THE RELATIONSHIP BETWEEN INTERPERSONAL COMMUNICATION AND NARRATIVE WRITING MOTIVATION AMONG DPKU IPB CLASS OF 61 STUDENTS

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ABSTRACT

This study aims to analyze the relationship between interpersonal communication and narrative writing motivation among DPKU IPB class of 61 students. The research employed a quantitative approach with a correlational design. The sampling technique used was purposive sampling, involving 100 students as respondents. Data were collected through a Likert-scale questionnaire, which had been tested for validity and reliability. The Kolmogorov-Smirnov normality test indicated that the data were normally distributed ($p > 0.05$), allowing the use of the Pearson Product-Moment correlation for analysis. The results show a positive and significant relationship between interpersonal communication and narrative writing motivation, with a correlation coefficient (r) = 0.429 and a significance level ($p < 0.001$). This correlation falls within the moderate category based on Cohen's guidelines. This finding implies that better interpersonal communication is associated with higher motivation for narrative writing. Based on these findings, it is recommended that students enhance their interpersonal communication skills through activities supporting social interaction. Educators are encouraged to create a communicative and supportive learning environment to foster students' writing motivation. Future research is suggested to explore other variables, such as social support or personal interest, that may also influence narrative writing motivation.

Keywords: *interpersonal communication, narrative writing motivation, pearson correlation, students*

INTRODUCTION

Interpersonal communication is important in everyday life, prticulary in higher education. Effective interpersonal communication between lecturers and students can affect various academic aspects, one of which is the motivation to write narratives (Saputra, 2021). Narrative writing is an important skill that not only reflects critical thinking skills, but also the ability to organize ideas systematically (S. Putri & Ananda, 2022). In the context of students, motivation to write narratives is a crucial aspect because it is closely related to the ability to compile academic reports, scientific papers, and other assignments (Prasetyo, 2020).

Interpersonal communication is defined as a direct exchange of messages that allows for closer social relationships between individuals (DeVito, 2019). In the educational process, interpersonal interaction between lecturers and students plays a role in forming a conducive learning environment and motivating students to be active in the learning process

(Yunus, 2023). Research shows that good interpersonal communication can increase student engagement in academic tasks, including writing (Rahmawati, 2022). When communication between lecturers and students runs effectively, students tend to have higher confidence and be motivated to complete their academic tasks (Mustofa, 2021).

The motivation to write a narrative among students is influenced by various factors, including academic support from lecturers, the classroom atmosphere, and interpersonal interactions that occur during the learning process (Hidayat, 2020). Motivation in writing is a psychological factor that encourages individuals to produce meaningful and quality writing (Santoso, 2021). Previous research has shown that students who feel supported by lecturers through good communication tend to have higher motivation in writing narratives (Puspita, 2022).

However, in some studies, it has also been found that there is a gap between expectations and reality in interpersonal communication in the academic environment. Many students find it difficult to express their ideas freely due to the lack of effective two-way communication (Amalia, 2021). In addition, time constraints and less interactive teaching methods are often obstacles to building productive communication (L. Sari, 2023). Therefore, it is important to research the relationship between interpersonal communication and motivation to write narratives to understand more about these interactions to be able to encourage or hinder the student learning process (Lestari & Hidayah, 2023).

In this study, the main focus is to examine the relationship between interpersonal communication and motivation to write narratives among students of the Directorate of General Competency Education (DPKU) IPB Class of 61. This research is important considering the need for students to have good writing skills as part of their academic competencies (Susanto, 2022). In addition, the results of this study are expected to provide insight to lecturers about the importance of effective communication in increasing student motivation (Fauzan, 2021).

The formulation of the problem in this study includes three main aspects. First, what is the level of interpersonal communication between lecturers and students of DPKU IPB Class of 61? Second, what is the level of motivation to write the narrative of DPKU IPB Class of 61 students? Third, is there a significant relationship between interpersonal communication and motivation to write narratives in DPKU IPB Class of 61 students?

The purpose of this study is to analyze the level of interpersonal communication between lecturers and DPKU IPB students Class of 61, analyze the level of motivation to write narratives in DPKU IPB students Class of 61, and test the relationship between interpersonal communication and motivation to write narratives among DPKU IPB students Class of 61.

This research is expected to provide theoretical and practical benefits. Theoretically, this research adds to the scientific treasures in the field of interpersonal communication and motivation for writing narratives, especially in the higher education environment. The results of this study are also expected to be a reference for future research related to similar topics. Practically, this study provides recommendations to lecturers to improve the quality of interpersonal communication in order to encourage student writing motivation. For students, this research is expected to increase awareness of the importance of effective communication in supporting the development of narrative writing skills.

Interpersonal communication refers to the process of exchanging information, ideas, and feelings between two or more individuals that takes place directly or through a specific medium (DeVito, 2019). This communication has an important role in building social relationships, improving understanding between individuals, and creating effective interactions. According to Adler and Proctor (2018), interpersonal communication includes various elements such as openness, empathy, support, positive attitudes, and equality. In an

academic environment, interpersonal communication between lecturers and students influences the teaching-learning process, including motivating students to develop writing skills.

Interpersonal communication in the educational environment has a significant contribution to shaping student behavior and motivation (Barnes, 2021). The quality of interaction between lecturers and students can determine support in their academic achievement (Rahmat et al., 2022). Previous research confirms that good communication promotes the creation of higher levels of confidence and motivation in various academic activities, including narrative writing (Hargie, 2020).

Motivation to write a narrative is an internal or external drive that encourages individuals to pour ideas in the form of stories or experiences in writing (Santrock, 2005). According to Ryan and Deci (2020), writing motivation can be classified into intrinsic and extrinsic motivation. Intrinsic motivation refers to internal motivations such as enjoyment in writing, while extrinsic motivation focuses on external factors such as rewards or academic results. Narrative writing involves the ability to develop a cohesive storyline, characterization, and structuring structure (Graham et al., 2020).

Research conducted by Smith (2021) shows that the motivation to write narratives in students is influenced by various factors, including support from the academic environment and the quality of interpersonal communication. When students feel supported and valued by lecturers, they tend to have higher levels of motivation to write and develop complex narratives.

Research on the relationship between interpersonal communication and narrative writing motivation has various theoretical and practical benefits. Theoretically, this research contributes to the development of the concept of interpersonal communication in the context of higher education. In addition, this study enriches the study of factors that affect writing motivation among students (Johnson, 2023).

Practically, the results of this study are expected to provide insight for lecturers and educational institutions to improve the quality of communication with students to encourage motivation to write. In addition, this research can be used as a reference in designing a learning program that better supports the development of narrative writing skills among students (Kusumaningrum, 2022).

According to research conducted by Brown and Levinson (2021), effective communication between lecturers and students can increase confidence and encourage active involvement in academic activities, including writing. Supportive interactions provide constructive feedback, facilitate better understanding, and motivate students to complete writing assignments with better quality (Anderson et al., 2021).

In a study conducted by Rahardjo (2022), it was found that students who have a good interpersonal relationship with lecturers show higher motivation in completing writing assignments. Positive interactions create a conducive learning atmosphere, increase student engagement, and encourage them to develop more complex and creative writing skills (R. Putri et al., 2023).

The Self-Determination Theory (SDT) developed by Deci and Ryan (2020) emphasizes the importance of basic psychological needs such as competence, connectedness, and autonomy in influencing individual motivation. In the context of education, this theory underlines that good interpersonal interaction can meet students' interconnectedness needs which in turn increases their intrinsic motivation to write (Deci & Ryan, 2020).

According to Deci and Ryan (2020), when students feel socially supported through good communication with lecturers, they are more likely to experience an increase in their intrinsic motivation to write narratives. This support creates an environment that values

autonomy and competence which are key factors in maintaining and increasing long-term motivation.

The research conducted by Rahmat *et al.* (2022) shows that there is a positive relationship between the quality of interpersonal communication and academic motivation, including writing motivation. This study revealed that students who have access to open communication with lecturers show a higher level of motivation in completing academic tasks.

In another study, Anderson *et al.* (2021) found that supportive interpersonal communication increases students' confidence in writing. Constructive feedback from lecturers plays an important role in shaping students' intrinsic motivation to better develop narrative writing skills.

Putri *et al.* (2023) also affirms that positive interpersonal relationships create a supportive learning environment, increase students' active engagement, and motivate them to participate in writing tasks with greater enthusiasm. This study provides empirical evidence that effective communication can be a key factor in encouraging writing motivation among college students.

RESEARCH METHODS

This study uses a quantitative approach with a correlational design that aims to analyze the relationship between interpersonal communication and motivation to write narratives in DPKU IPB Students Class of 61. A quantitative approach with a correlational design was chosen because it allows researchers to measure the relationship between variables through numerical data collection and statistical analysis (Sugiyono, 2021). With this method, researchers can identify the extent to which interpersonal communication affects the motivation to write narratives objectively and systematically.

In the study entitled "The Relationship between Interpersonal Communication and Motivation to Write Narratives in DPKU IPB Students Class of 61", a sample of 100 respondents from a total population of 5,170 using *purposive sampling techniques* was based on considerations of efficiency, representation, and research focus. According to (Sugiyono, 2021), *purposive sampling* is used when researchers determine samples based on certain characteristics that are in accordance with the research objectives. The number of 100 respondents was chosen because it was considered sufficient to represent the variety of interpersonal communication and motivation to write narratives among DPKU IPB Class of 61 students, taking into account the limited time and resources available. In addition, according to Roscoe's opinion in Sekaran & Bougie (2016), a sample size of between 30 to 500 respondents is considered adequate for social and behavioral research. Therefore, the selection of 100 respondents is expected to be able to provide valid and reliable results to identify the relationship between interpersonal communication and motivation to write narratives in the student environment.

The independent variable in this study is interpersonal communication, while the bound variable is the motivation to write a narrative. Interpersonal communication is defined as the process of exchanging information, ideas, and feelings between two or more individuals through face-to-face interactions and other communication media (DeVito, 2019). Motivation to write a narrative is defined as an internal or external drive that encourages individuals to write stories or narratives creatively and systematically (Santrock, 2005).

The instrument used in this study was in the form of a closed questionnaire with a five-point Likert scale (1 = strongly disagree to 5 = strongly agree). The interpersonal communication questionnaire was compiled based on DeVito's (2019) interpersonal communication theory which has been modified according to the context of DPKU IPB

students. This questionnaire covers important aspects of interpersonal communication, such as openness, empathy, support, positivity, and equality in interactions. The narrative writing motivation questionnaire is compiled based on Santrock's (2005) theory which has been modified, covering intrinsic and extrinsic motivational dimensions, such as the desire to express ideas, academic needs, and the drive to develop writing skills.

The distribution of the questionnaire was carried out directly to the respondents to ensure the validity and reliability of the data collected. The researcher provides clear instructions and ensures that each respondent understands the purpose of the study before filling out the questionnaire. According to Creswell (2020), data collection using closed questionnaires is effective in quantitative research because it allows researchers to collect data in a relatively short time and facilitates the statistical analysis process.

The data collected was analyzed using three main stages, namely descriptive statistics, normality test, and *Pearson Product Moment correlation test*. Descriptive statistics are used to describe the characteristics of the data through the calculation of *mean*, *median*, and standard deviation (Ghozali, 2021). *Mean* or average indicates the middle value of the data distribution, *median* indicates the middle value that divides the distribution into two equal parts, while standard deviation measures the distribution or variability of data (Field, 2018).

The normality test is carried out to check whether the data is distributed normally or not which is a prerequisite in many inferential statistical tests (Ghozali, 2021). This study used the Kolmogorov-Smirnov test method which is suitable for large samples (>50) (Field, 2018). If the significance value (p) > 0.05, the data is considered to be normally distributed (Ghozali, 2021).

If the results of the normality test show that the data is not normally distributed, the Spearman correlation test is used. The Spearman correlation test is a non–parametric test used to measure the relationship between two ordinal variables or data that is not normally distributed (Ghozali, 2021). The result of Spearman's correlation is expressed in a correlation coefficient (ρ) that ranges from –1 to +1. Positive values indicate a one-way relationship, while negative values indicate an opposite relationship (Field, 2018). The interpretation of the correlation coefficient follows the guidance from Cohen (2013), the values of |0.10-0.29| indicate a weak correlation, |0.30-0.49| indicate a moderate correlation, and ≥|0.50| indicate a strong correlation.

To ensure the validity and reliability of the instrument, a validity test was carried out using *Pearson product-moment* correlation and a reliability test using *Alpha Cronbach*. Validity indicates the extent to which an instrument measures what should be measured (Sugiyono, 2021), while reliability measures the consistency of results over time (Ghozali, 2021). This interpretation suggests that the Alpha Cronbach value ≥ 0.70 is considered to indicate acceptable reliability.

This research has several implementation procedures. First, the researcher compiled a questionnaire based on relevant theories. Second, a *pre-test* is carried out to evaluate the clarity of the instrument and its consistency. Third, questionnaires were distributed to selected respondents, and the results were collected for analysis using SPSS software version 27.

With this approach, it is hoped that the research can provide a deep understanding of the relationship between interpersonal communication and motivation for writing narratives in DPKU IPB Students Class of 61, as well as make theoretical and practical contributions in the field of communication and education.

RESULTS AND DISCUSSION

Based on the results of the descriptive analysis, the Interpersonal Communication variable had a minimum value of 44 and a maximum of 73 out of 100 respondents. The *mean* obtained was 59.12 with a *standard deviation* of 6.583, indicating that the distribution of the data was around the average value and had a relatively small variation. Meanwhile, the Narrative Writing Motivation variable had a minimum value of 15 and a maximum of 75, with *a mean* of 55.96 and a standard deviation of 11.078, indicating that the variation in data was greater than that of interpersonal communication.

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation	Variance
Komunikasi Interpersonal	100	44	73	59,12	6,583	43,339
Motivasi Menulis Narasi.	100	15	75	55,96	11,078	122,726
Valid N (listwise)	100					

Figure 1. Descriptive Statistics

The high variation in motivation to write narratives indicates significant differences among respondents in terms of their motivation (Ghozali, 2021). This descriptive analysis is important to understand the characteristics of the data before proceeding to the intervariable relationship test stage (Sugiyono, 2017).

Based on the results of the Kolmogorov-Smirnov normality test, the Interpersonal Communication variable had a significance value (Sig.) of 0.200, while the Motivation to Write Narrative variable also had a significance value (Sig.) of 0.200. According to Ghozali (2021), the data is said to be normally distributed if the significance value (Sig.) > 0.05. Since both variables have significance values greater than 0.05, it can be concluded that both variables meet the assumption of normality.

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Komunikasi Interpersonal	,063	100	,200[*]	,988	100	,528
Motivasi Menulis Narasi	,055	100	,200[*]	,972	100	,034

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

Figure 2. Tests of Normality

The Kolmogorov-Smirnov test is used to test whether or not the data is normally distributed, especially at large sample numbers ($n > 50$). This method has the advantage of testing normality without requiring very specific data distribution (Field, 2018). In this study, since the sample count was 100 respondents, the use of the Kolmogorov-Smirnov test was considered appropriate and the results showed that the data from both variables were distributed normally.

Based on the results of the Pearson correlation test, the correlation coefficient value ($r = 0.429$) between the variables of Interpersonal Communication and Motivation for Writing Narrative with a significance value ($p < 0.001$) was obtained. This value shows that there is a positive and significant relationship between the two variables at a 99% confidence level ($\alpha = 0.01$).

Correlations

		Komunikasi Interpersonal	Motivasi Menulis Narasi.
Komunikasi Interpersonal	Pearson Correlation	1	,429**
	Sig. (2-tailed)		<,001
	N	100	100
Motivasi Menulis Narasi.	Pearson Correlation	,429**	1
	Sig. (2-tailed)	<,001	
	N	100	100

**. Correlation is significant at the 0.01 level (2-tailed).

Figure 3. Correlations between Interpersonal Communication and Motivation for Writing Narratives

According to Cohen (2013), the correlation coefficient between 0.30 to 0.49 indicates a moderate relationship. This means that the better the interpersonal communication, the higher the motivation to write narratives in DPKU IPB Class of 61 Students. These results indicate that interpersonal communication has an important role in increasing motivation to write narratives (Ghozali, 2021).

The results of *the Pearson correlation test showed a positive and significant relationship between Interpersonal Communication and Motivation to Write Narratives with a value of $r = 0.429$ and $p < 0.001$. According to Cohen (2013), this correlation value is in the category of moderate correlation ($0.30 \leq r \leq 0.49$). The positive correlation showed that the better the interpersonal communication students had, the higher their motivation in writing the narrative. Significance below 0.01 ($p < 0.01$) confirms that this association has a 99% confidence level so the results can be considered strong and not by chance.*

Good interpersonal communication allows students to exchange ideas, get feedback, and build confidence in writing. This is in line with the opinion of Devito (2011) who states that effective interpersonal communication can increase individual understanding and motivation in completing cognitive tasks such as writing. In addition, research by Sari & Putra (2020) shows that open and supportive communication in the academic environment contributes significantly to increasing students' motivation to learn, including in writing skills.

The results of this study are consistent with the findings of Widyastuti (2018) who stated that students with good interpersonal communication skills tend to have higher academic motivation, including in writing. However, the relationships found in this study were in the moderate category, suggesting that although interpersonal communication had an influence, there were still other factors that contributed to the motivation to write narratives, such as personal interests, social environment, or academic support (Santrock, 2005).

This research supports the results of previous research conducted by Sari & Putra (2020). They found a positive relationship between interpersonal communication and academic motivation with a correlation coefficient of $r = 0.412$. Similar findings were also revealed by Widyastuti (2018) who showed that students with good communication skills had higher motivation in writing-based tasks. However, these results differ slightly from Andriani's (2022) study which showed a stronger association ($r = 0.512$) because it involved respondents with a more interactive communication environment, such as the writing community.

Thus, the results of this study strengthen the theory that interpersonal communication is an important factor in increasing writing motivation. However, the relationship that is at a

moderate level suggests the influence of other factors that also need to be explored further in future research.

CONCLUSION

Based on the results of the study on the Relationship between Interpersonal Communication and Motivation to Write Narratives in DPKU IPB Class of 61 Students, it can be concluded that 1) there is a positive and significant relationship between interpersonal communication and motivation to write narratives in students, with *a Pearson correlation* value (r) = 0.429 and a significance level of p < 0.001; 2) the magnitude of the correlation coefficient shows that the relationship between the two variables is in the medium category of means that the better the students' interpersonal communication, the higher their motivation in writing narratives; 3) These results support the theory of interpersonal communication which states that effective interaction can increase an individual's motivation to complete academic tasks, including writing. 4) Although interpersonal communication has a significant relationship, other factors outside of this study may also influence motivation for writing narratives, such as social environment, personal interests, or academic support. Thus, efforts are needed to improve communication skills in students, such as joining organizations, being active in class discussions, or participating in communication skills training. Lecturers are also expected to create a communicative and supportive learning atmosphere so that they can encourage students to communicate.

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