

English writing motivation on junior high school students: the types and the levels

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Abstract – This scientific work intends to explore the sorts and degrees of writing motivation aspects, including enjoyment, self-efficacy, instrumentality, recognition, and effort. The design used is a quantitative approach with the descriptive research method. It involves 166 students at junior high schools in Baubau, Southeast Sulawesi province. An Academic Writing Motivation Questionnaire (AWMQ) is utilized as the research instrument to collect the data. The study discovers that the mean score of the enjoyment aspect is 3.50, the mean score of the self-efficacy aspect is 3.73, the mean score of the instrumentality aspect is 3.98, the mean score of the recognition is 3.97, and the mean score of effort aspect is 3.49. All aspects are categorized at a high level. The instrumentality aspect takes the first place in those results since it possesses the maximum mean score. This result indicates that the students possess strong beliefs that writing serves a practical purpose or is instrumental in achieving specific goals, focusing on the practical benefits of writing. Overall, the average point of writing motivation is 3.70, which is a high level. It means the students are highly motivated toward their writing subject.

Keywords: Junior High School Students, Motivation, Writing

1. Introduction

Writing is one of the abilities that cannot be separated from human life. Wening (2016) supports that one of the linguistic skills that need to be learned to learn a language is writing, besides listening, speaking, and reading. In almost every activity, humans need to write to convey many things that others must know that may not be uttered. Therefore, the capacity of composing is indispensable to master. Writing plays an essential role in supporting the development of language skills. It is an equipment to acquire, explore, enhance, and refine linguistic abilities (Astuti *et al.*, 2020). Writing is crucial since a learner's writing quality is frequently used to gauge their language proficiency. For instance, it is typically believed that someone good at writing also possesses a strong command of the language. English language learners need to give more portion of attention to writing. As if it is an essential means of written communication through which they can demonstrate the ability and knowledge to use the target language (Nugroho, 2017).

Writing is among the more demanding talents for learners encounter since at least five aspects of writing must be considered in writing a text, such as content, organization, vocabulary, grammar, and mechanics. The ability to write means to be able to understand what to communicate, to use language patterns, to organize in composing form, and to use diction correctly. Some difficulties come from students when they combine the correct vocabulary and grammar to create coherent and cohesive text appropriate to a particular context. In this sense, students need to realize that what they possess the ability to perform tasks. They may express grievances and provide knowledge, etc. (Martínez-Lirola, 2015). Students require extensive knowledge and ideas to articulate their thoughts in statements and papers. Consequently, in contemporary society, nearly everyone is expected to possess English writing skills; but, in practice, numerous learners exhibit diminished motivation to acquire the language.

The term "motivation" originates from students' individual actions while they are engaged in learning. These actions are related to pedagogical practices, such as drawing the students' enthusiasm into the lesson, classroom activities, and tasks and drawing the student's attention to the subject matter through an efficient medium or method of learning. In addition to the instructor playing a crucial role in inspiring the students, particularly in the classroom instruction of a foreign language, the medium of education also makes various contributions to force the students' motivation (Rahmat, 2023). Motivation may be thought of as a driving force to accomplish anything. Without motivation, learners might not begin the learning process at all, and even if they do, they might not be able to continue learning once they encounter challenges along the way (Gardner, 2007). Without motivation, learners might not be able to start learning at all.

The students should be motivated as an internal force to compel them to learn writing during the writing exercises. Roy (2010) claims that the entire process that encourages a person to communicate their views in writing is known as writing motivation. Öztürk (2013) defined writing motivation as the extent to which a student views writing as an important or meaningful activity or means of self-expression. As a result, writing motivation takes the form of an urge or support that students' experience both inside and externally, and it can improve students' writing abilities. Hidi & Bascolo (2006) list the following as the factors influencing the motivation to write: (1) having a desire to write; (2) having adequate knowledge of the topic; (3) an easy-to-write topic; (4) providing immediate feedback for the writing; and (5) being able to exert consistent effort while writing. Furthermore, the writing motivation scale, referring to Öztürk (2013), involves five components: a good attitude toward writing, a goal that is owned, a writing failure burden, sharing of writing, and writing efforts.

In light of the reasoning, as mentioned earlier, motivation is a crucial component of writing. Learners will find it difficult to finish the composition assignment without sufficient motivation. Theoretically, motivation is the entire inner force that propels someone to action. Writing motivation is, therefore, an innate force that governs productive writing work. Students must be motivated to write since they will not complete the assignment without it, even though they encounter several issues with sentence structure, grammar, diction, spelling, vocabulary, and punctuation. Students are capable of producing quality compositions in writing. It demonstrates that children require incentives when writing. This study's writing motivation is related to overcoming students' writing anxiety. Students must own strong writing motivation because it is necessary and efficient for their writing activities; otherwise, students will have difficulty writing.

Payne (2012) divides writing motivation into five aspects: enjoyment, self-efficacy, instrumentality, recognition, and effort. Enjoyment is a kind of intrinsic motivation defined as having something to accomplish because it is intrinsically fascinating or delightful is one definition of the concept of motivation. High-quality learning is achieved through the use of intrinsic motivation; there is

significant educational benefit in concentrating on the intrinsic motivation behind the development of a vital skill such as writing. Kulusakli (2021) adds that apprehension or enjoyment can be an essential factor influencing students' writing motivation. The vocabulary sizes of students who report high levels of anxiety are consistently smaller than those who report minimal anxiety. For instance, they tend to write more simply, using fewer words and a narrower range of terminology (Sakkir *et al.*, 2022). Self-efficacy is related to students' belief in their capacity to apply correct grammar, practice mechanical writing skills, and accomplish other writing operations successfully. Students' confidence in their writing abilities across disciplines and purposes may vary. Instrumentality talks about the belief that writing is a means of achieving success. Recognition relates to receiving rewards for writing or feedback on writing. Effort discusses how to tackle a writing task.

The social relationship between the teacher and the student has an impact on motivation as well. The teacher greatly influences the motivation of kids to write. There are six list elements in instructional practice that the instructor should be aware of and be relevant to students' motivation, according to Lam & Law (2007): foremost challenge; students are most motivated when they expect that they can complete a writing work they value. Second, writing has a real-world impact; this motivates students since it is valuable and relevant to their lives. The third element is curiosity. Students will be more motivated to write if they can satisfy their innate desire to understand how things work and their desire to reduce the anxiety created by cognitive dissonance. The fourth element is autonomy. To encourage students to write, teachers should give them more independence in their writing processes, such as the option to choose their topics, writing styles, and methodology. The fifth element is acknowledgment. To encourage students to accept learning objectives, teachers may commend students who have put out an effort and made progress in their own lives. The sixth element is evaluation which includes feedback that links success to hard work and the use of tactics, as well as provides particular knowledge about how to enhance, and increase motivation.

Some previous researchers have conducted studies investigating writing motivation. Kulusakli (2021), who investigated the Turkish EFL learners, found that EFL students had an average level of motivation in writing, with a higher motivational level on the scales of enjoyment, instrumentality, and effort gained by female learners than males. In addition, Cahyono & Rahayu (2020) revealed that female students are motivated better in English writing than male students for overall aspects of writing motivation, such as pleasure in composing and composing courses, satisfaction in composing essay components, adherence to writing conventions, utilization of discourse markers, instructor comments, peer evaluations, incorporation of sources, layout, and submittal. Furthermore, Romrome & Mbato (2022) observed the writing motivation of belief, self-efficacy, and attitude in Papuan EFL learners. They found that the students have the highest attitude toward writing among three aspects of writing motivation. Overall, these findings highlight the importance of understanding motivational factors in writing education to better support learners. Additionally, the studies suggest that a positive attitude is a significant component of writing motivation. As stated by Gazioglu (2019), understanding the motivational factors in writing instruction is essential because they affect students' performance and attitudes, which in turn shapes supportive environments, customizes tasks, and boosts engagement—all of which help students develop their writing abilities and have positive learning experiences.

Based on the description above, the researcher conducted this research by exploring the types of students' English writing motivation and revealing the level of each type. Expectantly, this research contributes to expanding the teacher's awareness of the writing motivation possessed by the students, and the students realize the writing motivation they have and be able to improve it to gain better writing results.

2. Method

This research applied a quantitative approach with a descriptive research method. In this research, the researcher did not control or manipulate any variables, only observed and measured them. This study just observed the type of writing motivation and measured data to determine the level of each writing motivation. As many as 166 students were involved in this research, taken from several junior high schools. The 30 items of the Academic Writing Motivation Questionnaire (AWMQ) developed by Payne (2012) were utilized to gather the data. It contained five aspects of writing motivation: 10 items of enjoyment aspect (1, 9, 15, 19, 21, 23, 25, 27, 28, 30), eight items of self-efficacy aspect (3, 4, 6, 11, 12, 14, 20, 29), five items of instrumentality aspect (5, 13, 16, 17, 24), four items of recognition aspect (2, 10, 18, 26), and 3 items of effort aspect (7, 8, 22).

To obtain the students' answers to the questionnaire, the students were given time by the English teacher to share the questionnaire according to the schedule of the English subject. After the students received the questionnaire, the researcher explained every item to provide understanding for them to fill the option correctly based on what they felt related to the writing motivation. The answer options adopted a 5-scale Likert scale ranging from strongly disagree (1 point) to strongly agree (5 points).

The data obtained from the questionnaire are then analyzed using descriptive statistics. Creswell (2012) stated that descriptive statistics were required to indicate general tendency and the spread of the score. Cohen *et al.* (2018) added that descriptive statistics presented data, including the mean, the mode, the media, the minimum and maximum scores, the range, the variance, and the standard deviation. The data obtained from the questionnaire were input into the Microsoft Excel program to calculate the score and then analyzed using SPSS version 25 to know the mean score. The mean score obtained was categorized, stated by Creswell (2014), from very low (1.00 to 1.80), low (1.81 to 2.60), moderate (2.61 to 3.40), high (3.41 to 4.20), and very high (4.21 to 5.00).

3. Results and Discussion

3.1 Result

The data presented in this part are from the AMWQ questionnaire, which involves five dimensions of writing motivation: enjoyment, self-efficacy, instrumentality, recognition, and effort. The data are calculated using descriptive analysis of SPSS and then gauged the mean score to determine the level of each dimension of the writing motivation.

Enjoyment

The first aspect of writing motivation discussed is enjoyment. It consists of 10 items, all of which are positive. All the students' answers in the questionnaire related to this aspect are first tabulated and then proceed to determine the mean score. The result of the descriptive statistics is shown in Table 1 below.

Table 1. Result of Enjoyment Aspect

No.	Statements	Scales					Mean Score	Level
		SD (%)	D (%)	U (%)	A (%)	SA (%)		
1	I enjoy writing	1 (0.6)	7 (4.2)	19 (11.4)	79 (47.6)	60 (36.1)	4.15	High
9	I like to participate in written online discussions	13 (7.8)	39 (23.5)	42 (25.3)	45 (27.1)	27 (16.3)	3.21	Moderate
15	I like classes that require a lot of writing	14 (8.4)	47 (28.3)	54 (32.5)	32 (19.3)	19 (11.4)	2.97	Moderate
19	I enjoy writing assignments that challenge me	3 (1.8)	33 (19.9)	60 (36.1)	40 (27.7)	24 (14.5)	3.33	Moderate
21	I like to write even if my writing will not be graded	4 (2.4)	23 (13.9)	35 (21.1)	67 (40.4)	37 (22.3)	3.66	High
23	I would like to have more opportunities to write in classes	4 (2.4)	33 (19.9)	49 (29.5)	52 (31.3)	28 (16.9)	3.40	Moderate
25	I practice writing in order to improve my skills	3 (1.8)	13 (7.8)	20 (12.0)	81 (48.8)	49 (29.5)	3.96	High
27	I would rather write an essay than answer multiple-choice questions	10 (6.0)	40 (24.1)	50 (30.1)	42 (25.3)	24 (14.5)	3.18	Moderate

28	I want others to recognize me as a good writer	2 (1.2)	28 (16.9)	39 (23.5)	53 (31.9)	44 (26.5)	3.66	High
30	I am motivated to write in my classes	6 (3.6)	30 (18.1)	48 (28.9)	48 (28.9)	34 (20.5)	3.45	High

The table above reveals only two types of writing enjoyment levels: moderate and high. Of 10 items, a moderate level is obtained by five items, and a high level is gained by five items. The top mean score of the moderate level is 3.40 from the statement, “I would like to have more opportunities to write in classes”. While the highest mean score of high level is 4.15 from the statement “I enjoy writing”. Overall, the data analysis results indicate that the mean score of the writing enjoyment aspect is 3.50, which suggests that the students have a high level of enjoyment in writing English. To be more specific, the top mean score is gained by statement 1 (I enjoy writing), in which there are 139 students (83.7%) have positive responses. Conversely, eight students (4.8%) indicate adverse reactions toward their enjoyment of writing, and 19 students (11.4%) are uncertain whether they enjoy their writing. Those results can be assumed that most students enjoy their English writing.

Self-Efficacy

The next aspect of writing motivation explained is self-efficacy. It consists of 8 items, all of which are positive. The table below displays each item's score, percentage, mean score, and level. In addition, there is also the total mean score and the level from all items.

Table 2. Result of Self-Efficacy Aspect

No.	Statements	Scales					Mean Score	Level
		SD (%)	D (%)	U (%)	A (%)	SA (%)		
3	I employ proper grammar in my work	0 (0.0)	19 (11.4)	54 (32.5)	60 (36.1)	33 (19.9)	3.64	High
4	I fulfill a composition project despite its challenges	4 (2.4)	18 (10.8)	36 (21.7)	56 (33.7)	52 (31.3)	3.81	High
6	I compose comparably to my peers	0 (0.0)	8 (4.8)	23 (13.9)	89 (53.6)	46 (27.7)	4.04	High
11	I am able to clearly express my ideas in writing	7 (4.2)	16 (9.6)	52 (31.3)	59 (35.5)	32 (19.3)	3.56	High
12	I concentrate effortlessly on composing	1 (0.6)	9 (5.4)	35 (21.1)	76 (45.8)	45 (27.1)	3.93	High
14	I find it effortless to compose proficient articles	6 (3.6)	28 (16.9)	60 (36.1)	54 (32.5)	18 (10.8)	3.30	Moderate
20	Punctuation is easy for me	0 (0.0)	18 (10.8)	27 (16.3)	78 (47.0)	43 (25.9)	3.88	High
29	Selecting the appropriate term is effortless for me	6 (3.6)	9 (5.4)	52 (31.3)	63 (38.0)	36 (21.7)	3.69	High

It can be seen from the table above that the moderate level is achieved by 1 statement, which is “I find it effortless to compose proficient articles”, with a mean score is 3.30. In comparison, seven items are categorized at a high level. The highest mean score of the high level is 4.04, obtained by the statement, “I compose comparably to my peers”. In this aspect, statement 6 (I compose comparably to my peers) obtains the maximum mean score. This statement collects 135 students (81.3%) with positive responses, eight students (4.8%) showing adverse reactions, and 23 students (13.9) are uncertain about their writing as well as their friends. Furthermore, the result of data analysis obtains 3.73 as the average score, which shows that the students achieve a high level of self-efficacy in writing English.

Instrumentality

The questionnaire for the instrumentality aspect contains five items. The table below presents the result of descriptive statistics, which reveals the data on the instrumentality aspect.

Table 3. Result of Instrumentality Aspect

No.	Statements	Scales					Mean Score	Level
		SD (%)	D (%)	U (%)	A (%)	SA (%)		
5	Proficiency in writing will assist me do well academically	1 (0.6)	8 (4.8)	18 (10.8)	87 (52.4)	52 (31.3)	4.09	High
13	I am more likely to succeed if I can write well	0 (0.0)	11 (6.6)	24 (14.5)	79 (47.6)	52 (31.3)	4.04	High
16	Improving my writing skills is significant to me	2 (1.2)	14 (8.4)	35 (21.1)	70 (42.2)	45 (27.1)	3.86	High
17	Improving my writing skills will enhance my professional prospects.	4 (2.4)	6 (3.6)	37 (22.3)	67 (40.4)	52 (31.3)	3.95	High
24	Being a good writer is important in getting a good job	1 (0.6)	8 (4.8)	34 (20.5)	73 (44.0)	50 (30.1)	3.98	High

The result illustrated in the table above shows that there is only a high level of all items in the instrumentality aspect out of the five levels of writing motivation. The lowest mean score is 3.86 from the statement, "Becoming a better writer is important to me". Meanwhile, the highest mean score is 4.09 from the statement, "Being a good writer will help me do well academically". In addition, statement 5 (being a good writer will help me do well academically) earns the top mean score. It also gathers 139 respondents (83.7%) with positive responses, nine respondents (5.4%) selected negative answers, and 18 respondents (10.8%) are uncertain about the statement. Simultaneously, the mean score gains 3.98, which reveals that the students gain a high level of instrumentality in writing English.

Recognition

Students' recognition in writing English consists of 4 statements out of 30 total items in the writing motivation questionnaire. The result of the data analysis is presented in the following table.

Table 4. Result of Recognition Aspect

No.	Statements	Scales					Mean Score	Level
		SD (%)	D (%)	U (%)	A (%)	SA (%)		
2	I enjoy documenting my ideas.	3 (1.8)	18 (10.8)	27 (16.3)	72 (43.4)	46 (27.7)	3.84	High
10	I like to get feedback from an instructor on my writing	6 (3.6)	21 (12.7)	40 (24.1)	66 (39.8)	33 (19.9)	3.60	High
18	It is important to me that I make an "A" on a writing assignment	3 (1.8)	3 (1.8)	12 (7.2)	58 (34.9)	90 (54.2)	4.38	Very High
26	I want the highest grade in the class on a writing assignment	4 (2.4)	12 (7.2)	25 (15.1)	55 (33.1)	70 (42.2)	4.05	High

The data above shows that there are only two out of five levels of recognition aspect, which are high and very high. Three statements indicate a high level, and one statement is very high. The uppermost mean score of the high level is 4.05 from the statement, "I want the highest grade in the class on a writing

assignment”. Meanwhile, the mean score of a very high level is 4.38 from the statement, “It is important to me that I make an A on a writing assignment”. Specifically, the highest mean score is acquired by statement 18 (it is important to me that I make an “A” on a writing assignment). It is pointed out that 148 samples (89.1%) with positive responses, six samples (3.6%) with negative options, and 12 samples (7.2) are unsure whether getting an A grade is essential or not for their writing assignment. The result of data analysis for recognition indicates that the mean score of overall statements is 3.97, which means that the students achieve a high level of recognition in writing English.

Effort

The last aspect discussed is effort. It takes three statements in the questionnaire on writing motivation. The data analysis result for this aspect appears in the table below.

Table 5. Result of Effort Aspect

No.	Statements	Scales					Mean Score	Level
		SD (%)	D (%)	U (%)	A (%)	SA (%)		
7	I exceed the minimal requirements for the composition task	12 (7.2)	62 (37.3)	39 (23.5)	34 (20.5)	19 (11.4)	2.92	Moderate
8	I invest significant efforts in my composition	0 (0.0)	17 (10.2)	19 (11.4)	78 (47.0)	52 (31.3)	3.99	High
22	I prefer people to peruse my written work.	2 (1.2)	34 (20.5)	32 (19.3)	63 (38.0)	35 (21.1)	3.57	High

The last result from the five aspects of writing motivation presented in the table above reveals two levels of effort aspect consists of moderate and high. The moderate level is obtained by 1 statement, and two other statements achieve the high level. The average score of moderate level is 2.92 from the statement “I exceed the minimal requirements for the composition task”. In the meantime, the top mean score is 3.99, categorized as very high, coming from the statement, “I invest significant efforts in my composition”. To be more specific, the maximum average score is gained by statement 8 (I invest significant efforts in my composition), which is supported by most students showing positive responses (130 students, 78.3%), the adverse reaction is selected by 17 students (10.2%), and the uncertain option is chosen by 19 students (11.4%). Therefore, the analysis reports that the total mean score of effort aspect is 3.49, which is interpreted that the students attain high effort in writing English.

3.2 Discussion

This work divides students’ writing motivation into five aspects: enjoyment, self-efficacy, instrumentality, recognition, and effort. Each contains several AWMQ items that the students answer to get information about its type and level. Overall, the data analysis results indicate that the mean score of the writing enjoyment aspect is 3.50, which suggests that the students highly enjoy English writing. It can be assumed that the majority of students enjoy their English writing. To be more specific, from the ten statements provided in this aspect, high and moderate levels are achieved by five aspects for each. Some activities include participation in written online discussions, classes that require more writing, challenging writing assignments, providing more chances to write in class, and writing essays rather than objective questions are gained by students at an adequate level. Those need to be more improved since they support the improvement of enjoyment simultaneously. The higher the level of each action, the better the enjoyment achieved. Written online discussions, for instance, offer numerous benefits for students, particularly in enhancing writing skills and critical thinking. Studies have shown that engaging in online discussions can significantly improve students' accuracy, increase their awareness of errors, and provide opportunities for peer feedback, ultimately facilitating language and literacy advancement (Al Jahrami, 2018; Zheng & Warschauer, 2015). Meanwhile, the students’ likeness of classes that require more writing gains the lowest score. This is unfortunate since classes that incorporate more writing offer numerous benefits to students. Xhama (2017) found that writing as a process enhances language skills, metacognitive abilities, confidence, independence, and interpersonal skills, crucial for future success.

Furthermore, Lee (2017) reveals that focusing on self and peer review in English writing classes promotes learner autonomy, improves competencies, and enhances students' perceptions of responsibilities and engagement in learning activities. Overall, foreign language enjoyment exhibits a substantial positive link with students' actual proficiency and self-assessed competence, whereas foreign language anxiety and boredom have a notable adverse connection with both. A study by Wang & Li (2022) reveals that learners have relatively high levels of foreign language enjoyment and anxiety but a medium level of boredom. In addition, Zumbunn *et al.* (2019) claim that enjoyment is essential to writing performance and self-regulation. Positive emotional experiences while writing may help sustain self-regulatory behaviors and improve performance. It is about how writing can help maintain self-control and boost productivity. Writing preferences, mood, and motivation are essential elements of the educational setting that influence students' emotional experiences with composition. Further research is needed to better understand the complex nature of enjoyment and its relationship with other factors.

In terms of self-efficacy, the result of data analysis obtains 3.73 as the average score, which implies that a high level is possessed by the students. Seven activities achieve high levels, including correct grammar, completing difficult tasks, making compositions, expressing ideas, concentrating, punctuation, and using diction efficiently. However, these activities can be further improved to reinforce higher self-efficacy. In the meantime, easiness in writing good essays has a moderate level, indicating sufficient ability but not poor or gratified ability. The relationship between essay writing and writing motivation is complex and multifaceted, with challenges such as cognitive overload, lack of ideas, and negative feedback significantly impacting motivation. Students often experience "writer's block" and struggle with organization, mechanics, and vocabulary, which can diminish their enthusiasm for writing (Rahmi *et al.*, 2022). Excessive instructor feedback has been shown to demotivate over 50% of students, indicating that feedback can significantly affect writing motivation (Anaktototy *et al.*, 2024). The lowest mean score and level of self-efficacy can be increased by students through strategies such as collaborative learning and giving feedback and support. Collaborative learning is highly effective in improving self-efficacy, as it fosters a sense of community and interaction, which are crucial for enhancing creative writing skills and self-efficacy (Helaluddin *et al.*, 2022; Rahimi & Fathi, 2022). Additionally, constructive feedback and support are essential for building self-efficacy, as regular feedback helps students interpret their writing performance positively, enhancing confidence and improving writing skills (Busby & Malone, 2023; Truong, 2022).

The instrumentality aspect of writing English has a mean score of 3.98, indicating that students have a high level of instrumentality in their writing skills. However, to maximize this, strategies should be applied, particularly in writing skills. These include clearly defining writing tasks' goals and their contribution to larger objectives, such as improving communication skills or enhancing academic performance (Gloria & Mbato, 2023), providing regular feedback that highlights progress and how it aligns with the desired outcomes, thus helping students see the tangible results of their efforts, thereby increasing their belief in the instrumentality of writing (Tubaon & Palma, 2022), and teaching metacognitive strategies such as planning, monitoring, and evaluating will help students understand their writing processes and how they can improve their writing skills, thereby increasing their belief in the effectiveness of their efforts (Jingya, 2023). In addition, teaching writers to formulate insightful questions can stimulate curiosity and engagement, leading to a deeper investment in their writing tasks. This practice not only enhances motivation but also promotes critical thinking skills (Zarzycka-Bienias & Zarzycki, 2018). Furthermore, students should know the importance of being a good writer to increase their motivation, for instance improving communication skills (Listiana *et al.*, 2023; Mahmud & Ali, 2022), increasing confidence (Oktavianingrum, 2019), boosting critical thinking (Ahlan, 2021; Menbet, 2018), and promoting learning engagement (Fisher, 2017).

A high level of recognition in writing English is gained by the students, with an average score is 3.97. However, the maximum level of recognition is very high, indicating that more efforts are needed to enhance this aspect. This includes writing down thoughts, receiving feedback from teachers, and expecting high grades. Writing down thoughts is crucial for enhancing reflection, self-awareness (Lopes *et al.*, 2021), communication skills, identity exploration, and promoting learners' autonomy and self-regulation (Beseghi, 2021). Meanwhile, the instructor feedback enhances understanding, satisfaction, active participation in learning (Traykova & Radev, 2024), and teacher-student relationships (Heron *et al.*, 2023). High expectations in writing contribute to academic success, as employers often prioritize candidates with strong writing abilities. Those also encourage higher-order thinking skills, such as analysis, synthesis, and evaluation (Clark, 2013). This is particularly important in writing, where critical thinking is necessary to construct coherent arguments and narratives (Li & Jung, 2024). In summary, recognition in writing motivation is vital for enhancing motivation, building self-efficacy, encouraging

continuous improvement, and fostering a supportive learning environment. By acknowledging students' efforts and achievements, educators can significantly impact their motivation and success in writing.

Effort is a crucial aspect of writing motivation, impacting a student's engagement and success. High levels of effort are associated with intrinsic motivation, where individuals find personal satisfaction and value in the writing process (Alves-Wold et al., 2024; Valiantien et al., 2016). The result of the descriptive statistics reports that the mean score of the effort aspect is 3.49, which indicates that the students achieve high effort in writing English, but to achieve maximum motivation, they need to increase their efforts. To effectively boost motivation for writing, several strategies can be employed, drawing from various educational studies. Those strategies focus on encouraging students to use motivation-regulation strategies, such as goal-oriented self-talk and environmental structuring, which can help maintain their writing efforts (Diasti & Mbato, 2020) and emphasize the importance of completing drafts rather than striving for perfection from the outset, which leads to reducing anxiety and encourages more writing or productivity (Kışı, 2024; Soare, 2014). Implementing these strategies can enhance effort and motivation, leading to greater productivity and satisfaction in writing or other endeavors.

Considering that motivation greatly contributes to the improvement of students' writing ability, instructors should conduct learning activities using strategies that can elevate students' writing motivation. Some that can be applied include goal setting which encourages students to set clear, achievable writing goals, enhancing their focus and self-efficacy (Yang, 2024), task-based learning, which implements engaging, real-world writing tasks to help students see the social value of their writing and to increase their motivation, and feedback mechanisms that utilize student feedback to refine teaching strategies, fosters a supportive learning environment, which is vital for maintaining motivation (Duan, 2022). By implementing these strategies, it is expected that students will increase their writing motivation which also correlates with better writing skills.

4. Conclusion

Of the results and discussion presented above, it can be summarized that the writing motivation aspects indicate a high level. In order, instrumentality takes the first place with the highest mean score, followed by recognition, self-efficacy, enjoyment, and effort. Overall, the average score of writing motivation is 3.70, meaning that the students possess a high level of writing motivation. Since motivation is a factor that makes students show their excitement in learning something, for instance, learning in writing, they will get a good outcome in learning writing if they are highly motivated. Writing motivation refers to the many factors that influence a student's decision to participate in or avoid writing assignments.

Even though all aspects of writing are high, several statements still get a moderate level based on the student's responses. Therefore, it is recommended that the teacher keep motivating students by applying various learning methods or activities in writing class. The student's motivation in writing is expected to increase so that their learning outcome in writing is simultaneously improved.

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