



## CHAPTER I

### INTRODUCTION

#### **I.1. Background of the Study**

Motivation is one of the indispensable factors, which has significant roles in learning achievement. The importance of motivation in learning was stated by Collier in Alderman (2004: 11): “Motivational factors determine not just the goals toward which students aspire but the way in which they seek out, process, and use information”. Furthermore, Gordon, et.al in Alderman (2004: 11) added that motivation is important factor in development of children resiliency, which is the ability to bounce back successfully despite growing up in adverse circumstances. Moreover, the basic role of motivation is to lead to possibilities for fostering the development of students’ potential of life chances; in addition, the motivation give them resources for developing inspiration, independent learning, achieving goals, and fostering resiliency in the facing obstacles (Alderman 2004: 3). According to William and Burden in Harmer (2002:51), motivation is a state of cognitive arousal which provokes a decision to act as a result of which there is sustained intellectual and/or physical effort so that the person can achieve some previously set goal. In short, the motivation in learning roles as the mental factor that gives the students courage to explore their potential and to overcome the obstacles in order to achieve the goal of learning.

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In case of foreign language learning, the motivation is believed, as one of the main factors that arouse students' act to learn language. Motivation is seen as an important complex subsystem nested in SLA systems, which works as a moving force in any learning process (Murray 2011: 62). Based on the previous study of Dornyei in Qashoa, motivation is the main determinant of second/ foreign language learning; he also stated that going up and down, affecting language achievement and being affected (Murray 2011: 62). Motivation related to learning English, could be then defined as the purpose for doing things that will lead to learning a foreign language; in addition, Gardner stated “to be motivated, the learner needs to have something to look forward to, a purpose related to goal or objective”(Vela and Vara 2009: 386). Motivation is an internal state that arouses, directs, and sustains human behavior (Glynn, et.al 2005: 1). In other words, the students' acquisition in second/foreign language can be significantly stimulated by their motivation to learn the language. However, their success in learning the language is also significantly determined by how strong they intend to achieve the goal in mastering the language.

It is undeniable that English has been a compulsory subject in curriculum of Indonesian Education. The purpose of teaching English for communication has made English teaching and learning process has been implemented to teach as four language skills; they are reading, listening, speaking and writing. Each skill has its own difficulties and challenges for students to be mastered. Thus, the students should prepare their mental factor to acquire and learn English. Senior High Schools in Pekanbaru, have implied the English lesson to all the students. English teaching

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process at the first year takes four hours in a week (4 x 45 minutes) and the total period of English teaching is 29 meetings in a semester (KTSP 2006). Therefore, the students can learn English maximally.

According to School Based Curriculum (Kurikulum Tingkat Satuan Pendidikan-KTSP) 2011, the purpose of learning English, especially writing, is “expressing the ideas in short functional texts and essays in the form of narrative, descriptive, and news item fluently and acceptably in daily life context and accessing the knowledge” (KTSP 2006). In Addition, this curriculum also includes the characterized aspects so each skill in English stated in curriculum should be supported by students’ characters and creative economy. In the syllabus, especially about writing skill, in the point of the creative economy, it states that the students should be Self Confidence (heart firmness, optimism), Task Orientation (Motivated, patience, spirited, energetic), Taking risk (Loving challenge, ability to lead), Futuristic orientation (having future perspective) (KTSP 2006).

Regarding those phenomena, the Teacher of English at the first year class taught writing by using Genre-based Approach implied in teaching and learning cycle method. This method is usually applied in four phases, they are: Building Knowledge of Field, Modeling of Text, Joint Construction of Text, Independent Construction of Text. This method has many advantages in writing such improving the students’ understanding about communication related to its social context and purpose. In relation to writing motivation, contributions of this method are also taken into account. According to Kim (2006), the process approach since the model helps free

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students from their severe worries over writing. It releases students from deep anxieties about their writing tasks. When people learn something new, they commonly want to find out some cases, that they can refer to or consider as samples. There is no doubt that writing tasks can be more demanding than other language skills, so students at low level of proficiency absolutely need something that they can rely on since they have little exposure to English writing. In addition, Dressen and Hammouda in Rezvani, et.al. (2013) argued that disciplinary identity plays an important role in genre knowledge in that “students struggle as writers because they are also struggling to earn the beliefs and practices of their disciplines”. Also, LUU in his research found that genre-based approach based on the three phases of the teaching- learning cycle has created a great impact on students. Indeed, most of the student participants gained control over the key features of the required recount genre, and at the same time, expressed their positive feelings towards the cycles as well as the recount genre applied in the study (LUU 2011).

Ideally, based on the explanation above, the students should be self-confident, motivated, energetic, spirited, and desired to do the writing activity; meaning that the students should be motivated to act as the result of their intellectual and physical effort to achieve the learning goal. However, according to the preliminary observation in august 23<sup>rd</sup> to 24<sup>th</sup> year 2014 at Senior High School in Pekanbaru, many students had problems in their English learning motivation, especially in writing. It can be indicated through their reactions when they were given English writing task. Many of them did not do English writing task and confessed to



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do it. Many of them probably looked like lacking of courage to do every English writing activity by complaining that they were not able to do it. Furthermore, when they found problem in vocabulary, many of them did not use to complete the writing task; even, they wrote the task in Bahasa Indonesia.

To resolve the problems, the teacher should use an alternative way to fire up the students' writing motivation. Thus, the use of teaching media was recommended to engage the students writing motivation. Using video is a functional teaching media. Using teaching media in the classroom is a good way to stimulate, interest, and motivate the students to learn. According to Ali in Hermadaliza (2009: 12), teaching media is a tool that can stimulate feeling, mind, attention, interest, and motivation to learn. Further, Gagne and Briggs in Ali in Hermadaliza stated that media were important as tools to stimulate students to study.

To choose the video as a teaching medium for writing is a good way in engagement of the students' basic language learning motivation. Moreover, it is necessary to open up the classroom can be done by sharing experience-to topics to stimulate writing-the teacher to other material, such as videos, software and books (Richard and Renandya 2002: 311). Consequently, it is probably that the students writing motivation can be better if the students are taught by using video.

Based on the problem and the explanation above, it was obvious that many students at those schools had problems which should be solved as soon as possible. Either the problems were on the students or caused by other factors (writing difficulties itself). Therefore, it is necessary to internalize those problems into a



research entitled: **“The Effect of Using Video on the Writing Motivation of Senior High School Students in Pekanbaru”**.

## **I.2. Statement of the Problem**

It is undeniable that the motivation is one of significant factors affecting the students' language learning achievement. It is one of cognitive factors that arouse the students to act in language learning. Writing motivation is one of those cognitive elements that construct the students' English learning achievement. Thus, it is necessary to be attention on the way to maintain in English teaching and learning process.

In the preliminary observation at Senior High School in Pekanbaru, many students were found having problems in their writing motivation. Actually, the students showed good motivation the English learning process, but in writing session, they look lowly motivated. Based on the problem, the implementation of video was proposed to incorporate the teaching writing. It was selected because theoretically it can improve the language learning motivation, including writing motivation.

Related to the implementation of video, some questions need to be addressed. Firstly, it is necessary to see whether there is difference of students writing motivation in experimental group and control group before the treatment to see their basic writing motivation. Secondly, it is also necessary to see whether there is difference in students' writing motivation after treatment in both groups to see the students writing motivation after the treatments. Thirdly, another important thing is

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whether there is significant difference on students score between pre-test and post-test in experimental group to find out the change after the treatment by using video. Fourthly, this study also needs to find out whether the implementation of video is effective or not to improve the students' writing motivation. Finally, it is necessary to investigate the implication of the students' writing motivation to their writing achievement.

### I.3. Limitation of the Problem

Regarding the problems that have been mentioned above, this research focused on the effectiveness of using video as assisting tool for the teacher in teaching writing and students' motivation in writing narrative text at Senior High School in Pekanbaru. Specifically, since the narrative text was taught in all levels of senior high school, it was chosen as a text form in which the students' motivation in writing this form was measured. This study also investigated the implication of the students' writing motivation to the students' writing achievement.

### I.4. Research Questions

Based on the limitation of the problem above, this research problem was formulated as the following questions:

1. Is there any significant difference of writing motivation between students' who are taught by using video and who are taught without using video in pre-questionnaire?



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2. Is there any significant difference of writing motivation between students' who are taught by using video and who are taught without using video in post-questionnaire?
3. Is there any significant difference of the students' writing motivation before being taught by using video and after being taught by using video?
4. Is there any significant effect of using video toward students writing motivation?
5. Does the students' writing motivation significantly implicate their writing achievement?

### I.5. Purposes and Objective of the Study

The main purpose of this study is to investigate the effectiveness of applying video as an assisting tool for the teacher in improving the writing motivation of the Senior High School Students in Pekanbaru. It also purposes to investigate the reflection of writing motivation to the writing achievement of the Senior High School Students in Pekanbaru.

Specifically, this study was conducted to fulfill the following objective:

1. To find out the significant difference of writing motivation between students' who are taught by using video and who are taught without using video in pre-questionnaire.
2. To find out the significant difference of writing motivation between students' who are taught by using video and who are taught without using video in post-





questionnaire.

3. To find out the significant difference of the students' writing motivation before being taught by using video and after being taught by using video.
4. To find out the significant effect of using video toward students writing motivation.
5. To find out whether the students' writing motivation significantly implicates their writing achievement.

#### **I.6. Significance of the Study**

This study is expected to enlarge the knowledge about the research, especially in the topic of student's writing motivation. It is also expected to give positive contribution to the English teacher to use video as an alternative way in developing the students' writing achievement, learning motivation and writing motivation. In addition, it is also expected to give contribution in development of teaching and learning English theoretically of practically as a foreign language and for those who are concerned very much in the field of language teaching and learning. At last, it is also expected to add references for other next researchers who have the same problem as this study.

#### **I.7. Rationale of the Study**

Motivation is one of the significant elements in constructing the students learning achievement. Especially in English for Senior High School, the motivation



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becomes the character of learning that the students should develop along with their English learning competences. As mentioned above that as a mental process, the motivation is the main determinant of second/ foreign language learning; the up and down, affecting language achievement and being affected by it (Qashoa 2006:1). Thus, to enhance the students to be motivated, they have to construct the motivation from their selves because what they intent by learning English become their self-courage to be motivated to learn. In addition, the teacher has the great roles in fire the students' motivation up by implicating some teaching methodology.

One of the new teaching methods in enhancing the students' motivation is the using of a technique which incorporates the use of video as an assisting tool to broadcast the teaching material. The use of video can give the good contribution in English language teaching and it is also the extremely motivational teaching tool for both practicing listening skill and stimulating speaking and writing (Katchen: 2002). Related to study above where the students' motivation in writing became the problem, the writer considered to choose the application of video in teaching writing to enhance their writing motivation.

## **I.8. Definition of the Terms**

### **A. Effect**

Effect may refer to a result or change of something (Anon 2012). In this research, the effect refers to the effect of using video on the writing motivation at the first year of Senior High School Students in Pekanbaru.



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### B. Using Video

Video is at best defined as the selection and sequence of messages in an audio-visual context (Wilson 2000). In this research, the using video refers to the way of applying video to broadcast narrative material used as the treatment in the experimental class of the first year of Senior High School Pekanbaru.

### C. Writing

Writing is expressing idea in short functional text and essay in form of *narrative*, *spoof* and *hortatory exposition* in daily life context (SK & KD DIKBUD dan Karakter kelas XI, 2006). In this research, the writing refers to the students' ability to write narrative text in teaching and learning process.

### D. Motivation

Motivation means the combination of effort plus desire to achieve the goal of learning the language which leads to a conscious decision to act, and which gives rise to a period of sustained intellectual and/or physical effort in order to attain previous set goals (Choosri and Intharaksa 2011: 4). The motivation here means the students' motivation to do writing activity in the classroom.

### E. Writing Motivation

Writing Motivation one's activation or energizing to give more effort to writing activity (Anon 2013). In this research, writing motivation refers to the motivation in writing English of the Senior High School Students in Pekanbaru.