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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. The Nature of Writing

a. Definition of Writing

Writing is the act of forming letter on paper or other suitable media to record the ideas which is characterized and words that are expressed to communicate the ideas by visible sign. Supporting the idea above, Aryanika (2016) says that writing is largely a matter of fixing things. It means that writing is a means of communication in which the writer uses the language to express their feeling, thought and ideas in written form. It can be said that writing is the process of sending message from the writer to the reader.

b. The Purpose of Writing

Raimes (1983) stated that the purpose of writing are communicative with readers, to express ideas without pressure of face communication, to explore subjects, and to record experiences. It is clear that the main purpose of writing is to communicate in written form. According to Ur (2003) the purpose of writing in principle, is the expression of ideas, the conveying of a message to the readers, so the ideas themselves should arguably be seen as the most important aspect of the writing.

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Furthermore, Coffin, Jane, Caroline (2003), also mention that writing has several purposes: as assessment, as an aid to critical thinking, understanding and memory, to extend students' learning beyond lectures and other formal meetings, to improve students' communication skills, and to train students as future professionals in particular disciplines.

Based on the ideas above, beside to communicate, writing also has several purposes such as to educate, to persuade or assessment.

c. The Component of Writing**1) Content**

Content is one of writing components that discuss about how the writers can think creatively and develop their thought to gather all information into communicative message.

2) Organization

Organization is writing's components which tells about the systematic and flows of ideas. The ideas should be developed into coherence sentences, clearly linked to produce the expressions, clearly stated, well organized, logically sequenced and cohesive.

3) Vocabulary

Vocabulary is a set of lexemes, including single words, compound words and idioms.

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4) Language Use

It is the creation or interpretation of intended meanings in discourse by an individual or as dynamic and interactive negotiation of intended meanings between two or more individuals in certain situation. Besides the writer also has to use correct grammar.

5) Mechanics

It refers to punctuation, capitalization, and spelling. It is required by the writer to use punctuation, capitalization, and spelling correctly in order to produce correct meaning.

d. The Genres of Writing

In writing, there are several kinds of text that should be known. It is really important for the writers also readers knowing about the types or kinds of writing text. Genres of writing text can help a writer as guidance to what types he wants to write.

According to Pratama (2012) here are four genres of writing:

1) Narration

According Sulistyawati and Roosalina (2013), narrative text is a text which tells a story in order to amuse or entertain the readers. Generic structures of narrative text are orientation, complication and resolution. Besides, Knapp and Watkins (2005), stated that grammatical features of narrative text are using action verbs, temporal connectives, past tense, and play with sentence

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structure. The examples of narratives are fables, fairy stories, fantasy novels, legends, etc. Therefore, the social function of narrative text is to amuse or entertain the readers.

2) Description

Descriptive text is a text to describe something. When a writer want to write in order to describe ideas by providing details of the characteristics of people, places or events, he should write in description types of text.

There are some the generic structure of descriptive text:

a. Title

Title gives a little description about paragraph content to the readers. It usually contains at the top of paragraph.

b. Identification

This part contained shows the aspect of thing that will be described.

c. Description

In expressive writing students can guide the emotional responses of readers by describing physical details that create a dominant impression of their main idea. Then description becomes the major writing strategy.

3) Exposition

An exposition text is a kind of text which purpose to persuade the readers about ideas or topics that is importance

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according to writer's opinion by providing with arguments in order to prove writer's ideas or opinions is true.

4) Argumentation

Argumentation text is common used to present and evaluate information. It is used to establish and evaluate positions on controversial issues, as well.

From the explanation above, we can see that there are a lot of kinds of the texts that can be found such as description, narration, exposition, persuasion, argumentation, etc.

2. Motivation

a. Definition

The term motivation has several meaning. Motivation is one of the key factors refers to language learning success. It is supported by Harmer (2001), he says "motivation is some kind of internal drive which pushes someone to do things in order to achieve something". From both definitions above the researcher concludes that motivation can be a key or a drive within the individual person which pushes someone to do something better to achieve or to reach the goal. Motivation make people know what they should do to take their target.

In addition, Schunk (2012) says "motivation is defined as the process whereby goal-directed activities are instigated and sustained". He adds motivated actions include choice of tasks, effort, persistence, and achievement. In educational area, motivation can be a powerful for

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the students to do something better in order to reach their goals in learning. However, without motivation the students will be lazy to learn because of nothing pushing either within or outside of them. The students who are motivated will be more success in learning, because they try to achieve their goals in learning. Dealing with statement above Arends, (2007) says “motivation is usually defined as processes that stimulate our behavior or arouse us to take action.

b. The Importance of Motivation

It is crystal clear that motivation plays a vital role in the learning process. Students need to have some factors which facilitate the process of learning. In this respect, Harmer states that “a variety of factors can create a desire to learn” (2001). Therefore, the job a teacher is to motivate learners and to increase the desire to achieve it. Harmer (2001) notices that “one of the teacher’s main aims should be to help students to sustain their motivation”. Dornyei attributes this to a well-established principle, stating that “without sufficient motivation, individuals with the most remarkable abilities cannot accomplish long term goals. Similarly appropriate curricula and good teaching are not enough on their own to ensure students’ achievement”. (cited in Guilloteaux, & Dornyei, 2007, p. 55).

c. Types of Motivation

Schunk (2012) divided motivation into two types, intrinsic motivation and extrinsic motivation.

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1) Intrinsic Motivation

Intrinsic motivation is a drive to do something based on their desire enjoyable. According to Harmer (2001), “intrinsic motivation comes within the individual. Thus a person might be motivated by the enjoyment of learning process itself or by a desire to make themselves feel better”. The other definitions from Dev (1997) as cited in Shia, he defined intrinsic motivation as (a) participation in an activity purely out of curiosity, that is, for need to know about something (b) the desire to engage in an activity for own sake (c) the desire to contribute. Students with intrinsic motivation will develop goals.

Internal motivation involves motivation to do something for its own desire. This motivation is appeared from ourselves. 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. Harmer in Istianti (2013) states that intrinsic motivation takes a vital role in the result of students’ language learning. Many students bring no extrinsic motivation to the classroom. They may perceive no interest about language learning in the classroom. Therefore it becomes teacher’ role to create

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intrinsic motivation in the classroom in order to maintain students' learning.

Intrinsic motivation is better for students because if the students have intrinsic motivation, they was easier and more enthusiasm in learning. Students who have intrinsic motivation also will be quicker and more simply to achieve their goals because they have motivation inside themselves.

2) Extrinsic Motivation

According Harmer extrinsic motivation says that “it is caused by any number of outside factors, for example the need to pass the exam, the hope of financial reward, or the possibility of future travel”. Dealing with statements above, Ur (1996) says “extrinsic motivation is that which drives from the influence of some kind of external incentive, as distinct from the wish to learn for its own sake or interest in tasks”. From the definitions above, the researcher concludes that extrinsic motivation is outside factors from someone which make someone wants to do something to get something.

According to Marsh cited in Marinda Yulis, (2016) claimed 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, friends, environment, etc.

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Actually, that factor can influence upon students' extrinsic motivation in teaching and learning process as follow:

a) Teacher

That a 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. 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. The teacher action success and its reward, failure and its penalties, authoritative demands, test, and competition.

b) Parent

Parents are expected to motivate their children to achieve the good goals in school. Jeremy Harmer 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

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

c) Environment.

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.

d. Motivation in Learning

Motivation and learning can affect one another. Students' motivation can influence what and how they learn. According to Shunck (2012) say "motivation is intimately linked with learning". Besides, motivation is very important in successful teaching and learning process. The students who have higher motivation will get better opportunity to achieve their goal in learning than lower on cited in Istianti (2013).

Schunk (2012) divided model of motivated learning into three phases: pre-task, during task, post-test. This is a convenient way to think about the changing role motivation during learning. The first, pre-task means, in this phase, students enter tasks with various goals, such as to learn the material, perform well, and finish first, and so on. Not all the students enter the task because of academic goal. Also,

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students differ in their affects associated with learning. They may be excited, anxious, or feel no particular emotion.

The second, during task, instructional variables, contextual variables, personal variables come during learning and affect motivation. Instructional variables include teachers, forms of feedback, materials, and equipment. Meanwhile, contextual variables include social and environmental resources. Such students' social comparisons of ability with peer directly linked to motivation. Then, personal variables include those associated with learning, such as knowledge construction and skill acquisition, self-regulation variables and motivational indexes such as choice of activities, effort, persistence.

The third, post-task refers to the time when the task is completed, as well as period of self-reflection when students pause during task and think their work. The same variables with additional of attributions are important to motivate students. The students who expect to do something good and receive a better result as outcomes of their learning will be motivated to continue their learning.

However, every students need motivation to push themselves to do something and to reach their goals. It can be intrinsically or extrinsically. And also, those variables above influence students' motivation in learning. Pertaining with ideas above, Brown (2007) says that, motivation is key to learning in general so motivation is one

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of the most important factors in your success. Also Ur, (1996) says “learner motivation makes teaching and learning immeasurably easier and more pleasant”.

e. The Characteristic of Motivated Students

The characteristic of motivated students according to Penny Ur are:

- 1) Positive task orientation; the students is willing to do tasks and challenges, and has confidence in his or her succes
- 2) Ego-Involvement; the student finds the task important to succeed in learning.
- 3) Need for achievement; the student has a need to achieve, to overcome difficulties and succed in what he or she sets out to do
- 4) High aspiration; the student is ambitious, goes for demanding challenges, high proficiency, top grades
- 5) Goal orientation; the student is very aware of the goal of learning, or of spesific learning activities, and directs his or her efforts toward achieving them.
- 6) Perseverance: the student consistenly invests a high level if effort in learning, and is not discouraged by setbacks or apparent lack of progress.
- 7) Tolerance of ambiguity: the students is not disturbed and frustrated by situations involving a temporary lack of

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understanding or confusion; he or she can live with these patiently in the confidence that understanding will come later.

3. The Correlation Between Students' Motivation and their Writing Ability

Motivation is one of the key factors that refers to language learning success. It is supported by Harmer (2001), he says "motivation is some kind of internal drive which pushes someone to do things in order to achieve something". Furthermore, the students' writing motivation in this research is the positive power or attitude that come from inside and outside of the students and it can change those students to be better than before in writing activity. Aryanika (2016) says that writing is largely a matter of fixing things. It means that writing is a means of communication in which the writer uses the language to express their feeling, thought and ideas in written form. It means the students' writing motivation is an inner power inside and outside of the students to do writing activity.

In writing, the students are expected to be able to express their ideas systematically into written forms. Furthermore, motivation will enable the students to solve the problems. The students who have high 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. It can assume that the student's writing motivation has correlation with the students' writing ability. So, the higher the students' writing motivation, the better the students' writing

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ability. On the contrary, the lower the students' writing motivation, the worse the students' writing ability.

B. Relevant Research

A research was conducted by Asrida (2018), entitled "Correlation between students' motivation and writing achievement at fourth semester of English Department Lambung Mangkurat university Banjarmasin". The finding of this research is there is significant correlation between students' learning motivation and writing achievement. It is found by the result of discussions that the correlations is 0,043. If the result of correlation more than 0.05 it means that there is no correlation. But the result shows that less than 0.05, meaning that there is a significant correlation between students' learning motivation and writing achievement. The interpretation of this research is 0,296. It means there is a significant correlation but the level is low.

Another research was conducted by Septa Aryanika (2016), entitled "The correlation between the students' writing motivation and the writing ability". The finding of this research there is any positive and significant correlation between the students' writing motivation and the writing ability among the eleventh grade students of Senior High School Utama Wacana Metro in the academic year of 2009/2010. To analyze the data, the writer used product moment correlation. The result of data analysis is "r observed" = 0,506 higher than "r table" = 0,273. Based on the result of analysis data above, it can be inferred that H_a is accepted.

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Another research was conducted by Anisa wardani (2016), entitled “Correlation Between Students’ Learning Motivation And Writing Learning Strategies Of English Department At Iain Palangkaraya”. The finding of this research is analyzed the data using Pearson product Moment Correlation with manual calculation and also SPSS 18 program to test the hypothesis. The result of the analysis using manual calculation was 0.05636 and r_{table} at 5% and 1% significant level were $0.4821 > 0.05636 < 0.6055$, it meant that $r_{value} < r_{table}$. The result of calculation using SPSS 18 found that r_{value} was lower than the r_{table} at 5% and 1% significant level or $0.4821 > 0.05636 < 0.6055$. it could be concluded that alternative hypothesis (H_a) stating that there is a significant positive correlation between learning motivation and writing learning strategies of the fifth semester students of English study program students of IAIN Palangka Raya was rejected and the null hypothesis (H_0)stating that there is a significant negative correlation between of learning motivation and writing learning strategies of the fifth semester students of English study program students of IAIN Palangka Raya was accepted.

Another research was conducted by Marinda (2016), entitled “The correlation between students’ motivation and their speaking skill at 8th grade in MTS N Rambah”. The finding of this research it was found that r calculated was 0,506 with level significance 0.05, and the degree of freedom ($df= n-2$) was 18. It means that r calculated was higher than r -table ($0.515 > 0.404$). So, there is correlation between two variables above. Therefore, the

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research hypothesis is accepted, that said “There is correlation between students’ motivation and speaking skill at 8th grade in MTSN Rambah.

Dealing with fourth relevant researches, the similarities between both researchers and this research are in the variable x that is the students’ motivation and the design is a correlation design. Thus both researches aim at finding out the correlation between variable X and variable Y. Meanwhile, the differences between both researchers and this research are on the variable Y, instruments, the sample, time and location. Variable Y of the researcher’s study was students’ writing ability, while the instruments were questionnaire for collecting score of students’ motivation and written test used for collecting score of students’ writing ability. Then, the researcher conducted the research was on April at State Senior High School 1 Kampar, while sample was the tenth grade of State Senior High School 1 Kampar.

Operational Concept

Operational concept is a concept used to give an explanation about theoretical framework and avoid misinterpretation and misunderstanding of this research. Syafi’i (2011) said that operational concepts are concluded from related theoretical concepts on all of the variables that should be practically and empirically operated in an academic writing a research paper.

There were two variables used, they were variable X as the independent variable and variable Y as the dependent variable. In this research, variable X refers to students’ motivation and variable Y refers to students’ writing ability.

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1. The Indicators of Variable X (students' motivation)

a. Intrinsic Motivation

There are some indicators of intrinsic motivation adapting from Attitude/Motivation Test Battery (AMTB) by Gardner. According to Gardner's theory of second language acquisition mentioned that three components of motivation they are effort, desire, and attitude as cited in Istianti (2013) as follows:

- a) Effort
 - 1) Practice English everyday.
 - 2) Asking to teacher when getting difficulties.
 - 3) Doing English assignment.
- b) Desire
 - 1) Students have strong desire to be able to speak English.
 - 2) English is very important for students' carrier in the future.
 - 3) Students exercise English by watching English program In TV.
- c) Attitude
 - 1) Students like to speak English.
 - 2) Students considered English as an interesting lesson.
 - 3) Speaking in English is important program in the school.

b. Extrinsic Motivation

There are some indicators of extrinsic motivation adapting from Attitude/Motivation Test Battery (AMTB) by Gardner. According to Gardner's theory of second language acquisition

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mentioned that three components of motivation they are teacher, parent, and environment as cited in Istianti (2013) as follows:

a) Teacher.

Teacher encourages students to learn English such as:

- 1) Teacher gives reward to students.
- 2) Teacher becomes an inspiration.
- 3) Teacher uses interesting method in teaching.

b) Parent.

Parent encourages students to learn English by:

- 1) Asking students to follow English private course.
- 2) Helping students to overcome difficulties.
- 3) Giving reward.

c) Environment.

Environment really influence students' ability to speak, such as:

- 1) The situation in the classroom is very interesting.
- 2) Students are easy to speak wherever they are.
- 3) Students have high confidence to speak.

2. The Indicators of Variable Y (students writing ability)

Variable Y is writing ability in developing ideas in a descriptive text whereas variable Y as "Criterion" variable – the variable to be predicted, the outcome, also called the dependent variable.

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Based on English subject syllabus in 2013 curriculum, the indicators of students writing ability are:

- a. The students are able to complete worksheet of descriptive texts.

D. The Assumption And Hypothesis of the Research

1. The assumption

In this research, the researcher assumes the motivation has correlation with writing ability. Students who have a good motivation will have better writing ability than unmotivated ones.

2. Hypothesis

1) Alternative Hypothesis (Ha)

There is a significance correlation between students' motivation and their writing ability at tenth grade of state senior high school 1 Kampar.

2) Null Hypothesis (Ho):

There is no significance correlation between students' motivation and their writing ability at tenth grade of state senior high school 1 Kampar.