Creative Writing Motivation in Higher Education

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Abstract

This study presented the motivation for creative writing in college. The method used in this study is qualitative. Data collection using questionnaires and interviews. The number of respondents is 40 students. The results showed that the main factors causing low motivation for writing were internal factors of students, not external factors (context, lecturers, media).

Keywords: motivation, writing, intrinsic, extrinsic.

Introduction

Writing for some students is fun. In fact, students make writing a daily hobby. However, not all students like writing because writing is not easy. Coupled with the myth that "writing cannot be taught" (Swander, Leahly, & Cantrell, 2007: 15). This further strengthens the assumption that writing is a difficult thing.

Actually, if reviewed more deeply, the factors that cause students to experience difficulties in writing, especially creative writing, are as follows. First, students who from the beginning have assumed that creative writing is a difficult thing. Thus, it is imprinted on their minds, causing them to have real difficulties in writing creatively. Second, teachers who are less appreciative and lack motivation in creative writing, learning make it difficult for students to give birth to creative writing. Third, groups or writing communities are, less strong, so students have difficulty in expressing expression in relation to writing.

The most important and decisive factor in writing is divided into two. First, intrinsic factors. This intrinsic factor is a person's internal factor in writing, such as encouragement, motivation, or desire that arises in the writer. Second, extrinsic factors. Extrinsic factors are factors related to environmental conditions, such as lecturers, media, learning communities, or books / references.

Formulation of the problem

In this regard, in this study, the motivation for creative writing in universities was explained.

Research methods

The method used in this study is qualitative. The exposure of the data in this study uses a descriptive style that is explorative so that the text is prioritized. The collection technique is done by giving a questionnaire and interviewing students who program writing subjects. The research respondents were 40 students.

Literature review
Creative Writing

Creative writing is a writing that emphasizes practice, aesthetics, individual experience, and creativity (Ramey, 2007: 43). Rain (2007: 58) shares creative writing in two genres, fiction and science fiction; Earnshaw (2007) divides creative writing into prose, poetry, other script writings (web, therapy, community, translation, essay).

Creative writing is developing rapidly in the university of America, Australia, and England (May, 2007: 33; Dawson, 2005: 2). As Ramey (2007: 43) suggests, America brings up creative writing around 1880. Creative writing, e.g the writings

by Carter (2000); Smith (2000); Morley (2007); King (2010); Harper (2014); Graham & Harris (2014). As in Indonesia, creative writing begins to appear around 80s with a mark of the emergence of writing on creative writing, e.g Eneste (1982 [revised 2009a; 2009b; 2009c]). In further developments, creative writing begins to emerge, e.g Marahimin (1994); Munsyi (2012); Laksana (2013); Nugraha (2013); Ahmadi (2015).

In Indonesia, creative writing is more taught through literary writing, such as short story, poetry, and drama. The writing of script, web, travel writing, therapy are still not much taught in college. This is due to the obstacles that teachers do not necessarily master the material and also the university that does not provide slots for the rare material.

Research Results and Discussion of Research Results

To understand writing motivation for students in higher education, researchers used questionnaires and interviews. For the questionnaire, five multiple choice questions were used which were used to capture student motivation in creative writing.

1. Does creative writing learning motivate you to foster a desire to write creatively? Based on the questionnaire filled by 40 students, it was found that 20 students were highly motivated in participating in writing learning; 60 students are mediocre in learning to write; and 20 students not motivated in writing learning.
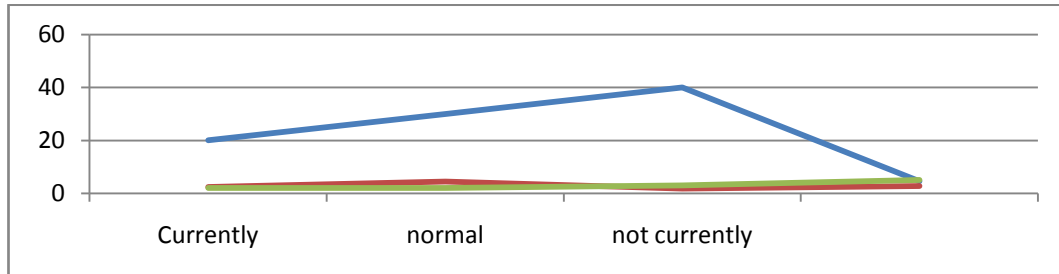
Table 1 Writing Motivation
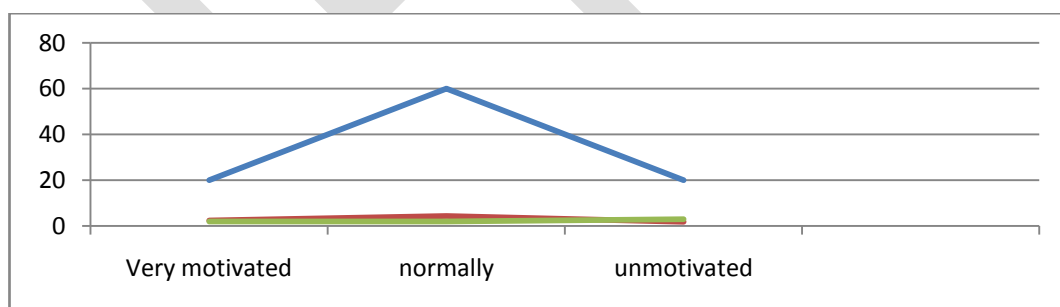
2. Is writing learning material the currently material?

Based on the questionnaire filled by 40 students, it was found that 30 students were highly motivated in participating in writing learning; 30 students are mediocre in learning to write; and 40 students were not motivated in writing learning.

Table 2 Advanced Lecture Materials

3. Are lecture material interesting and fun?

Based on the questionnaire filled by 40 students, it was found that 15 students were highly motivated in participating in writing learning; 30 students are mediocre in learning to write; and 35 students were not motivated in writing learning.

Table 3 Interesting and Fun Lecture Materials
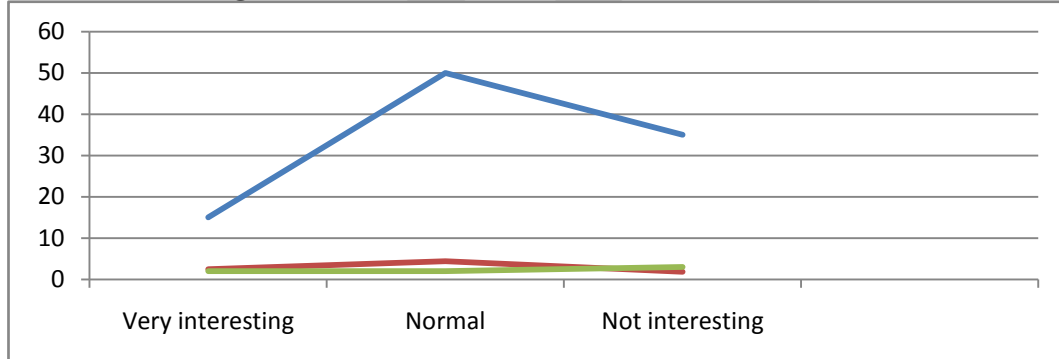
4. Is your lecturer an expert in the field of writing?
Based on the questionnaire filled by 40 students, it was found that 60 students stated that lecturers who taught writing subjects were very interested in writing; 30 students stated mediocrity in assessing the ability of lecturers when presenting material about writing; and 10 students stated that lecturers who taught material about writing did not understand the material about writing.

Table 4 Lecturers Mastering Writing Materials in Writing
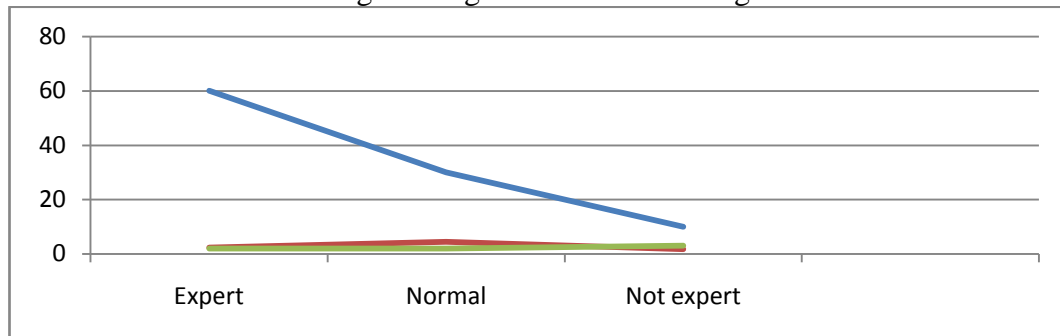
5. Does the lecturer motivate you in writing?

Based on the questionnaire filled by 40 students, data was obtained that 70 students stated that the lecturers were very motivating and encouraged students to write; 20 students stated that lecturers of writing normal course in giving enthusiasm or motivation to students to write; and 10 students stated that the lecturer did not give enthusiasm and motivation in writing.

Table 5 Giving Motivation in Writing
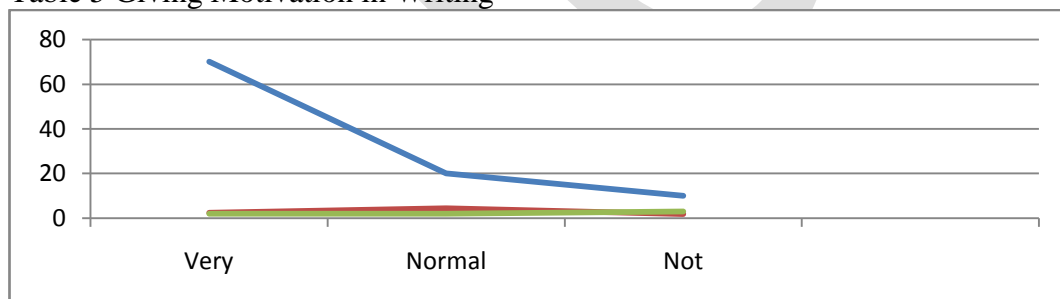
Based on the five questions related to writing motivation problems, the highest cause in writing low motivation is students. There were only 20 percent of students who answered were very motivated in writing. In this context, students as learners do not have the motivation that comes from within themselves. If traced deeper, lecturers as facilitators have been very good at teaching because based on questionnaires, 70 students answered that lecturers were very large in providing motivation to students. Thus, this shows that external factors are very strong in encouraging students to write.

Based on interviews conducted by researchers with the authors obtained data that the factors causing low interest and motivation in writing are as follows. First, 80 percent of the students answered that they did not have time to spend time writing because there were many other assignments. Second, 17 percent answered that they felt writing was a natural talent so writing was difficult to learn. Third, 3

percent of the students answered that they were lazy to write because it was not their field.

Conclusion

Based on the exposure in advance it can be concluded that student motivation in writing is lower due to internal factors than to external factors. Low motivation in students makes them tend to be pessimistic in writing so they are lazy and reluctant to write.

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