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CHAPTER II

THE LITERATURE REVIEW

A. Theoretical Framework

1. The Nature of Writing Motivation

a. The Concept of Motivation

According to Brown (2001), motivation is the extent to which you make choice about goals to pursue and the effort you will devote to the pursuit. Harmer (2007) argues that motivation is some kind of internal drive which pushes someone to do things in order to achieve something. Motivation determines the success of students because it can encourage someone to do some action in achieving the goal he/she desired. Without motivation it will be hard for the students to achieve their goal; thus all students must have a motivation. In the relation, Gardner (1985) in Gilakjani (2012) mentioned that to be motivated, the learner needs to have something to look forward to, a purpose related to goal or objective. This objective would be learning a foreign language. According to brown (2007), there are some various theories of motivation:

1. From a behavioral perspective, motivation is seen in every matter of fact term. It is quite simply the anticipation of reward which is driven to acquire positive reinforcement and is driven by the previous experience of reward for behavior we act accordingly to achieve further reinforcement. In this view, our acts are likely to be at the mercy of external forces.



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2. In cognitive terms, motivation places much more emphasis on the individual decision, such as, the choices people make as to what experiences or goals they will approach or avoid and the degree of effort they will exert in that respect. Some cognitive psychologists see underlying needs or drives as the compelling force behind our decisions.
3. A *constructivist* view of motivation places even further emphasis on social context as well as individual personal choices. Each person is motivated differently, and will, therefore, act on his or her environment in ways that are unique. But these unique acts are always carried out within a cultural and social milieu and cannot be completely separated from that context.

Motivation is a something that the students should have in their self. The success or failure of students in the school is determined by the power of motivation. Every student has a different level of motivation. The students with higher motivation are commonly more easy to achieve what they want and inversely for the students with low motivation because Students who are motivated to learn will actively seek the information and understand to learn more.

The existence of motivation is very important for students. According to Patel & Praven (2008), in their book English Language Teaching, there is some importance of motivation:

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- a. Motivation makes human expected changed. A human can adjust himself to society. Motivation plays the main role to encourage people.
- b. Motivation makes learning and teaching effectively.
- c. Motivation creates teaching atmosphere in the classroom.
- d. Motivation makes students active and creative. They desire to do something new.
- e. Motivation creates interest for self-studies in students. So that the atmosphere of motivated situations could be created.
- f. Motivation makes students identify themselves. Motivated students can move their limitation by using their powers and ambitions.
- g. Motivation inspires students to become active and regular in their work and start their work.
- h. Motivation inspires students to prove their goal and objectives.

According to Gilakjani (2012), to become a motivating teacher, there are three levels of motivation in language learning that are operational to direct influence by the teacher: the first level is finding learners' passion, Passion means a person's central goals in life, the things the learner cares about most, the things that move him or her emotionally. The teacher can help the students to find out their passion for learning English. If the students have a great passion for learning, they will get a successful motivation in learning English. The second level is changing learners' reality, Helping

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learners change their reality means moving them toward seeing language learning in a different way. the teachers should provide a suggestion, opportunities, and interaction not only in the class but also outside, for examples; develop a small library of readers and accessible supplements and quizzes, worksheets, and self-help games. This matter helps them to take simple self-directed steps to make choices about learning. The third level is connecting to learning activities. Connecting refers to the engagement of intention, attention, and memory in the activity itself. For example; use personalized warm-ups to lead into an activity, make each learning activity as vivid and tangible as possible, make sure that each learner is involved, and everyone has an intention in every activity, include inductive learning in the lesson, and provide feedback on all levels of language progress.

From the explanation above, the researcher concludes that motivation is considered as an integral part of the achievement of any activity. It plays a crucial role in achieving the desired goals. Furthermore, motivation pushes someone to be easy getting what their goal is.

b. Type of Motivation Main Theory

The main theory of this motivation is a goal orientation. A goal can guide an individual to pursue certain objectives in order to satisfy particular needs within a given environment. More specifically, a goal may be regarded as an integrated pattern of belief that leads to specific ways of engaging, acting, and responding to achievement situations. A central principle of achievement goal theory is that each of the different goal

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orientations influences the motivational patterns of individuals in achievement situations (Butler 1992; Duda and Nicholls 1992; Dweck and Leggett 1988 in Radosevich, Allyn, & Yun, 2007). According to Schunk, Meeca, & Pintrich (2014), a goal orientation refers to the reason why individuals engage in a task. He also stated that they engage to demonstrate competence to the others and to develop their competence (their focus is on learning). Demonstrating competence is labeled a performance orientation and developing competence is labeled a mastery orientation. According to Slavin (2006) student with mastery goal see the purpose of schooling as gaining competence in the skill being taught, whereas students with performance goals primarily seek to gain positive judgment of their competence and avoid negative judgment. Steele-Johnson et al. (2000) in Radosevich, Allyn, & Yun (2007) found that mastery goals were associated with motivation and effect on complex tasks while performance orientation was linked to both motivations and effect on simple tasks. Therefore Students who are striving toward mastery goals are likely to take difficult courses and to seek challenges; students with performance goals focus In getting good grades, taking easy courses, and avoiding challenging situations.

1. Mastery goals

According to Seifert & Sutton (2009), mastery goals tend to be associated with enjoyment of learning the material at hand. Radosevich, Allyn, & Yun (2007) revealed that mastery goals focus on the extent to

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which individuals emphasize learning and developing mastery as they approach tasks. More specifically, when students are oriented towards mastery goals, their purpose or goal in an achievement setting is to learn, understand, and master the skills required for doing the task or improve over past performance based on an intrapersonal evaluative standard. By definition, therefore, they are a form of intrinsic motivation. As such mastery goals have been found to be better than performance goals at sustaining students' interest in a subject. Students with primarily mastery orientations toward a course they were taking not only tended to express greater interest in the course but also continued to express interest well beyond the official end of the course, and to enroll in further courses in the same subject (Harackiewicz, et al., 2002; Wolters, 2004 in Seifert & Sutton, 2009). According to Schunk, Meeca, & Pintrich (2014), there are two types of mastery goals, as follows:

- a. Mastery approach goals

In mastery-approach goals, students focused on developing competence for themselves even if they make a mistake. Radosevich, Allyn, & Yun (2007) stated that mastery approach oriented individuals view exerting effort on challenging tasks as instrumental to the development of personal competence. Past research demonstrated that mastery-approach goals lead to particular response patterns, such as higher self-efficacy and

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personal goals (Phillips and Gully 1997 in Radosevich, Allyn, & Yun, 2007). The example of mastery approach goal is “I like assignments that allow me to learn new things, even if I make some mistake on them”. This sentence is categorized into mastery approach goal because the students focus on developing their competence even they make a mistake.

b. Mastery avoidance goals

According to Schunk, Meeca, & Pintrich (2014), in mastery-avoidance goals, students focused on avoiding misunderstanding or not learning the specific task. Radosevich, Allyn, & Yun (2007) also argued that mastery avoidance goals involve a mastery standard with a tendency to avoid failure or making any mistakes. For examples, “I am worried that I might not be able to remember everything I want to learn in this class”. This sentence is categorized into mastery avoidance goals because the students just focus on their own misunderstanding and not focus on trying the demonstrating their competence to others.

2. Performance goals:

According to Radosevich, Allyn, & Yun (2007), Performance goals describe the extent to which individuals approach tasks with a focus on performance relative to others. Performance goals, on the other hand, imply extrinsic motivation and tend to show the mixed effects of this orientation. Seifert & Sutton (2009) mentioned a positive

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effect is that students with a performance orientation do tend to get higher grades than those who express primarily a mastery orientation. The advantage in grades occurs both in the short term (with individual assignments) and in the long term. But there is evidence that performance oriented students do not actually learn the material as deeply or permanently as students who are more mastery oriented (Midgley, Kaplan, & Middleton, 2001 in Seifert & Sutton, 2009). A possible reason is that measures of performance such as test scores often reward relatively shallow memorization of information and therefore guide performance oriented students away from processing the information thoughtfully or deeply. Another possible reason is that a performance orientation, by focusing on gaining recognition as the best among peers and encourages competition among peers. Giving and receiving help from classmates is thus not in the self-interest of a performance-oriented student, and the resulting isolation limits the student's learning. According to Schunk, Meece, & Pintrich (2014), there are two types of performance goals, as follows:

- a. Performance approach goals

Performance approach goals focus on demonstrating competence to others. In performance approach goal, learner concern is how competent they look in front of others and focusing on receiving favorable judgments of ability from others. Performance approach goals may be associated with some

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detrimental patterns as well, for example, anxiety, fear of failure, threat appraisals, unwillingness to cooperate with peers, and use of surface strategies (Bong, 2009; Elliot et al., 1999; Fortunato & Goldblatt, 2006; Levy, Kaplan, & Patrick, 2004; McGregor & Elliot, 2002; Ng, 2006 in Soini, 2012). Individuals who adopt performance approach goals is difficult to develop because they will focus more effort on impression management rather than competency development. The examples of performance-approach goals are “I want to show the others students that I know more then they do. This sentence is categorized into performance approach goals because they have the desire to demonstrate their competence to the other.

b. Performance avoidance goals

Performance avoidance goals focus on avoiding the demonstrating of incompetence to others students. Therefore, in performance avoidance goal, students attempt to avoid unfavorable judgments of capabilities and looking incompetent and may stay away from challenging tasks. In performance avoidance goal, considered to be an avoidance form of motivation as it orients one towards the negative outcomes of avoiding negative judgments and demonstrating lack of ability (Elliot 1997; Elliot et al. 1999 in Radosevich, Allyn, & Yun, 2007). For examples, “it’s important that I do my homework so that I don’t embarrass myself in class



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tomorrow. The students concern what others think and also avoiding incompetent which embarrassment.

a. Writing Motivation

Motivation has a great contribution to any educational process. Most researchers have widely accepted motivation as one of the key factors which influence the rate and success of second/foreign language learning. According to Gardner (1985) in Deneme (2011, p. 787), there are three components of motivation language learning. Those are; an effort to achieve a goal, desire to learn the language and satisfaction with the task of learning the language. In addition, Troia, Shankland, & Wolbers (2012) also pointed out that there are four components of human writing motivation. Those are self-efficacy beliefs, goal orientations, personal and situational interest, and attributions for outcomes.

In the writing activities, the students also need motivation as an inner power to force them in learning writing. According to Dutta Roy (2010), writing motivation is as the whole of the process that will stimulate a person to express his/her thoughts in writing. According to Öztürk (2013), writing motivation is students' willing to writing as a way of communication and expression or useful activities. Therefore, writing motivation becomes an impulse or support that comes from inside and outside of students and it can change students' writing ability to be better than before. Boscolo (2006) in Yaman, Sugumlu, & Demirtas (2016) list the factors influencing the motivation to write as such: (1) having a desire

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to write, (2) having sufficient knowledge of the topic, (3) an uncomplicated topic for writing, (4) giving instant feedback for the writing, and (5) being able make constant efforts during writing.

In addition, According to Öztürk (2013), writing motivation scale consists of five factors that include positive attitude towards writing, possessed objective, loading failure to writing, sharing of writing, and efforts to writing. Besides, Payne (2012, p. 22) pointed out that there are five primary factors of writing motivation. They are enjoyment, self-efficacy, instrumentality, recognition, and effort. Enjoyment refers to enjoy in doing writing activities, self-efficacy means students' belief about their writing ability, instrumentality is related to belief about writing as a means of achieving success, recognition is related to receiving rewards for writing or feedback on writing, and effort means students' effort in doing writing task.

Motivation also depends on the social interaction between the teacher and the learner. The teacher has a big role in increasing students' writing motivation. According to Pak and Ma (2002) in Lam and Law (2007), there are six list components of instructional practice that the teacher should know and be relevant to students' motivation: first, challenge; Students are most motivated when they expect that they can successfully complete a writing task that they value. Second, real-life significance; Students become more motivated when writing is relevant and valuable to their life. Third, curiosity; Students are intrinsically

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motivated to remove ambiguity and confusion related to cognitive conflict, and they are curious to see how things work, by curiosity, the students' writing motivation will increase. Fourth, autonomy; To motivate students to write, teachers can allow more autonomy in the writing processes, such as giving freedom in the choice of content, styles, and approaches. Fifth, recognition; to help students adopt learning goals; teachers may give recognition to students who have made an effort and achieved self-improvement. Sixth, evaluation, feedback that attributes success to effort and the use of strategies, as well as provides specific knowledge of how to improve creates increased motivation.

From the explanation above, the researcher can conclude that to make a good writer, the students need writing motivation. Motivation is able to solve students' problems in writing. The students who have high writing motivation will be more active in writing. They will adjust themselves to the learning condition with the teacher's guidance. And at least, the students will be interested in writing activities.

2. The Nature of Writing Ability

a. The Concept of Writing Ability

Writing is an essential skill on language teaching besides reading, listening and speaking. It is should be taught to the students in order to improve their skill in writing. Writing is the learning process of shaping experience into text and allowing the writer to discover, develop, clarify and communicate his/her thoughts and feeling as free as we can because



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writing requires and supports the developments of our thinking skills. It can be an act of discovery of communication and act of joy. Therefore, Heaton (1988) says that writing is difficult to teach because it includes complex cognitive activity in which ideas are normally delivered in printed language form, requiring mastery not only of grammatical and theoretical devices but also conceptual and judgmental elements. Furthermore, writing is a process of expressing thoughts, emotions, recommendations, knowledge feelings, thinking, and experiences.

Writing is one of the English skills that should be developed by the students inside and outside the classroom. According to Nunan (2001), learning to write fluently and expressively is the most difficult of the macro skills for all language users regardless of whether the language in question is a first, second or foreign language. According to Nation (2009), writing is an activity that can usefully be prepared for my work in the other skills of listening, speaking and reading. Writing activity cannot be separated by the other skills because it is related each other. The students will be easy to expand their writing skill if they do many preparations in other skills because base knowledge is needed by the learner. writing is not easy because it needs ability in producing a word that should make the readers understand the meaning of the passage in our writing. Developing ideas in good writing is hard to challenge because it is not easy to transfer our ideas in such a good way in order that our reader will understand easily.

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Writing is an activity that cannot be separated in daily life. writing activities are always done by people every time and everywhere based on their thought. Many things can be shared or expressed by writing for instance; to give information, to persuade the readers, to entertain the readers and etc that depend on the writer's purpose and willing. Pratama (2012) states that writing is an activity that can cover the range of uses that students will perform in their daily lives that include filling form, making list, writing friendly letters, business letter, note taking and academic writing.

According to Patel & Praven (2008), writing is essential features of learning language because it provides a very good means of foxing the vocabularies, spellings and sentence pattern. Meanwhile, in writing paragraph the students should concern on content, format, sentence structure, vocabulary, punctuation, spelling and letter formation and they must be able to structure and integrate information into a cohesive and coherent paragraph or text in order to make the reader gets the idea and understand the content easily.

In order to measure the students' writing ability, the teacher should give students a test like making a paragraph to know their score in writing a text. Thus, the teacher will know whether the learning process has been successful or not. According to Nunan (2001), the success of writing consists of:

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- a. Mastering the mechanic of letter formation
- b. Mastering and obeying conventions of spelling and punctuation
- c. Using the grammatical system to convey one's intended meaning
- d. Organizing content at the level of the paragraph and the complete text to reflect given/new information and topic/comment structures
- e. Polishing and revising one's initial efforts
- f. Selecting an appropriate style for one's audience

From the definition above, the researcher can conclude that writing is the way to produce language from thought in written form. By writing activity, we can express our ideas, feeling, and anything that exists in our mind in written form.

b. The Components of Writing

In relation to the components of writing, Raimes (1983) states that there are some aspects of writing which make the writing clear, fluent, and effective communication of ideas. Those are:

1) Syntax

The writer should be attention to the sentence structure, sentence boundaries, stylistic choices, etc.

2) Content

The writer should be attention to the relevance, clarity, originality, logic, etc.

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3) Grammar

The writer should be able to arrange the sentence grammatically which includes rules of verbs, agreement, articles, pronouns, etc. Grammar is very important for the writer because it gives significant influence for the meaningful sentence. Without knowing grammatical and structural rules, the writer's sentence construction is difficult to be understood.

4) Mechanics

Mechanics include some matters such as spelling, punctuation, and capitalization. Punctuation is used to clarify meaning and to highlight structure. In other words, punctuation is a guide for the reader to raise a voice or drop his speed and he is going to stop. If the reader misses punctuation mark, the meaning will change. Spelling is another aspect of writing which is very important because incorrect spelling distracts from the authority of the author.

5) organization

The organization is the arrangement of the larger unit of meaning in a paper. In other words, how ideas are presented typically organization refers to the larger part of a place of writing and it is clear that a writer needs to require the organization of their paragraph in order that their writing has logical ideas which include paragraphs, topic and support, cohesion, and unity.

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6) Word choice

The writer should know how to apply word choice in their paragraph writing like vocabularies, idioms, and tone.

7) Purpose

The writer should determine what the aim of their writing is.

8) Audience

The writers have to know the audience of their writing because it gives influence to what has to be written by the writers. For example, the audience of their writing is students, so the writing contains about education.

9) The writers' process.

All components above should be considered before starting to write off the whole of the content. Besides, according to Jacob (1981) in Syafi'i (2016) said that there are five aspects of English composition that include content, organization, vocabulary, language use, and mechanics. In addition, Harris (1977) cited in Syafi'i (2016) illustrated five aspects that should be directly involved in writing performance, namely:

- a. Content: the substance of writing; the idea expressed
- b. Form: the organization of content
- c. Grammar: the employment of grammatical form and syntactic patterns
- d. Style: the choices of structures and lexical items to give a particular tone or flavor to the writing.
- e. Mechanics: the use of the graphic conventions of the language.

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Furthermore, if the students understand enough for all components of writing, their writing will be clear, fluent, and effective communication of ideas. There is no misunderstanding even misinterpretation of the reader catching the writer's idea.

c. Purpose of writing

Writing is an activity to pour someone's thoughts, ideas and feelings in written form. In another sense, writing is an activity to express thoughts and feelings in the form of writing that is expected to be understood by the reader and served as a means of indirect communication. The purpose of writing is based on the writer's purpose. According to Syafi'i (2016), the purpose of writing is to persuade or to convince the audiences of the correctness of the writer's point of view on a particular issue. According to Raimes (1983), the purposes of writing are to communicate with readers, to express ideas without the pressure of face to face communication, to explore subjects, and to record experiences.

In reference to that idea, Pratama states (2012) there are three purposes of writing based on the types of writing in English language learning. Those are:

1) Writing to inform a reader

The writer can share knowledge or information, give direction and state ideas to others. Informative writing involves describing events or experience, analyzing concept, speculating on causes and effect, and

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developing new ideas that are purposed to inform something important to the reader. The information needs to be presented completely, clearly and accurately. In other words, informative writing is to give information and frequently to explain it which mainly focuses on the subject being discussed. The examples of writing to inform are newspaper articles, scientific or business reports, instruction or procedures, and essays for school and university

2) Writing to entertain a reader

Mostly, the reader likes to be entertained. They can be entertained by the funny, sad and serious story. An exciting plot can involve their emotions by creating feelings of suspense. Writing to entertain takes the form of imaginative writing or creative writing. The examples of imaginative writing are novels, stories, poem, song, lyrics, short play, and screenplay. Sometimes imaginative writing disguises itself as a true for added effect. For example, Malin Kundang Story. In Malin Kundang Story, although it is just story text, the writer should be able to make the story really alive and interesting, so the reader will engage their imagination and their feeling into the story.

3) Writing to persuade the reader.

Persuasive writing is purposed to persuade the readers to do something. it is an effort to influence others and initiate action or change. Persuasive writing also seeks to change the readers' mind or at least to bring the readers' point of view closer to the writer. This

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includes advertisements, some newspaper, magazine articles, essay, evaluation of the book, and controversial issues. This type of writing includes the opinion that is forced by evidence which rather than just as an expression of feeling.

Based on the explanation above, students should have a reason for what they write and what their purpose to write is. It will make the students easy to develop their ideas and decide the technique to achieve good writing.

d. The Process of Writing

Writing is not a natural activity because writing needs a long process which does not only have one action. The learner should practice and learn more to through their ideas into writing form. In other words, there are many things that should be done by a writer in writing activity. Pratama (2012) said that to transform the ideas into writing, it needs to be learned and practiced through experience because writing involves formulating new ideas and composing process. In the writing process, the students need a hard effort and should intend some important aspect of writing because writing is the most difficult and complicated. The learner cannot produce their draft at once or spontaneous but need a preparation and process first.

Writing is the activity that can be usefully prepared for my work in the other skill of listening, speaking and reading (Nation, 2009). This preparation can make it possible for words that have been used

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receptively to come into productively. According to Nation (2009), there are seven sub processes of writing. They are considering: the goals of the writer, having the model of the reader, gathering ideas, organizing ideas, turning ideas into written text, reviewing what has been written, and editing.

According to Reid (1988), the process of writing consists of some steps. The processes are as follows:

- a. Choose a subject that you know about
- b. Identify your audience
- c. Narrow your subject to a topic that will interest your audience.
- d. Collect some ideas about your topic
- e. List detail about some of your ideas that will interest your audience.
- f. Limit the ideas to the most important ones you want to communicate.
- g. State the main idea of the paragraph in your topic sentence
- h. The point paragraph
- i. Write the paragraph, using the details you have listed.

Regarding with the ideas stated above, Pratama (2012) also says that there are some of the steps to visualize the process of writing, they are planning, drafting, revising, editing and final.

1. Planning

Planning is the earliest stage of writing. Before the students write, the students need to explore their memory, text, notes, news, the internet, and the library in order to get information and ideas for their writing.

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to help the students in this stage, the teacher can introduce how to gather ideas by brainstorming, clustering, listing, mapping etc.

2. Drafting

In this stage, the students begin to develop their thoughts and idea into more concrete form. The processes are: who audience will be and the purpose of writing; write down the topic sentence, write detail, information, examples to support topic sentence; write paragraphs and follow outlines as closely as possible; do not think about grammar, spelling and punctuation, just put information as much as possible in their writing.

3. Revising

Revising is the more drafts which students should be able to manage their final writing. Students analyze the weakness of their initial drafts like to cut out or add other things to their text.

4. Editing

In editing session, the students recheck and edit their writing to make sure what they want to write as what they intend to say, including clarity of ideas to the sequence of paragraphs, the choice of words, the correctness or accuracy of text, punctuation, and spelling.

5. Final product

The students should improve their writing because writing is continuous product and it can be finished until the students feel satisfied with their work.

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In addition, Syafi'i (2014) points out that there are three stages in producing a written product as follows:

Stage 1: Prewriting

Thinking before writing is the point of prewriting. The learner should know what they want to write, it means that at this stage the students need a preparation. Prewriting stage includes several steps:

- a. Choosing and narrowing a topic. Choosing and narrowing the topic is very crucial activity. Choosing and narrowing topic should be based on several major points. The point can be depicted as “knowledge and interesting”. Knowledge refers to writer’s knowledge capacity. The more knowledgeable writer is, the more qualified the product of writing can be produced. And interesting refers to the real condition of the topic. If the topic is interesting, the students will be easy to develop the topic on the paragraph.
- b. Brainstorming. In brainstorming activities, the students are intended to collect or generate ideas and detail in a process of writing. Brainstorming refers to the activities of storming the brain as to get started writing more quickly and economize time in the following stages of the writing process.

Stage II: Planning

In this part, the writer should know how to choose the topics and how to narrow it. the writer needs to generate the ideas into text by brainstorming. Brainstorming is the most successful way to organize the

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ideas in making an outline. The most successful way to organize the ideas generated is that making an outline form of a brainstorming list

Stage III: Writing and Revising draft

Writing rough draft quickly can be done without stopping to think about grammar, spelling, or punctuation. It can be seen many errors in rough draft that should be revised. The most important here is to get the word into the paper. It means just writing as much as possible without thinking how much the error in grammar because it can be revised in the next step.

Based on the explanation above, it can be concluded that to make writing perfectly, the writing should be understood about writing process which consists of several important points. Hence, a piece of writing is always possible to review and revise more than one time.

e. The Genre of Writing

Harmer (2007) said that genre represents the norms of different kinds of writing. In a genre approach to writing, students study texts in the genre they are going to be writing before they embark on their own writing. Students who are writing with a certain genre need to consider a number of different factors. They need to have knowledge of the topic, the conventions and style of the genre, and the content in which their writing will be read and by whom.

Brown in his book (2003) classified some genres of writing. here are some kinds of writing genre:

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- c. Academic writing, it includes paper and general subjects report essays, composition academically focused journals short answer test responses technical reports (e.g., lab reports), thesis, dissertation
- d. Job-related writing includes; messages (e.g., phone message), letters/email, memos, reports (e.g., job evaluations, project reports), schedule, labels, signs, advertisement, announcements
- e. Personal writing; letters, email, greeting cards, invitations, messages, notes, calendar entries, shopping lists, reminders, financial documents (e.g., checks, tax form, loan application), form, questionnaires, medical reports, immigration documents, diaries, personal journal, fiction (e.g., short stories, poetry).

3. The Correlation between Students' Writing Motivation and Writing Ability.

Dornyei (1994) states motivation is one of the main determinants of second/foreign language (L2) learning achievement. Brown (2002) also states that motivation is one the most important factors to be successful in English. The students will get the good achievement in learning English if they have high motivation in themselves. In the writing activities, the students also need motivation as an inner power to force them in learning writing. According to Lam & Law (2007), motivation is also a mediator to enhance students writing performance. Therefore, the success of the students in writing is determined by their motivation. As Bruning & Horn (2000) argued, writing successfully is a complex and effortful activity that requires systematic attention to the

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motivational condition. In relation to the idea, Hamidun, Hizwari, & Othman (2012) revealed that motivation plays such an important role on the development of the students' writing as it is a driving force for them to write in a meaningful way. According to Peter (2008), motivation and anxiety problems often accompany the process of writing for those who are not proficient and can be seriously interfered with the quality and quantity of the student's text produce. Therefore, writing motivation contributes to writing ability because motivation is presumably a necessary ingredient for attaining writing success (Pintrich & Schuck, 2002; McLeod, 1987 in Troia, Harbaugh, Shankland, Wolbers, & Lawrence, 2013).

Motivation plays a prominent role in writing development and performance is acknowledge in most contemporary models of writing (Hayes, 1996; Zimmerman & Risemberg, 1997 in Troia, Harbaugh, Shankland, Wolbers, & Lawrence, 2013). By motivation in writing the students are easier to stimulate their ideas in written form. It is supported by Roy (2010), writing motivation is a process through which an individual energizes to express ideas in writing. According to Öztürk (2013), writing motivation is students' willing to writing as a way of communication and expression or useful activities. Therefore, writing motivation becomes an impulse or support that comes from inside and outside of students and it can change students' writing ability to be better than before. Students with high writing motivation will better prepare themselves to engage the process of teaching and learning in the classroom. The students who have high motivation will prefer to write more, be active in

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writing class, expose themselves to English language and try to communicate with other by spoken or written, happily engage in process of teaching and learning will get the higher achievement. Conversely, students with low motivation usually have no strong will to engage in the process of teaching and learning and get the lower achievement. Students with low motivation always assume that English subject is as the most difficult one to be learned.

Based on the explanation above, the researcher can conclude that motivation can give a contribution to students' writing ability. Moreover, motivation is needed for students to encourage their achievement in the learning process. So, the higher the students' writing motivation, the better the students' writing ability. On the contrary, the lower the students' writing motivation, the worse the students' writing ability.

B. The Relevant Research

According to Syafi'i (2007), relevant research is required to observe some previous researchers conducted by other researchers in which they are relevant to our research. Besides, we have to analyze what the point was focused on, informing the design, finding the conclusion of the previous research. The first relevant research was a research conducted by Rismayanti (2015) entitled "The correlation between students' motivation in writing English and their vocabulary mastery at Tri Bakhti Senior High School Pekanbaru". From this research, she found that there was a positive significant relationship between students' motivation in writing and their vocabulary mastery. The alternative hypothesis was accepted at 5% significance level

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(0.361). The coefficient of r observed in the correlation between students' motivation in writing and their vocabulary mastery was 0.9321. The research conducted by Rismayanti is different from this present research. In this present research, the researcher focuses on the correlation between students' motivation in writing and their writing ability.

The second research was a research conducted by Shui-Fong Lam and Yin-Kum Law (2007). The researchers investigated what and how instructional practices are related to students' motivation and performance in writing. The participants were 6 teacher interns and their ($N = 209$) secondary-school students in Hong Kong. In a 3-session instruction unit, the teacher interns taught their students how to write an expository essay. The students completed the essay and then a questionnaire to report their motivation in the task and their perception of the instruction. Results of structural equation modeling showed that students' motivation mediated the effects of instructional practices on writing performance. They found that when the teachers adopted more motivating teaching strategies, the students were more motivated.

The third research was a research carried out by Nasihah & Cahyono (2017), their research has entitled the correlation between language learning strategies (LLSs) and writing achievement, the correlation between motivation and writing achievement, and the correlation between LLSs combined with motivation and writing achievement. It involved one hundred English as foreign language (EFL) students of a senior high school which is located in a

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big city in Indonesia. The students were selected randomly to be the participants of this study. The data were collected by using the Strategy Inventory for Language Learning (SILL) questionnaire, motivation questionnaire, and writing tests. The results of research revealed that the null hypotheses for the three correlation analyses were rejected. In other words, there is a significant correlation between LLSs and writing achievement; there is a significant correlation between motivation and writing achievement, and there is a significant correlation between LLSs combined with motivation and writing achievement.

The fourth research is from Troia, Harbaugh, Shankland, Wolbers, & Lawrence (2013) entitled the relationship between writing motivation, writing activity, and writing performance: effects of grade, sex, and ability. This is quantitative research. The total sample of this research was 618 students which elementary students represented 36% of the sample, middle school students 29% and high school students 35%. The data were collected by using questionnaire and making narrative paragraph and the statistical analyses were using one-way ANOVA. The result of this research revealed that students' motivational beliefs about writing, specifically their self-efficacy for writing skills and tasks, their writing task interest and perceived value, and their attributions for writing success, mediated the relationship between their writing activity and the quality of their stories. Performance approach goals also mediated the relationships between writing activity, motivational beliefs, and writing quality. However, sex, grade, and teacher

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ranking of writing ability also influenced some of these relationships, with grade and writing ability operating as direct predictors of text quality.

Based on the relevant research above, it could be seen that it has similarity with this research; however, it also has differences starting from the title, research design, the level of the correspondent, the total sample, the text focus, and the technique on collecting and analyzing data. The researcher just focuses on students' writing motivation and students writing ability which the sample is 49 students of the junior high school. The data were collected using questionnaire and written test about making recount text and was analyzed by using Pearson product moment.

C. Operational Concept

A concept is an element that avoids misinterpreting and misunderstanding in a scientific research. According to Syafi'i (2016), operational concepts are derived from related theoretical concepts on all of the variables that should be practically and empirically operated in an academic writing. As a concept, it is still in abstract form. The concept should be interpreted into particular words in order to be easy to measure. It means that operational concept is needed to avoid misinterpreting about the paper content. This research is a correlation research in which focuses on gaining the correlation between students' writing motivation and their writing ability at the eighth grade of Islamic Junior High School 3 Pekanbaru. There were two variables in this research, namely students' writing motivation as the

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independent variable (X) and students' writing ability as the dependent variable.

In this research, the writer concludes several indicators to be an operational concept as stated by Payne (2012) and Öztürk (2013) who developed a scale for defining writing motivation. It is as follows:

Variable X (writing motivation)

1. The students have a belief about their writing
2. The students have goals in writing
3. The students always have efforts to writing
4. Students always share their writing.
5. The students enjoy in writing activities

Variable Y (writing ability)

To know the students' writing ability at the eighth grade of Islamic Junior High School 3 Pekanbaru, the researcher determined some indicators for writing as stated by Jacob (1981) in Syafi'i (2016), which have similarity with Islamic Junior High School 3' Syllabus. The indicators of writing are:

1. The students are able to express their ideas in written form
2. The students are able to write in a good organization
3. The students are able to write by using appropriate vocabulary
4. The students are able to employ the language use of writing.
5. The students are able to apply a good mechanic including punctuation and spelling

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D. The Assumption and Hypothesis

1. Assumption

Based on the theories and the possibilities described in the theoretical and operational concept above, the writer is going to present some assumption related to the correlation of students' writing motivation and their writing ability. The assumption is the better students' writing motivation is, the better students' writing ability would be.

2. Hypothesis

a. The Null Hypothesis (H_0)

There is no significant correlation between students' writing motivation and their writing ability at the eighth grade of Islamic Junior High School 3 Pekanbaru.

b. The Alternative Hypothesis (H_a)

There is a significant correlation between students' writing motivation and their writing ability at the eighth grade of Islamic Junior High School 3 Pekanbaru.