual. An intrinsic motivation motivates students to study because she/ he wants to study; the material is interesting, challenging, and rewarding and the student receives some kind of satisfaction from learning. Thus, the students must be motivated by the enjoyment of learning process itself or by the desire to make themselves feel better in learning. In contrast, extrinsic motivation comes from any numbers of outside factors. Extrinsic motivation motivates student studies and learns for other reasons; for example the needs to pass the exam, the hope for financial reward, or the possibility of future travel. Both of the motivations work together in learning process as the psychological mechanism that gives the students courage, energy, and attention in learning.

## 2. METHOD

The design of this research was descriptive quantitative. The research described how students' writing motivation were. The data which was gotten from population and sample was analyzed by using statistical method and was interpreted then.

The population of this research was the third semester students of STIBA Persada Bunda. This research used "Simple Sampling" as taking sampling technique, so the sample which was taken all students of the third semester students of STIBA Persada Bunda. The writer collected the data by using questionnaire. The purpose of this instrument is to collect the data containing series of question for respondents dealing with students' motivation in writing narrative text. The questionnaire used likert scales; they are never (1), seldom (2), sometimes (3), often (4), and always (5).

Before using the questionnaire as the instrument to obtain the information about students' motivation in writing narrative text, the writer did a try-out for testing the validity and the reliability of the questionnaire items.

The writer collected the data by using questionnaire. The purpose of this instrument is to collect the data containing series of question for respondents dealing to students' motivation in writing narrative text. The questionnaire was presented as pre-questionnaire and post-questionnaire to find out the effect of using video toward students' motivation in writing narrative text. The questionnaire used likert scales; they are never (1), seldom (2), sometimes (3), often (4), and always (5).

Before using the questionnaire as the instrument to obtain the information about students' motivation in writing narrative text, the writer did a try-out for testing the validity and the reliability of the questionnaire items. The validity of the questionnaire can be seen in the column below:

**Table 1**
**Recapitulation of the Research Instrument Validity**

| Number of Items | df | tTable | t Test | Validity | Classifications |
|---|---|---|---|---|---|
| 1 | 31 | 1,309 | 2,942 | Valid | Used |
| 2 | 31 | 1,309 | 1,812 | Valid | Used |
| 3 | 31 | 1,309 | 1,643 | Valid | Used |
| 4 | 31 | 1,309 | 4,304 | Valid | Used |
| 5 | 31 | 1,309 | 2,695 | Valid | Used |
| 6 | 31 | 1,309 | 1,165 | valid | Used |
| 7 | 31 | 1,309 | 5,571 | Valid | Used |
| 8 | 31 | 1,309 | 3,181 | Valid | Used |
| 9 | 31 | 1,309 | 2,96 | Valid | Used |

*The Students' Writing Motivation of The third semester students of STIBA Persada Bunda*

| 10 | 31 | 1,309 | 3,529 | Valid | Used |
|---|---|---|---|---|---|
| 11 | 31 | 1,309 | 2,803 | Valid | Used |
| 12 | 31 | 1,309 | 2,88 | Valid | Used |
| 13 | 31 | 1,309 | 5,005 | Valid | Used |
| 14 | 31 | 1,309 | 2,99 | Valid | Used |
| 15 | 31 | 1,309 | 2,09 | Valid | Used |
| 16 | 31 | 1,309 | 2,64 | Valid | Used |
| 17 | 31 | 1,309 | 3,882 | Valid | Used |
| 18 | 31 | 1,309 | 1,45 | Valid | Used |
| 19 | 31 | 1,309 | 4 | Valid | Used |
| 20 | 31 | 1,309 | 4,554 | Valid | Used |

## 3. FINDING AND DISCUSSION

To measure how far of students' writing motivation score, the writer needed to categorize them into some levels. In categorizing the students' level of writing motivation, the writer categorized them into some levels, they are: Very Strong, Strong, Enough, Low, and Very Low.

**Table 2**
**Range of Students' Writing Motivation**

| NO | Categories | Score |
|---|---|---|
| 1 | Very strong | 81% - 100% |
| 2 | Strong | 61% - 80% |
| 3 | Enough | 41% - 60% |
| 4 | Low | 21% - 40% |
| 5 | Very low | 0% - 20% |

From the table above, it can be seen that there are 5 categories of students' writing motivation level, they are Very strong, strong, Enough, Low, and Very Low. The educators expect that their students' can be in Very strong or strong. In this research, this range was used to indicate which level the students' writing motivation of the third semester students of STIBA Persada Bunda.

After giving the questionnaire to the samples, the researcher took score of students' writing motivation. The students' score of writing motivation can be seen in the table above:

**Table 3**
**Students' Writing Motivation Score**

| No | Alwys | | Often | | Sometimes | | Seldom | | Never | |
|---|---|---|---|---|---|---|---|---|---|---|
| | F | P | F | P | F | P | F | P | F | P |
| 1 | 10 | 40% | 10 | 40% | 5 | 20% | 0 | 0% | 0 | 0% |
| 2 | 5 | 20% | 15 | 60% | 5 | 20% | 0 | 0.0% | 0 | 0% |
| 3 | 4 | 16% | 6 | 24% | 10 | 40% | 5 | 20% | 0 | 0% |
| 4 | 3 | 12% | 8 | 32% | 12 | 48% | 2 | 8% | 0 | 0% |
| 5 | 2 | 8% | 12 | 48% | 6 | 24% | 4 | 16% | 1 | 4% |
| 6 | 15 | 60% | 10 | 40% | 0 | 0% | 0 | 0% | 0 | 0% |
| 7 | 7 | 28% | 8 | 32% | 8 | 32% | 2 | 8% | 0 | 0% |
| 8 | 5 | 20% | 7 | 28% | 13 | 52% | 0 | 0% | 0 | 0% |
| 9 | 9 | 36% | 3 | 12% | 10 | 40% | 3 | 12% | 0 | 0% |
| 10 | 12 | 48% | 13 | 52% | 0 | 0% | 0 | 0% | 0 | 0% |
| 11 | 12 | 48% | 13 | 52% | 0 | 0% | 0 | 0% | 0 | 0% |
| 12 | 4 | 16% | 12 | 48% | 8 | 32% | 1 | 4% | 0 | 0% |
| 13 | 3 | 12% | 6 | 24% | 15 | 60% | 1 | 4% | 0 | 0% |
| 14 | 1 | 4% | 7 | 28% | 15 | 60% | 1 | 4% | 1 | 4% |
| 15 | 12 | 48% | 7 | 28% | 3 | 12% | 2 | 8% | 1 | 4% |
| 16 | 6 | 24% | 15 | 60% | 4 | 16% | 0 | 0% | 0 | 0% |
| 17 | 5 | 20% | 12 | 48% | 3 | 12% | 5 | 20% | 0 | 0% |
| 18 | 4 | 12% | 10 | 40% | 7 | 28% | 4 | 16% | 0 | 0.0% |
| 19 | 9 | 36% | 12 | 48% | 4 | 16% | 0 | 0.0% | 0 | 0.0% |
| 20 | 12 | 48% | 8 | 32% | 4 | 16% | 1 | 4% | 0 | 0.0% |
| total | 140 | | 194 | | 132 | | 31 | | 3 | |

$P = 1937/2500 \ x \ 100\% =$
$P = 77,48\%$

**Table 4**
**Students' motivation score of the third semester students of STIBA Persada Bunda**

| NO | Categories | Score |
|---|---|---|
| 1 | Very strong | |
| 2 | Strong | **77.48%** |
| 3 | Enough | |

*The Students' Writing Motivation of The third semester students of STIBA Persada Bunda*

| 4 | Low | |
|---|---|---|
| 5 | Very low | |

After seeing the table above, the writer concluded that the students' writing motivation score was in "Strong" level.

This level could be also indicated that it was good to be achieved by students.

## 4. CONCLUSION

Students' writing motivation can be various level, it can be very strong, strong, enough, low, and very low. From analysis, the researcher found that the percentage of students' writing motivation score is 77.48%. So, it can be concluded that students' writing motivation of the third semester students of STIBA Persada Bunda was in "Strong" level. It was indicated that students' score of writing motivation was good enough. And students were expected to get the higher level of writing motivation score later on.

## REFERENCES

Arikunto, Suharsi. 2006. *Prosedur Penelitian; Suatu Pendekatan Praktik.* Jakarta: PT. Asdi Mahasatya.

_____. 2010. *Dasar-dasar Evaluasi Pendidikan.* Jakarta: Bumi Aksara.

Campbell, Donald T. and Julian C. Stanley.1963. *Experimental and Quasi Experimental Designs for Research.* Boston: Houghton Mifflin Company.

Creswell, John W. 2008. Educational Research: Planning, Conducting, and Evaluating Quantitive and Qualitative Research. New Jersey: Pearson Education.

Dakhal,Rebat Kumar. 2010. *Students Motivation toward Creative Writing.* Lalitpur: Katamandu..

Gay, L.R., and Peter Airasian. 2000. *Educational Research.* New Jersey: Pearson Education.

Hughey, Jane B., et. al. 1983.*Teaching ESL Composition Principles and Techniques.*Massachussetts: Newbury House Publisher.

Harmer, Jeremy. 2002. *The Practice of English Language Teaching.* Cambridge: Longman.

Hartono. 2009. *Statistik Untuk Penelitian.* Yogyakarta: PustakaPelajar.

Hartono, Rudi. "Genre-based Writing".*How to Teach Tex types.*2008.. http://www.scribd.com/doc/3892 8455/.Retrieved March 28th 2008.

Hidi, Suzanne, and Pietro Boscolo. 2007. *Writing and Motivation.* Oxford: ELSEVIER.

Jones, Brent A. "Critical Thinking What a character", *The Internet TESL Journal.*9 September

2004. http://iteslj.org/Lessons/Jones-Character.html.29 April 2011.

Nunan, David. 1989. *Designing Task for Communicative Classroom.* Cambridge: CambridgeUniversity Press.

*The Students' Writing Motivation of The third semester students of STIBA Persada Bunda*