



CHAPTER II

REVIEW OF RELATED LITERATURES

II.1. Nature of the Study

This study is an experimental research which focuses in finding out the effect of using video towards students' writing motivation. Generally, video is medium of recording, producing and broadcasting the moving pictures along with sound system. In present educational context, the video has been incorporated with teaching and learning materials, since it is considered as an effective medium for delivering teaching materials. In context of ELT, it is called as a stimulating tool in practicing some language skills, such as listening, speaking, writing, vocabulary, comprehension, and so forth.

As video consists of some integrative elements of information, such as visual, moving pictures, and sound, it has becomes an extremely motivational tools for practicing language productive skill, such as speaking and writing. Motivation to write in English is one of the real problems in ELT which is sometimes unnoticeable by the teacher as a students' problem. The writing is a productive skill that the students should develop so they need something motivational to build up their motivation. The use of video is an optional way to use as an assisting tool that can be incorporated with some teaching method. As the video has some motivational and stimulating influence on the establishment of productive language skills, such as speaking and writing, the writer chose this teaching medium to improve the students'



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writing motivation.

II.2. Conceptual or Theoretical Underpinning of the Research Areas

A. The Definition of Writing Motivation

Writing is one of language skills. Writing can be defined as the way of expressing ideas through written forms. Hughey, et.al, stated that writing is essential form of communication because through writing, we can express our feelings, hopes, dreams, and joy as well as our fears, angers, and frustrations (Hughey, et.al 1983: 33). Also, Bell and Burnaby in Nunan stated that writing is an extremely complex cognitive activity in which the writer is required to demonstrate control of a number of variables simultaneously (Nunan 1989: 35). In addition, Flower in Hughey (Hughey, et.al 1983: 38).

Writing is the complex process because writing cannot be just mentioned as the written work but it is more about the process, procedure, and steps in resulting that written work.

Writing is a medium of communication. As what was stated before, by writing, a person can express his/her feeling that is called the way of communication. According to Peha, writing is the communication of content for a purpose to an audience. In accordance of the theory, there are three key words; *content*, *purpose*, and *audience*. These mean that:

- a. Content (main idea + key detail). The content of a piece is what the writer wants to say. There are two parts of content: the *main idea*, the one of the most important thing the author wants you to know; and the *key*



- detail*, the additional information that supports and explains the main idea.
- b. Purpose (think + do). The purpose of piece is why the writer wrote it. The writers want their readers to *think* something after they've finished reading. Sometimes, they want their readers to *do* something too.
 - c. Audience (people + questions). The audience for a piece is who the writer writes to. We always write to people. Sometimes it's a specific person, sometimes it's a group of people. And people always have questions they want you to answer. So, you can think of the audience as the *people* you are writing to and the *questions* they have about your topic (Peha 1995-2010: 85).

In short, as a medium of communication, writing does not work in a simple way. It is a complex process that needs some consideration of its aspects so it is difficult enough to do. It is different from other language skills because when a writer writes, he/she has to clarify the informational content, obvious purpose, and specific audience (person or group). Thus, it is not wonder that it is always called as the most difficult language skill.

The word *motivation* derives from the Latin *movere*, "to move". To a great extent, movement – physical activity as well as mental and social-activity – defines the active process of writing (Hidi and Boscolo 2007: 17). Motivation is one of the keys of success in learning because motivation is a factor that encourages the learners taking action and being active in learning process. In the study of Kinder in Washoe, he found that motivation is psychological mechanisms governing the direction, intensity, and persistence of action not due to solely to individual difference in ability to overwhelming environmental demands that coerce the force action (Qashoa 2006: 1). Johnstone considered motivation as a stimulant for achieving a specific target. Similarly, according to Ryan & Deci, to be motivated means to progress or to be in



motion to do something. Crump believed that excitement, interest, keenness, and enthusiasm towards learning are the main constituents of motivation (Mahadi and Jafari 2012: 232). Douglas as cited in Harmer stated that a cognitive view of motivation includes factors such as the need of exploration, activity, stimulation, new knowledge, and ego enhancement (Harmer 2002: 51).

Meaning that motivation function as the pioneer or encourager for someone to do some actions in achieving the goal that he/she desired; thus, if the students want to achieve their goal in learning, they must have the motivation.

In addition, according to Gardner and Lambert, 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). Also, Crookes and Schmidt defined the motivation was as the orientation a learner has with respect to the purpose of learning a second language (Zanghar 2012: 3). Thus, specifically, the motivation in learning language is understood as the mental movement that leads someone to act based on the goal orientation of the language learning.

“Gardner in Sharma & Stephenjebanesan (2015:33) added motivated individuals express effort in attaining a goal, show persistence, attend to the tasks that are necessary to achieve the goals, have a strong desire to attain their goal, enjoy the activities necessary to achieve their goal, are aroused in seeking their goals, have expectancies about their successes and failures. He says that when these individuals are achieving some degree of success, they demonstrate self-efficacy; they are self-confident about their achievements. They have reasons for their behavior, and these reasons are often called motives.”

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In a study of Lukmani (1972: 261), the language learning motivation is categorized into *integrative* and *instrumental* motivation. Also, Gardner and Lambert stated that motivation is understood as either integrative or instrumental motivation (Murray 2011: 62). Integrative motivation can be defined as a willingness to become a member of another ethno-linguistic group. In other words, the language is learned with intention of participating in the culture of its people (Mahadi and Jafari 2012: 232). Meanwhile, instrumental motivation is desire to gain social recognition or economic advantage through knowledge of a foreign language; for instance, language is learned as the support of purpose relating to occupation or further useful motive (Mahadi and Jafari 2012: 2312).

Obviously, motivation in learning a language can be established according to the orientations, orientation to be the member of the speaker's language culture and orientation for economic advantages.

In learning language, every learner must have reasons and motives to become their orientation. However, some learners may wish to learn language in order to integrate themselves into the culture of the new language group. This is what is called *integrative* motivation (Lukmani 1972: 261). According to Gardner, Integrative motivation is a usual behavior of someone who appreciates the target language community, and studies the language for the reason of joining that community. Those motivated students should hold an internal motivation for learning the language (Zanghar 2012: 4). The integrative motivation is reflected through the



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individual's orientation to language learning that focuses on communication with members of the other language group, a general interest in foreign groups, especially through their language, and favorable attitudes toward the target language group (Gardner 2005: 10). In short, the integrative motivation learner motive to learn language in order to integrate with the new language group by orientating of being able to communicate to other language group, being interested in foreign group and having good attitudes in target language group.

Moreover, other learners may orientate their language learning in order to use the language as instrument to help them in some utilitarian purposes, such as getting job, reading literatures, trading, etc. Dornyei explained "Instrumental motivation refers to the perceived pragmatic benefits of L2 proficiency and reflects the recognition that for many language learners it is the usefulness of L2 proficiency that provides the greatest driving force to learn language. It subsumes such utilitarian goals as receiving a better job or a higher salary as a consequence of mastering L2"(Zanghar 2012: 4). Gardner said "instrumental motivation refers to conditions where the language is being studied for practical or utilitarian purposes (Gardner 2005: 11).

In addition, self-determination theory (SDT), which focuses on the direction of behavior and the reasons behind a person's involvement in his or her action to achieve the desired goal, has three types of motivation defined as intrinsic/extrinsic motivation and a motivation (Krishan and Al-Dhaimat 2013: 53). According to Harmer, *intrinsic motivation* comes from the individual. An intrinsic motivation motivates student to study because she/ he wants to study; the material is interesting,



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challenging, and rewarding and the student receives some kind of satisfaction from learning (Lile 2000). Also, Deci defines intrinsically motivated activities as: “the ones for which there is no apparent reward except the activity itself” (Oleti and Ili 2014: 25). In short, intrinsic motivation can be defined as motivation which comes from the individual willing due to the satisfaction of the learning itself.

Deci and Ryan implied that there are three innate psychological needs constructing the intrinsic motivation; those are autonomy, competence and relatedness. Autonomy means the activities that people do naturally and spontaneously when they feel free to follow their inner interest (Decy and Ryan 2000: 234). Competence can be defined as abilities and skills by which we manage to control our environment. Last, relatedness is relationships developed through interaction with others (Oleti and Ili 2014: 25).

In contrast, *extrinsic motivation* comes from any numbers of outside factors. An extrinsically motivated student studies and learns for other reasons (Lile 2000); for example, the needs to pass the exam, the hope for financial reward, or the possibility of future travel (Harmer 2002: 51). Extrinsically motivated students perform a certain action not because they truly enjoy it, but because of a reward that is available in their environment (Oleti and Ili 2014: 26). In short, extrinsic motivation can be defined as the motivation which comes from several reasons from the environmental factor of individual.

The extrinsic factor is constructed by for psychological needs, such external regulation, identified regulation, and integrated regulation. 1) External regulation



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means people's behavior controlled by specific external contingencies (Decy and Ryan 2000: 236). Then, introjected regulation means an internalized reason to perform a task such as guilt. 2) Identified regulation can be defined as a desire to perform a task for personal value (Krishan and Al-Dhaimat 2013: 53). 3) integrated regulation refers to that people has fully assimilated the identified regulation to themselves (Chang 2005: 3).

In contrast, *a motivation* is a state in which people lack the intention to behave, and thus lack motivation as that term is defined in the cognitive-motivational tradition (Decy and Ryan 2000: 237). Noel in Krishan and Al-Dhaimat stated that amotivation is that individuals are neither intrinsically nor extrinsically motivated and have no goals (Krishan and Al-Dhaimat 2013: 53). In short, amotivation is condition when individual has lack of neither intrinsic nor extrinsic motivation.

These types of motivation work together in learning process as the psychological mechanism that gives the students courage, energy, and attention in learning. Also, they have the very important roles in learning process. In other sides, those kinds of motivation can be divided into four aspects that motive the students' learning. First, *inclusion* means respect and connectedness. The students generally believe that they feel respected if they are connected in a group. In an atmosphere of respect, usually the intrinsic motivation emerges because the students are able to be authentic and accept responsibility for their action.

Second, *an attitude* is a combination of information, beliefs, values, and emotions that results in a learned tendency to respond favorably or unfavorably

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toward particular people, groups, ideas, events, or object. Attitudes strongly effect the behavior and learning, because they use to know the world and direct the way to resolve it.

Third, *meaning* may be understood as an interpreting of information that gives greater clarity, such as when we say that the word “shadow” means “the dark figure cast upon a surface by a body intercepting the rays from a source of light”, or when we recognize our address in a listing. This kind of meaning involves facts, procedures, and behaviors.

Finally, *competence* includes *effectiveness* and *authenticity*. Socialization and culture largely determine what we think is worth accomplishing, what we value and want to do effectively. Authenticity is present when learning is connected to an adult’s actual life circumstances, frames of reference, and values. For example, an authentic assessment of learning would ask students to solve problems that have a parallel in the real world or their future work (Woldkowski and Ginsberg 2010: 24).

In short, learners are motivated by how themselves feel, believe, and behave toward the situation that they face in the learning process. Also, how the learners interpret, value, and futuristically face the information about this world can motivate them the learning process.

Writing motivation can be interpreted as a mental or psychological mechanism of language learners in expressing their ideas according to what they feel, believe, value, and interpret about the world related to their learning process by controlling some elements of communication, such as informational content, clear



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purpose, and specific audience (person or group) in a systematically written form along with orientation for attaining specific goal.

Students must have difficulties to write in a foreign language if they have low motivation because motivation is a significant factor in language learning. Based on the previous study of Dornyei in Qashoa, motivation is the main determinant of second/ foreign language learning (Qashoa 2006: 2). He also stated that going up and down, affecting language achievement and being affected by it (Qashoa 2006: 2). Writing is one of the main skills in language learning, exactly writing needs motivation. Moreover, writing is a productive language skill in which the writer needs the psychological mechanism to produce the written language.

As quoted in Hidi and Boscolo, the relationship between writing and motivation refers to three main areas as follows:

“The first area regards the motives – e.g., goal orientation (mastery vs. performance vs. avoidance goals), needs, values, interests – which activate a student’s behaviour. In relation to writing, it can be exemplified by a middle school student’s interest in exposing his/her ideas on a relevant topic in written form, or a novelist’s intention to narrate an involving story. In contrast, the novelist’s lack of motivation to write is probably different from a middle school student’s negative attitude toward the composition assigned by the teacher. However, in both cases the writers have an orientation to write, or not to write.

A second area regards the writer’s perceptions of his/her ability to write in relation to the difficulty of the task and the resources of the context. Again, a novelist’s concern with critics’ comments and audience response to his/her work is probably different from a student’s concern with his/her teacher’s evaluation. Both writers, however, have positive or negative representations of themselves as writers. Such representations include self-efficacy, self-concept, and self-perceptions of competence.

Finally, both professional and student writers, when dealing with a demanding task, try to manage it by using various, more or less productive



strategies: from planning time, to adopting metacognitive tools, to resisting the temptation of giving up writing (Hidi Boscolo 2007: 2)”.

In short, Students’ motivation to write can be measured into three main areas of writing motivation that have been used as the measurement of writing motivation in some previous study, they are:

- a. *Motives*, it has two meanings: It can refer to something that moves a person to act in a particular way, or it can refer to the goal of the person’s action, it can be goal orientations, needs, values, interests which activate students’ behavior.
- b. *Students’ perception about their ability to write*, this area includes the students’ self-efficacy, self-concept, and self-perception.
- c. *Students’ self-regulation to use productive strategies*, the strategies can be planning time, adopting metacognitive tools, and resisting the temptation of giving up writing.

In writing, the students should be also motivated by their experience to inspire and produce what to write. Background knowledge, reading, audio visual record, and so forth are the experience captured by the students’ mind as the experience to make the good writing.

B. The Factors Influencing Students’ Writing Motivation

The motivation that brings students to the task of learning English can be affected and influenced by the attitude of a number of people. Specifically, there are some factors influencing the students’ writing motivation. They can be seen as

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follows:

- a. *Teacher*: The teacher's roles in classroom are motivating the student to write, creating the right condition for the generation of the ideas, persuading them of usefulness of the activity, and encouraging them to make as much effort as possible for maximum benefit.
- b. *Topic attractiveness*: The interestingness of the learning themes or topics can influence students' comprehension and students' production in writing text. It is because of the level of students' knowledge which fits the content of what they should write.
- c. *Interesting activity*: These activities can be various, such as the possibility of using writing in an unusual and enjoyable way, a writing task of which students can perceive the usefulness, collaborative planning, and writing of an important document.
- d. *Students' Interest*: Interest is an intrinsic factor of writing motivation. It is important part of writing motivation because interest affects so much in students' willingness to write.
- e. *Students' self-efficacy*: Self-efficacy for writing represents individuals' beliefs of their ability to write certain types of texts.
- f. *Students' self-regulation to write*: The students have to coordinate cognitive, metacognitive, and linguistic processes when producing extended texts.
- g. *Socio-constructivist approach*: Motivation to write really develops when students can write on personal and emancipatory experiences: that is, the expression of ideas, constructions and beliefs (Hidi Boscolo 2007: 261).

In other words, students' writing motivation is influenced by either intrinsic factors or extrinsic factors. Intrinsic factors are students' interest to write, and students' self-efficacy. Extrinsic factors are teacher, topic and situation interestingness, and students' social condition. These factors can be indicated by the students' performance in writing and by students' self-regulation in writing activity.

C. The Definition of Using Video

1. Video as Teaching Medium

Video is one of new kind of teaching media used in teaching and learning.

Video can be defined as the tool that record, producing and broadcasting moving

visual images with audio system. The video has some characteristics; in his study, Hasibuan and Anshari found that a video has:

- a. Sound;
- b. Moving Picture (The pictures give context to the sound we hear. We can see facial expressions, eye contact, physical relationships, background, etc);
- c. A 'rewind' button: we can replay these image again and again;
- d. A 'pause' button: we can freeze-frame images, stopping the action at any point;
- e. A volume control; we can turn the sound off, or make it quite or very loud (Hasibuan 2006: 35).

Video can be called as the modern form of picture series. Video is an electronic medium for the recording, copying and broadcasting of moving visual images (Anon 2012). Video is established by sequences of pictures that are called as frames. Frame rate, the number of still pictures per unit of time of video, ranges from six or eight frames per second (frame/s) for old mechanical cameras to 120 or more frames per second for new professional cameras which complicate slightly the process of transferring a cinematic motion picture to video. The minimum frame rate to achieve a comfortable illusion of a moving image is about sixteen frames per second (Anon 2012).

In their recent study, Bossewitch and Preston found that video is used increasingly across a wide variety of learning contexts, and is no longer limited to

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film and media studies. Video-based materials appear in the curricula of the humanities, natural and social sciences, and fine arts (Bossewitch and Preston 2011).

From the statement above, it is clear that video is effective to use in the classroom as a teaching medium because video is not just interesting, but also it can fit the curriculum used at school.

2. Using Video in ELT

For about 20 years, video has been considered as an effective teaching aid. Video is one of the recent teaching aids used in classroom compared with other teaching aids, such as audiotapes, textbooks, and basic black board. According to Stempleski in Richard and Renandya, video is an extremely dense medium, one which incorporates a wide variety of visual elements and a great range of audio experiences in addition to spoken language (Richard and Renandya 2002: 364). It is also the extremely motivational teaching tool for both practicing listening skill and stimulating speaking and writing (Katchen 2002). Video as the recent teaching technological aid used in ELT has given the good contributions for English skill development. It can function as the motivational teaching equipment with the elements of visual and audio that is useful in improvement of listening skill or stimulating the speaking and writing skill.

Video is one of the recent teaching aids used in English Language Teaching for both second and foreign language. It presents the students the use of language in context by giving the visual and audio elements which can assist the students' listening, speaking, and writing skill. The video should be used regarding the



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situation of the class, learning material, and students' condition.

D. The Application of Video as Teaching Medium

According to Davis, The key of using video effectively still lies in the teacher's ability to not only **deliver** the message, but to empower students to **receive** it (Davis 1998). In addition, Stempski in Richard and Renandya stated that the teacher plays the key role in the success or failure of any video used in language classroom. It is the teacher who selects the video, relates the video to the students' needs, promotes active viewing, and integrates the video with other areas of language curriculum (Richard and Renandya 2002: 364). In conclusion, teacher has the very significant roles in using of video in ELT because the teacher is who knows whatever is necessary in the classroom and can treat the students with whatever they need in language learning process.

According to Stempski in Richard and Renandya, the teacher using the video should have experience to make it effective in the classroom; yet, for the teacher who as no experiences in using video might find the following suggestion helpful.

- 1) *Guide students toward appreciating video as a language learning tool:*
- 2) *Make the Video an Integral Part of the Course:.*
- 3) *Use Short Sequences:* Actually, there is no exact length of video used in the classroom, but based on Stempski experience, it is better to use short (3 or 5 minutes) segment video..
- 4) *Familiarize yourself with the Material:* Before using the video in the classroom, it is better for the teacher to ensure that she/he has viewed the entire sequences of the video.
- 5) *Treat the Video as Both a Visual and an Audio Text:* A video sequence is a text, somewhat like language presentation passage in a



- book or a dialogue in an audio cassette.
- 6) *Design Lessons that Provide Opportunities for Repeated Viewing*: Once is not enough to play the video. The students usually need to watch the video for several times..
 - 7) *Plan Activities for Three Stages*: The stages consist of: Previewing activities, Viewing activities, and Post viewing activities.
Previewing Activities. These prepare the students to watch the video by tapping their background knowledge, stimulating interest in the topic, and lessening their fear of unfamiliar vocabulary.
Viewing Activities. These primarily facilitate the actual viewing of video. They involve playing and replaying the entire sequence or relevant part and requiring students to focus on important aspects such as factual information, plot development, or the language used in a particular situation first. You would then will have students do a series of task that require them to concentrate on specific detail, such as sequence of events or a particular utterances used.
Postviewing Activities. These require students to react to the video or to practice some particular language point. The range of post-viewing activities is enormous and includes things such as discussion, role-play, debate, writing activities, and related reading Richard and Renandya 2002: 365).

In addition, Video is a popular tool for students so the teacher may not lose sight of the educational purpose in the classroom. As the video is just an assisting tool in teaching a learning language, there must be techniques incorporated with the application of this tool. This technique should be benefited for both teacher and students. One of the effective techniques for video implication was suggested by Canning and Wilson, that is *Active Viewing Technique*.

“Active viewing increases the students’ enjoyment and satisfaction and focuses their attention on the main idea of the video presentation. So, it is necessary for students to take an active part in video teaching presentations. Before starting the presentation, the teacher writes some key questions on the board about the presentation so that the students get an overview of the content of it. After viewing the questions, the students answer the questions orally, or the students may take notes while viewing. For more detailed comprehension students are provided a cue sheet or viewing guides and let them watch and listen for specific

details or specific features of language. However, it should be kept in mind that the level of the students should be taken into account and adapt the technique according to their levels (CAKIR 2006)”.

In short, the technique for implicating video can be concluded into three stages. Preparation stage is when the teacher prepares the students to watch and provides them the way to get the message in the video. Viewing stage is when the teacher facilitates the students to watch the video. Last, follow-up stage is when the students react the video with some follow-up activities, such as writing.

II.3. Related Studies

To avoid plagiarism, it is necessary to provide some studies that have relevancy toward this research paper. There are some researches that deal with writing motivation and the using of video in language learning as follows:

1. The first study is “*The use of audiovisual (VCD/DVD) to increase students’ interest learning English at the second year of MTs Al –Wathan Rupert*” conducted by Hermadaliza. This is an experimental research. This research mostly discusses about the use of video to increase students’ interest in learning English. In collecting the data, she used observation and questionnaire. In the research finding, there is an improvement in students’ interest in learning English by using audiovisual (VCD/DVD) that is increased in experimental class from 57.4% to 70.7% of Students’ interest in the classroom. From this research, she found that there is a significant effect

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of using audiovisual (VCD/DVD) toward students' interest in learning English at MTs Al-Wathan. It means that H_a was accepted and H_o was rejected (Hermadaliza 2009).

2. The second study is "*Motivating Students in the EFL Classroom: A Case Study of Perspectives*" conducted by Rima Bahous. The research design is qualitative using mixed methods. This research mostly discusses about the views of the teachers and students of what hinder students' language learning in the English language classroom in discussing engagingly, critical-thinking, and academic writing. In collecting the data, the writer used questionnaires and semi structured interviews. In research Finding, Teachers and students seem disappointed with the language classes offered at the university. Learners are unhappy on the whole and found the English courses of no benefit. Motivation, then, seemed to be an important point in our role in helping students to learn the language. It seems that the courses do not take into consideration the background of the students: some came from French or Arabic medium pre-university classes while others from different cultural environments and even different countries. The main problem of some of these learners IS the difficulty of expressing themselves in the target language. Thus, teachers should allow different ways of responding to the learned material (Bahous 2011).

3. The third study is "*Relationship between Motivation and Students' English Learning Achievement: A study of the Second-year vocational certificate*

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level Hatyai Technical College Students” conducted by Chalernporn Choosri and Usa Intharaksa. This study aims to find out the level of motivation, the differences of motivation and the relationship of motivation on the students’ English learning achievement. Findings from this study indicates that the motivation of students with high and low achievement are at high levels. There were no significant differences of motivation between the high and low achievement group. The correlation between motivation and their English learning achievement was significantly correlated with each other. (Choosri and Intharaksa, 2011)

4. The fourth study is “*Motivation and language learning: the case of 5 successful independent students*” conducted by Cecilia Araceli Medrano Vela and Roxana Cano Vara. This study aims to learn the type of motivation that drives students to learn independently, and not needing a group or a teacher to encourage or accompany their studies. It describes a case study performed with 5 independent successful Mexican students with the purpose of knowing the role motivation has had in their language learning process, the kind of motivation (intrinsic or extrinsic, integrative or instrumental) present in each learner and the role it has had in their being autonomous learners of English.(Vela and Vara, 2009)
5. The fifth study is “*Motivation, Its Types, and Its Impacts in Language Learning*” written by Dr. Tengku Sepora Tengku Mahadi and Sepideh Moghaddas Jafari, PhD Student. This study discusses about *to* the impact of



motivation in the context of language learning. (Mahadi and Jafari, 2012)

The sixth study is “*The Use Of Video as an Audio-Visual Material in Foreign Language Teaching Classroom*” written by Dr. smail ÇAKIR. This study discusses about information for foreign language teachers (FLT) so that they can make use of video efficiently in the classroom. Reasons for video implication in FLT classroom and teacher’s role in this process have been revealed along with some practical techniques for video implication. (CAKIR, 2006).

The studies above, shows some similarities to this study. The first and the last study explain about the use of video (DVD/CD) as teaching medium that is integrated with the teaching and learning method. These studies describe about the techniques to apply the video in teaching English. Also, they present the advantages of using video or audio-visual media in teaching English. The second, third, fourth and the fifth study explain about the influence or the contribution of motivation in language learning toward achievement of language learning. They also mention the types of motivation, integrative, instrumental, intrinsic and extrinsic motivation so the theories written in these studies are cited as the references to strengthen these findings.

The differences of the studies above from this study are that the studies do not obviously explains about the definition of writing motivation; they mostly discuss about the general language motivation. Meanwhile, this study explains about the

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definition of writing motivation by incorporating some theories to construct the definition of writing motivation. Besides, the first study investigates the use of audio-visual media to increase the students' interest in learning English while this study investigates about the effect of using video towards students' writing motivation. Also, the last study only explains about the techniques of using video in teaching English. It does not show any relationship of the implication of video toward the writing motivation. In contrast, this study obviously shows the relationship between the implication of video and students' writing motivation that is cause and effect relationship.

II.4. Operational Concept and Indicators

To avoid misunderstanding and misinterpreting the concept of this research, it is important to give the operational concept and indicators in this research to make it easy to measure and assess. It means that it is necessary to expose to avoid some misinterpreting for the readers of this thesis. Thus, the main technical terms existed in this research to be are necessarily operated in this research.

There are some factors necessarily to be operated in this operational concept and indicators. In this research, there are two variables; they are (1) the using video as dependent variable and Students' motivation in writing narrative text as independent variable. Because this research is an experimental research, the groups was divided into two groups, experimental group (taught by using video) and control group (taught by using conventional technique). The operational concept for each variable can be described as follows:

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A. Variable X: Teaching Treatment by Using Video (Active Viewing Technique)

The procedures of implicating the video in language class include:

1. The teacher prepares the students to watch the video by tapping their background knowledge, stimulating interest in the topic, and lessening their fear of unfamiliar vocabulary.
2. The teacher primarily facilitates the actual viewing of video. They involve playing and replaying the entire sequence or relevant parts.
3. The teacher requires students to focus on important aspects such as factual information, plot development, or the language used in a particular situation first.
4. The teacher then will have students do a series of task that require them to concentrate on specific detail, such as sequence of events or a particular utterances used.
5. The teacher requires students to react to the video or to practice some particular language point. The range of post-viewing activities is enormous; in this term is writing narrative text activity.

B. Variable Y: Indicators of Students' writing motivation

Dealt with the video used to treat the students, indicators of writing motivation were constructed based on the theories of motivation by Decy and Rian. The indicators were redesigned in order to be appropriate to use in measuring the

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students' writing motivation in the research field. The indicators of students' motivation in writing are as follows:

1. The students have strong desire to write English.
2. The students tend to seek out challenge, exercise their capacity, and explore their skill in English writing.
3. The students are likely to establish their English writing due to supportive relationship to other people.
4. The students afford to gain their writing skill in order to obtain the external rewards.
5. The students show persistence in practicing their writing in because of feeling pressure, avoiding guilt and obtaining self-esteem.
6. The students practice English writing because it is important for them.
7. The students seriously practice the English writing because they feel it is necessary for their success in the future.

II.5. Assumption and Hypotheses

A. Assumption

In this study, it is assumed that students' writing motivation is various and constructed by many factors. However, the students' writing motivation which is taught by using video is higher than the students' writing motivation which is taught without using video.

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B. Hypotheses

To answer the research questions of this study, the eight following hypotheses are addressed:

H_{01} = There is no significant difference of writing motivation between students' who are taught by using video and who are taught without using video in pre-questionnaire.

H_{a1} = There is significant difference of writing motivation between students' who are taught by using video and who are taught without using video in pre- questionnaire.

H_{02} = There is no significant difference of writing motivation between students' who are taught by using video and who are taught without using video in post- questionnaire.

H_{a2} = There is significant difference of writing motivation between students' who are taught by using video and who are taught without using video in post- questionnaire.

H_{03} = There is no significant difference of the students' writing motivation before being taught by using video and after being taught by using video.

H_{a3} = There is significant difference of the students' writing motivation before being taught by using video and after being taught by using video.

H_{04} = There is no significant effect using video towards students' writing motivation.

- H_{a4} = There is significant effect using video towards students' writing motivation.
- H_{o5} = The students' writing motivation does not significantly implicate their writing achievement.
- H_{a5} = The students' writing motivation significantly implicate their writing achievement.

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