

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Previous Study

Motivation and writing ability both are important in English language learning. Motivation can enhance student interest in write some task and motivate them to write better.

A research was conducted in 2010 by Septa Aryanika in the eleventh grade students of Senior High School Utama Wacana Metro in the academic year of 2009/2010 by the title “The Correlation Between the Students’ Writing Motivation and the Writing Ability”. His research proved that there is any positive and significant correlation between the students motivation and the writing ability. She was conducted the quantitative research. The population of her research consist of 136 students. And the sample consists of 52 students. The data collection method are questionnaire to measure students’ writing motivation, and writing test to measure students’ writing ability by testing them to write the narrative paragraph on the certain theme. The result of her research showed that she found out the level of the correlation between the students’ motivation and the writing ability can be proved that there is any positive and significant correlation between the students motivation and the writing ability among the eleventh grade students of Senior High School Utama Wacana Metro in the academic year of 2009/2010. Based on the analysed above, it can be concluded that the students’ writing motivation has an effect to increase the students’ writing ability.

Next is a research conducted in 2012 by Areej Al- Shourafa entitled “*The Effect Of Motivation On Jordanian 10th Grade Students' Writing Skill In English*”

the study aimed to investigate the effect of motivation on English writing skills among Jordanian 10th grade students in Al-karak Directorate of Education during the second semester 2011\2012. The sample of his study consisted of (198) male and female students, which was stratified randomly selected from Alkarak secondary school for boys and Al-karak secondary school for girls. The researcher developed a questionnaire where reliability and validity of the instrument were ensured. The results of the study indicated that there were statistically significant differences between external and internal motivation due to gender variable. There were statistical significant differences at the level of extrinsic and intrinsic motivation among 10th grade students due to the level of motivation.

Last but not least, is a research conducted in 2013 by Nerfi Istianti in second grade of SMA Darussalam Ciputat in academic year of 2013 entitled "*The Correlation Between Students' Motivation In Learning Speaking And Their Speaking Ability (A Correlational Study in the Second Grade of SMA Darussalam Ciputat)*". Her study is focused in correlation between students' motivation in learning speaking and students' speaking ability at second grade of SMA Darussalam Ciputat. The sample of the study is 30 students taken from second grade of SMA Darussalam Ciputat. The method in her research was a quantitative method and the technique used in this study was a correlational technique. In collecting the data, she was distributing questionnaires to the respondents and conducting classroom observation to assess students' motivation. The result of her study shows that there is a positive correlation between students' motivation in learning speaking and their speaking ability. In conclusion, there is a positive correlation between students' motivation in learning speaking and their speaking

ability. It means that students with higher motivation will get a better speaking ability than the lower one. In other words, the higher motivated students, the better speaking ability can be achieved.

The writer wants to develop previous study where motivation is one of the main factor to get a better writing ability for the students'. In the first previous research, the researcher used narrative text to student' writing ability. But in this study, the writer will use descriptive text to student' writing ability. In the second previous research, the researcher explains the effect of motivation in his study. But in this study, the writer conducts a research to know if there is a correlation between motivation and writing ability of the students' in learning English. And the last. In the third previous research, the researcher conducts a research about motivation and speaking ability. But the writer in this study conduct a research between motivation and writing ability.

2.2 Related Theories

2.2.1 Definition of motivation

Motivation is very important in everything we will do. It is a powerful for us to get the best in doing something. Moreover, in teaching and learning process, motivation is really needed. Motivation makes teaching and learning easier and more interesting. It is very good if both the teacher and students can motivate each other in teaching and learning process.

Brown (1994) defined intrinsic motivation as activities that one does without expecting any apparent reward except for the activity itself. Intrinsic motivation stems from the student's needs, wants, or desires and so external reward is not necessary. Brown said that classroom tasks should be designed to

meet the intrinsic drives of students as these tasks are self-rewarding and give a greater chance for success. One activity that would be effective is to create an environment where students can practice some authentic role-plays. Teachers should create an environment for students to communicate without worrying about the forms or structure. The teaching principle of automaticity (University of Alberta, n.d) says that children learn their first language by repetition and practice done in a controlled environment created by teachers.

Motivation is one of several important factors that may influence students' English achievement. Among the factors influencing students' learning, motivation is thought to be an important reason for different achievement. Motivation is a very important factor which determines the success or failure in learning because motivation can directly influence the frequency of using learning strategies, willpower of learning, goal setting, and the achievement in learning (Li & Pan, 2009). Therefore, motivation would explain why students ignore or achieve learning English.

Dornyei and Otto in Antoni & Rasyidah (2016: 3) states that motivation can be defined as the dynamically changing cumulative arousal in a person that initiates, directs, coordinates, amplifies, terminates, and evaluates the cognitive and motor process whereby initial wishes and desires are selected, prioritized, operational zed, and (successfully or unsuccessfully) acted out .

Motivation directs behavior and also initiates it. When we are sleepy we seek rest, not doing something else. When we are motivated by a desire for thrills or excitement, we may well try to do something fun. For example, fishing,

swimming, diving, etc. So, motivation gets us up and doing, it energizes us, and it defines the directions or nature of the resulting behavior.

2.2.2 Kinds of Motivation

Motivation can be divided into two kinds, intrinsic motivation (the urge or desire to engage in learning for its own sake) and extrinsic motivation (motivation that is coming from external incentives or necessities) . Both of these have an important part to play in classroom motivation, and both are at least partially accessible to teacher influence (Penny Ur,1996).

Schunk (2008) in Istianti (2013:7) classified that motivation divided into two part, they are intrinsic and extrinsic motivation.

1. Intrinsic motivation.

Schunk (2008: 236) states that Intrinsic motivation refers to motivation concerned in activities for its own sake. Internal motivation involves motivation to do something for its own desire. This motivation is appeared from ourselves. The student Integrative motivation is similar like external motivation. Because who have intrinsic motivation will study hard and enjoy the teaching and learning process because they have desire to do everything from inside themselves.

Istianti (2013:11) states that the students who have intrinsic motivation will study hard and enjoy the teaching and learning process because they have desire to do everything from inside themselves. They do activities because they have own desire and reward from themselves and do not depend on the external rewards. states that intrinsic motivation takes a vital role in the result of students' language learning. Many students bring no ixtrinsic motivation to the classroom. They may perceive no interest about language learning in the classroom.

Therefore, it becomes teacher role to create intrinsic motivation in order to maintain students learning (Harmer,1991).

2. Extrinsic Motivation

Extrinsic motivation is motivation which comes from not from inside of us but from outside, it means that extrinsic motivation is motivation that caused by outside factors of situation. Antoni & Rasyidah (2016) told that extrinsic motivation is experienced by students when they receive a reward, or avoid punishment, or in some other way unconnected with the task earn approval for particular behavior.

Based on statement above, it is assumed that extrinsic motivation is caused by factors from outside of students. It can be from teachers, parents, environment, etc. (Istianti,2013:7). Actually, that factor can influence upon students' extrinsic motivation in teaching and learning process can be explained as follows.

Teacher :Teacher also called a school teacher is a person who provides education for students. Teacher is a person who has an important role in teaching and learning activity to socialize and shaping motivation among students. Teacher is not only a person who transfers the knowledge to students, but also as a motivator who always motivates and supports the students in teaching and learning.

Parents: Parents are expected to motivate their children to achieve the good goals in school. Harmer (1991) in Istianti (2013:10) states that “if the parents are very much against the culture of the language this will probably affect his or her motivation in a negative way. If they are very much favor of the language this might have the opposite effect”. This statement means that parents

have an important role to motivate their children. They should have to support their children to create their motivation.

Environment: the teaching and learning activity in which conducted in good, clean, and health environment can give better satisfactory or a better result both of for teacher and students than conducted in bad environment. Environment also will cause students' motivation. Students will be more interested, if the environment of the classroom is comfortable and safe.

In the other hand, integrative motivation refers to a learner's desire to learn more about the cultural community of the target language or to assimilate in the target community (Gardner & Lambert, 1959; Norris-Holt, 2001).

Some learners have a personal affinity for the people who speak a particular language. This is the second type of language learning motivation described by Gardner and Lambert and is called integrative motivation.

Learners who are integrative motivated want to learn the language because they want to get to know the people who speak that language. They are also interested in the culture associated with that language.

Integrative motivated learners may have significant others such as a boyfriend or girlfriend or family members who speak the language, and heritage language learners typically have a particularly strong integrative motivation for language learning.

Integrative motivation comes into play when language learners have positive attitudes towards and are interested in the country, culture or people of the language they are learning. Integrative motivation is similar like external motivation. Because the learners have an urge to learn foreign language from the

outside factors. Hence, the integrative motivation is also important for students to learn English as their foreign language.

2.2.3 Kinds of Motivation

Schunk in Istianti (2013) states that there are 2 kinds of motivation that researcher used in this study, and they are Intrinsic motivation and Extrinsic Motivation. The following motivation have each indicator to indicate whether its intrinsic or extrinsic motivation.

Extrinsic motivation has 3 indicators:

A. Teachers

Teacher is a person who has an important role in teaching and learning

activity to socialize and shaping motivation among students.

Teacher is not only a person who transfers the knowledge to students, but also as a motivator who always motivates and

supports the students in teaching and learning. Dornyei (1998) informs that teacher's skill in motivating students should be seen as

the central in teaching and learning process. Teacher is the key instrument to handle and organize students in the classroom. The

teacher has responsibility to make teaching and learning process successfully. Thus, teacher has an obligation to arise motivation to

the students to learn hard.

B. Parents

The role of parents can influence upon students' extrinsic motivation in

teaching and learning process. Parents give great influence to their children as students in school. Parents are expected to motivate their children to achieve the good goals in school. Harmer (1991) stated that “if the parents are very much against the culture of the language this will probably affect his or her motivation in a negative way. If they are very much in favor of the language this might have the opposite effect”. This statement means that parents have an important role to motivate their children. They should have to support their children to create their motivation

C. Environments

The teaching and learning activity in which conducted in good, clean, and health environment can give better satisfactory both of for teacher and students than conducted in bad environment. Environment also will cause students' motivation. Students will be more interesting, if the environment of the classroom is comfortable. According to Tabrani (2003), environment is everything which exist around us, which has correlation and gives influence to ourselves.

2) There are 3 indicators of Intrinsic Motivation, they are:

A. Effort

Effort is a condition where physical or mental activity needed to achieve something in your daily lives. In education, student's effort

to be success learning process is a vital. Because without effort, there will be no result in the learning process. Success is in your effort.

B. Desire

Hussain (2014) states that desire is the motivation that lies behind every action, the power and energy that causes all movement. Desire incites persons to make the most incredible efforts. It can be transformed into energy for positive or negative in learning process.

C. Attitude

As Brown (200) points out, attitudes are cognitive and effective; that is. They are related to thoughts as well as to feelings and emotions. Attitudes begin developing early and are influenced by many things, including parents, peers and interactions with other people who have social and cultural differences.

When there's effort, attitude and desire, nothing is impossible," Messi posted on his official Facebook page.

2.3 Writing

2.3.1 The Definition of Writing

The writing skill is considered more complicated than that of other language skills. Braine & Yorozu in Maula (2014:15) said that basically the writing skill requires a well-structured way of the presentation of thoughts in an organized and planned way because when doing writing, students are required to pay attention to the content, organization, vocabulary, grammar, and language use simultaneously. Meyers in Maula (2014:16) states that writing is a way to produce

language you do naturally when you speak. Writing is speaking to others on papers or on a computer screen. Unlike speaking, writing does not happen all at once (Maula & Languages, 2015).

Hairston in Irma (2012: 7) states that there are some reasons why writing is important. Writing is a tool for discovery. We stimulate our thought process by the act writing and taffy into information and image we have our unconscious. Writing generates new ideas by helping us to make connection and relationship. Writing can help us to organize our ideas. We can arrange them to become the coherent form.

Writing down ideas allows us to distance ourselves from them it can also helps us to absorb and process information, when we write a topic, we can learn better. Writing enables us to solve the problem, by putting the element of into the written form, we can examine and manipulated them on writing subject that makes us actives learners rather than passive learners of information.

2.3.2 The Process of Writing Activities

This section includes a description of the activities leading to the writing process. These activities include prewriting, planning and writing.

Prewriting: Graham and Perin in Muhsin (2014) explain that prewriting engages students in activities designed to help them generate or organize ideas for their composition. Engaging the students in such activities before they write a first draft improves their quality of their writing. Prewriting activities include gathering possible information for a paper through reading or developing a visual representation of their ideas before sitting down to write. Oshima and Hogue (1998: 15) state that prewriting activities are useful for narrowing a topic and

generating ideas. Three useful brainstorming techniques are listing, free writing, and clustering (Muhsin, 2014). Listing: is a brainstorming technique in which you think about your topic and quickly make a list of whatever words or phrases come into your mind. Your purpose is to produce as many ideas as possible in a short time, and your goal is to find a specific focus for your topic. Free writing is a brainstorming activity in which you write freely about a topic because you are looking for a specific focus. Oshima and Hogue in Muhsin (2014) states that, while you are writing, one idea will spark another idea. Clustering is another brainstorming activity that you can use to generate ideas.

Planning: in the planning stage, you organize the ideas you generated by brainstorming into an outline. An outline is a formal plan for a paragraph. In an outline, you write down the main points and sub points in the order in which you plan to write about them (Oshima and Hogue: 8-9).

Writing: stage three in the writing process, after prewriting and planning, is writing and revising several drafts until you have produced a final copy to hand in. Remember that no piece of writing is ever perfect the first time. Each time you write a new draft, you will refine and improve your writing (Oshima and Hogue: 10).

2.3.3 Characteristics of A Good Writing

World Bank Group (2016) said in one of their articles that there are 5 Characteristics of a good writing ability and there are:

1. Document adds value to the discussion.
 - A. Point of view is specific to a particular Chair.
 - B. Document clearly show a position.

- C. Conveys original thought, not just repetition of staff report.
 - D. Evaluates; does not merely describe or list facts.
2. Purpose and main message are clear and are distinguished from supporting details.
- A. Main message explicitly stated near the beginning.
 - B. Information grouped into “chunks” (sections, paragraphs, etc.) and explicitly labeled.
 - C. Clear hierarchy distinguishes major ideas from minor details.
 - D. Details are used only to support major ideas and to answer reader’s likely questions.
3. Paragraphs are logical and coherent.
- A. Sequence of paragraphs is logical.
 - B. Sequence of paragraphs reflects the introduction and main message.
 - C. Each paragraph deals with just one main idea.
 - D. Context of each paragraph is expressed in topic sentence at beginning of paragraph.
 - E. Connector words lead reader through the logic of the paragraph.
4. Sentences are stylistically appropriate.
- A. Verbs are mostly active, not passive.
 - B. Actions are expressed in verbs, not buried in abstract nouns.
 - C. Sentences are concise, as simple as possible.
 - D. Key words are repeated to enhance logic, not varied needlessly for “elegance.”
5. Sentences are mechanically correct.

- A. Grammar is correct.
- B. Spelling is correct.
- C. Punctuation is consistent and matches standards.

2.4 Hypothesis

It is assumed that there is a correlation between students' motivation in learning writing and their writing ability at the Tenth grade of SMK N 03 Jepara.

The hypothesis which is formulated in this study as follow:

1. Null Hypothesis (Ho)

There is no correlation between students' motivation in learning writing and their writing ability.

2. Alternative Hypothesis (Ha)

There is a correlation between students' motivation in learning writing and their writing ability.



