

CHAPTER II THEORY REVIEW

2.1 Theory Review

2.1.1 Concept of Writing

Writing is essentially an effort to express what is seen, experienced, felt and thought in written language. Almost everyone has done writing activities, especially those involved in basic education. There are several types and forms of writing, from simple forms to complex forms. According to Ghaith as cited in (Hermansyah & Sadapotto, 2019, p. 237) explain that the writing process experienced by a writer in exploring their thoughts and ideas so they able to do some kind of reflection is a complex process. The written mind will examine, reconsider, add, rearrange and change ideas.

Another perspective from (Barruansyah, 2019, p. 36) stated that one form of communication media is writing. By writing, someone can express their feeling which is called by communicating. Furthermore, he believes that one of communication factor can drive from writing activities. Concerning the issue, the researcher explores others perception. The perception declared from (Pilu, 2014, p. 99) mentioned that writing is the most difficult skill for foreign language learners to master and it should be unquestionable. It is known; writing not only translates these ideas into readable text but also generates and organizes ideas. That's why writing extremely complex cognitive activity in learning language.

As agent of change, students should have good writing skill. The quality of today's students will describe the future of this country. Students should use their intellectual to create ideas for developing all of lines to develop in this country and evolved into writing.

There are many reasons why students should be able to write; firstly, students will be faced with scientific activities, like a few lecturers assignments, discussion result, at least make a thesis or dissertation. It's related with (Hossain, 2015, p. 3) who explained that a good way to practice a great way to practice grammar structures and find new vocabulary is writing. It stimulates learners when they are asked to keep journals or turn in writing assignments at home. Secondly, human's memory have limited and write is solution for recording all events and scientific argument or experience by students. It's related with McCutchen as cited in (Alamargot & Chanquoy, 2014, p. 488) who argue that efficient writing requires working memory capacity to manage and provide a chance to interaction among the process of writing. Similarly with Miller as cited in (Suparmi, 2010, p. 291) who said that the memory range of humans is small or limited, so there is also a limited amount of information that can be received, processed and then remembered.

In the end, writing is one of the ways to bind these memories and become the cause of the formation of human civilization.

1.2 Kinds of Writing

Each of these seven writing genres has a distinct aim, and they all require different types of writing skills. According to (Hyland, 2009, p. 3) there are several kinds of writing:

1) Narrative Text

Narrative text tells a story. Commonly, it's his imaginative but can be based on real events. Narrative can take many forms, such as myths, short story, poetry, and fairy tales. The narrative is divided into three parts like an orientation, where the setting is presenting characters and time set in which the event occur. Thus, where problems arise surrounding the main characters namely a complication. Last, a resolution where the characters' problems are resolve.

2) Report Text

A report is a text that includes of an organized factual record of classification and description of one many things. It can be linked to the present day or based around something from the past. A report text wills started with a general statement or introduction that specify the nature of the topic. The following description of the features relevant to the topic. In other case, it can take on the form of paragraph. It can sum with a condense statement.

3) Recount Text

Recount text tells past experiences or events. It can be built on the author's personal experience or classical events. Most recounts will be

tackle with some form of orientation, which who, what, when, where and why of the text are introduced. It can accompany by a chronologically-ordered set of events. There can be some form of concluding statement or re-orientation at the end.

4) Procedure Text

Procedure text explains how to make or do something. A procedural text begins with a purpose. In most cases this is followed by a list of required materials. The action or step set then describes what or how things need to be done. The concluding of the text is an evaluation.

5) Exposition Text

The exposition text purpose to deal ideas in the form of rational argumentation, revitalizing the reader to reach agreement with the author about the specific problem at hand. The texts start with a statement outlining the writer's perception on a specific issue. This is followed by arguments with reinforcement to support the stance. A conclusion summarizes the presentation or suggests that the reader now forms a perception.

6) Discussion Text

A discussion text explores more than one posture of a point of view. Different issues are investigated before a decision or concluding statement is presented. A discussions text begins with general introductory declaration that a some background to the topic or issue. This is followed by arguments for and against the topic under discussion, each with

supportive evidence. The text ends with a conclusion to both sides and/or a recommendation.

7) Explanation Text

Explanatory text is text that describes how or why something happens or how something operates. An explanatory text begins with a statement about what is to be cleared. It is followed by specific of consecutive events or stages in operation. It usually ends with some structure of concluding statement.

Based on explanation above, the kinds of writing text is categorized into seven kinds, they are narrative text, report text, recount text, procedure text, exposition text, discussion text and explanation text.

2.1.3 Stages of Writing

The writing process as a private activity may be broadly seen as comprising four main stages: planning, drafting, revising and editing. According to Seow as cited in (Richards & Renandya, 2002, p. 315), the basic process of writing there are:

1) Planning

Planning is one of classroom activity that stimulates students to write. In this occasion, students can do some activities such as group brainstorming, clustering, rapid free writing, and WH-question.

2) Drafting

At this part, the researcher will focus on the ideas that they acquire at the planning stage.

3) Revising

Revising is rewriting activities what the author wrote earlier. When doing the revision, the writer (students) reworks in the draft based on the feedback that was given. They may add some information, which do not exist in writing work.

4) Editing

At editing stage, students revise some other aspects of writing such as pays attention to mechanic elements which include spelling, grammar, punctuation, and capitalization. It is the final evaluation and correction before they submit it to the teacher.

From the explanation above it can be concluded that, to complete writing must go through several stages, namely planning, drafting, revising and editing. This is done so that the writing that is made is worth reading and can provide useful information for the reader.

2.1.4 Concept of Motivation

As known, motivation is easy to say but sometimes difficult to apply because motivation is something abstract to even define motivation is challenging and related to humans' daily life. It is one of support factors and someone's key to being successful. Learning motivation is valuable to had and help people to

enhance their goals in learning English. It can assess the difference between students who have motivation in learning or unmotivated. When students are motivated in learning English, they will give their best effort. In contrast, if students are not motivated in learning English, they will not keep it. That's why motivation is a pathway to set goals, grow interests and boost engagement.

Based on the explanation above (Susanti, 2019, p. 59) stated that in learning, several important variables must also be taken into account. One of them is motivation. Another statement, Maslow as cited in (Kristanto, 2013, p. 247) explained that every single person on this planet has something he or she wants in life and that is an undeniable truth. There are those who want big things and some are the opposite, even though it is only a desire to live, but it is also a desire, something that becomes a need. Therefore, motivation leads students' reason, willingness and goals in learning English.

In the classroom, lecture is not only required to be an educator but the lecture must be a motivator for students and know how their achievements in the class. It's similarly with (Uno, 2011, p. 27) who said that the lecture as a power for students so that they want to accomplish learning activities. Additionally, (Widayati, 2019, p. 4) explained that in lectures, one of the important roles in writing activities is to motivate students. This aims to create the right conditions and encourage them to do even better so that they get maximum results. As a motivator, lectures must be able to create classroom conditions that stimulate participants to carry out learning activities both individually and in groups.

Based on statement above, it can be concluded that students learning process depends on their motivation. It is the key to get success in English

learning process because it can drive students to obtain learning goal. Great achievement students' result comes from high motivation and vice versa. Then, students should have high motivation to make the learning process easier. Without motivation, students will difficult to reach learning goal. By having motivation, process of English learning is not impossibility. Therefore, a lecture should know if students have high or low motivation in learning English so that the teaching and learning process will be effective and efficient.

2.1.5 Types of Motivation

Actually, motivation has two main categories; they are intrinsic and extrinsic motivation. Below is further explanation related to both of these types of motivation by Harmer as cited in (Ulfa & Bania, 2019, p. 165) as follow as:

a) Intrinsic Motivation

Intrinsic motivations proceed from our individual. It means motivation is a desire which proceed from inside to do something. For example, students learning English writing because they are like or enjoys learning English writing. Similarly, Santrock as cited in (Fachraini, 2017) said that internal motivation or used to be called intrinsic motivation, which has the function of doing a desire from within. Thus, a case of looking for something new as our pursue personal interests and boost our abilities is called by intrinsic motivation.

b) Extrinsic Motivation

Extrinsic motivation is other types of motivation that comes from external factor, for example from the parents, teachers, or the social environments. Its

related with (Schunk & et al, 2008, p. 268) theory which stated that in an activity we need a motivation that is involved as a means and a goal, the types of motivation is called by extrinsic motivation. On other case, Penny as cited in (Fachraini, 2017, p. 50) argue that motivation which derives from the influence of some kind of external incentive, as distinct from the wish to learn for its own sake or interest in tasks will call extrinsic motivation. Furthermore, in this case the researcher can sum if extrinsic motivation appears from outside and give some influences to students such as get a good score, win in competition or maybe avoid from punishment.

From the explanation above, this motivation could give a negative effect on the students if they don't learn English especially writing without strong intention. Students learn it because they are pushed by external outcomes such as reward or punishment. Even that student writing English because they only want get the rewards, they will have high motivation. Contrarily, when the reward have been taken by students or if there is no punishment, they are no longer interested in attending classes to writing English.

Another case, (Azis, 2017, p. 32–33) paint a process model of language learning motivation. There are:

1. Intrinsic Factors

In motivation, there are several things that influence intrinsic factor include:

- a. Interest

According to (Ainley et al., 2002, p. 545) who stated that interest and learning has complex and focused relationships into three types:

individual, situational, and topic. Individual interest means that considered being an individual's susceptibility to attend to certain moment, stimuli, and objects. Situational interest is obtained by certain aspects of the environment. These include content features such as human activity or life themes, and structural features such as the ways in which tasks are organized and presented. Topic interest, the level of interest stimulated when a certain topic is presented, seems to have both individual and situational aspects.

b. Desire to write

Another factors is desire to write. (Marks, 1986, p. 1) in his essay, informs that the concept of desire is also central to many important in the social and behavioral sciences cause it being part of human life in terms of construct such as motivation or drive. For instance, desire connotes passion or intense wanting or craving. Based on the theory above, desire is important part which to enhance students' writing skill.

c. Ego-involvement

An involvement is one of self-esteem in the performance of a task or in an object. In fact, the task/ego distinction is an explicit part of cognitive evaluation theory. DeCharm as cited in (Ryan & Deci, 1989, p. 265), he claims that ego-involvement represent a types of internal control or force that people apply to themselves. Referring to this as internally controlling regulation, he reasoned that being forced by these internal constraints (then, has proves one's self-worth) would capitulate motivational consequences similar to those of being forced by external restriction.

d. Goals

As known, goals is the object of a person's ambition or effort; an aim or desired result. According to (Schunk & et al, 2008) stated that goal orientations are the goals or reasons for engaging in behavior achievements. Goal orientations theory concerns the reasons that students relate in behavior related to achievement, such as student level use to evaluate progress against the achievement of goals they. It similarly with (Rawsthorne & Elliot, 1993, p. 340) opinion who both of them conducted two experiments in which they manipulated individuals' achievement goals and observed the influence of these goal states on participants' intrinsic motivation for a puzzle-solving task. It means that, the achievement goal-intrinsic motivation relation may be whether the individual is striving to attain success or to avoid the possibility of failure.

2. Extrinsic Factors

a. Score

The scores or numbers that we often get in college turn out to be one of the factors influencing students in writing or often called by assessment. It similarly with (Nurgiyantoro, 2018, p. 250) who confirms in the era of Competency-Based Curriculum/School-Based Curriculum students' performance in each subject can emphasizes within assessment.

b. Competition

According to Bernstein, et. al as cited in (Aggerholm et al., 2018, p. 2) investigated students' attitudes and perceptions of competitive activity and he found that skill levels were decisive participation in competitive

activities and negatively influences the experiences and attitudes of low-skilled students. These findings are in line with (Garcia et al., 2013, p. 4) argument, that one of the factors that is specific to measure student achievement is based on the expectation value model which views motivation as a function of one's expectations and the perceived goal value. This can affect achievement motivation, and even control the expected value.

c. Result Known

In writing activities, students need to know the results to stimulate their motivation. Based on Sadirman as cited in (Oktiani, 2017, p. 230) by knowing the results of the work, if there is progress, it will encourage students to study harder. The more you know that the graph of learning outcomes is increasing, then there is motivation in students to continue learning, with the hope that the results will continue to increase. In sum, result known is important part in writing.

d. Reward

Many of students feel happiness when given reward by the lecturer. (Haryanti, 2011, p. 11) claims that reward can be deciphered as a preventive and abusive instrument that is fun and can be a learning inspiration or spark for students and as a compensation for appropriate conduct from kids in the instructive cycle. Giving prizes, for example, commendation or exceptional treatment when students accomplish something great, has a positive worth in urging students to attempt to improve sometime later. There are different sorts of grants. Beginning

from verbal commendation, to treating students pleasantly. What to recall is that applause intends to be more persuaded to do exactly the same thing later on. Based on the explanation above, reward should enhance students motivation in writing.

e. Punishment

As known, Suwarno as cited in (Haryanti, 2011, p. 12) argue that punishment is an activity given by lecture to students who have committed errors, with the point that students won't rehash it and will address the slip-ups that have been made. Punishment given to students is an instructive punishment which means offering distress to students because of mix-ups from their activities or conduct that isn't as per the qualities applied in their current circumstance. In conclusion, punishment is an educator effort with the aim of improving the actions and character of their students.

On the whole, education could be of quality if the teaching and learning process can run smoothly, effectively, efficiently and there is an interaction between its components contained in the teaching system. One of the markers is inspiration which is split among intrinsic and extrinsic motivation. As for intrinsic motivation consists of interest, desire to write, ego-involvement and goals, then extrinsic motivation includes score, competition, results known, reward, punishment and examination.

2.1.6 Assessment of Motivation

In research motivation activities, assessing motivation is one of important part which are concerned operating of motivational processes and as a ways to enhance students' motivation. According to (Schunk & et al, 2008, p. 11) mentioned motivation can be assessed in some ways, as follow:

1. Direct observation, it concludes as behavioral instances of choice of tasks, attempt expended and determination. These behaviors are valid indicators of motivation to the extent that they involve little inference on the part of observers.
2. Ratings by other, another way to asses motivation is judgments by observers (teachers, parents, researchers) on numerous characteristics indicative of motivation.
3. Self-reports, in this case captures people's judgments and statements about themselves. There are some types of self-reports instrument, they are:
 - a. Questionnaires, written categories of items or answers to questions.
 - b. Interviews, present questions by an interviewer and participants answer orally.
 - c. Stimulated recalls, recollect of thoughts conducting one's performances at several times.
 - d. Think-aloud, students' verbalizing aloud their thoughts, actions, and emotions while performing a task.
 - e. Dialogues, conversation activities between two or more members.

Based on several ways to assess a motivation above, the researcher will use the questionnaire. In the questionnaire, there are five answers options that are strongly agree, agree, neutral, disagree, and strongly disagree.

2.1.7 Writing Motivation

As known, to come up with ideas in writing we need something that can stimulate and spur us to produce writing. Then it called by motivation. According to McLeod as cited in (Troia et al., 2012, p. 24) which explained that every single great author, even the individuals who are not all that well known, motivate themselves to use exertion in the assistance of arriving at their objectives for writing, a frequently innately troublesome assignment that requires the coordination of various intellectual, phonetic, and actual capacities. How creators motivate themselves contrasts generally, however motivation is absolutely one vital element for achieving achievement.

Further, the exploration above has analyzed the impact on writing motivation of technique guidance that expressly or certainly fuses self-control, for example, objective setting, self-talk, self-observing, and self-evaluation. Similarly, Miller and Meece as cited in (Troia et al., 2012, p. 21) have investigated how students' writing in motivation is influenced by lecturers' utilization of testing composing undertaking characterized by the writers as errands that require the structure of writings with numerous passages more than a few days as a team with peers.

Shortly, students' motivation in language learning can be influenced by their public activity, the people around them, the lecturer, and their confidence to use the approach to learn. Specifically, there are some factors influencing the students' writing motivation. It based on (Barruansyah, 2019, p. 38) who said that they can be viewed as follows:

a) The Lecturer

The lecturer's models in classroom are motivating the student to write, making the correct condition for the age of the thoughts, convincing them of helpfulness of the activities, and urging them to put forth however much attempt as could be expected for most extreme advantage.

b) Topic attractiveness

The intriguing quality of the learning subjects or points can impact students' cognizance and students' production in writing text. It is a result of the level of students' knowledge which fits the substance of what they ought to 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. 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.

These exercises can be different, like the chance of utilizing writing in a surprising and agreeable manner, a writing task of which students can

see the convenience, collective arranging, and writing of a significant document. Interest is one of intrinsic factor of writing motivation. It is significant piece of writing motivation since interest influences such a huge amount in students' readiness to write.

d) Students' self-efficacy

Self-efficacy for writing represents individuals' convictions of their capacity to write specific sorts of writings.

e) Students' self-regulation to write

The students need to organize cognitive, metacognitive, and linguistic processes when producing broadened texts. They need to choose sources to acquire data, make choices about ideas to be incorporated, embrace procedures about the utilization of time.

Therefore, motivation in writing is like a driver that determines students' goal and directions, it becomes one of the most important factors in determining the success of a writer.

2.2 Related Previous Research

For completing the theory of the research that has been explained, then the following are several relevant previous research results with this research. There are three previous researches that are used by the researcher. Firstly, the research from Barruansyah (2019) with entitled 'The Students' Writing Motivation of The Third Semester Students of STIBA Persada Bunda'. The purpose of this research is to investigated students' motivation in writing, whether they had intrinsic or

extrinsic motivation. Data was collected from 20 students from third semester. This study was survey method and technique sampling used in this research was simple sampling. The instrument used to collect data is questionnaire was presented as pre-questionnaire and post-questionnaire to find out the effect of using video toward students' motivation in writing narrative text. The questionnaire used likert scales; they are never (1), seldom (2), sometimes (3), often (4), and always (5). Students' writing motivation can be various level, it can be very strong, strong, enough, low, and very low. From analysis, the researcher found that the percentage of students' writing motivation score is 77.48% which was in "Strong" level. It described that students of STIBA Persada Bunda had strong level of motivation.

Secondly, the researcher was carried out by Fachraini (2017) with entitled 'An Analysis Students Motivation in Studying English (A Survey Study at UIN Ar-Raniry Banda Aceh)'. The purpose of this research is to investigate students' motivation in learning English, whether they had intrinsic or extrinsic motivation. Data was collected from 142 English students from first, third, fifth, and seventh semesters. This study was survey method and the technique sampling used in this research was random sampling. The instrument used to collect data is questionnaire that consists of 10 questions in which question 1-5 for intrinsic motivation and question 6-10 for extrinsic motivation. The result of this research showed that the total mean score of intrinsic motivation is higher than extrinsic motivation which is $4.08 > 3.21$. It explained that English students at UIN Ar-Raniry had higher intrinsic motivation than extrinsic motivation in learning English.

Last, research was interested by Wimolmas (2013). The research was entitled "A Survey Study of Motivation in English Language Learning of First Year Undergraduate Students at Sirindhorn International Institute of technology (SIIT), Thammasat University. This research examined the type and level of English language learning motivation. There are instrumental or integrative motivations. Data was collected from 30 first-undergraduate students at an International Institute of Engineering and Technology in Thailand. This research used questionnaire to collect the data, adapted from Gardner AMTB which consist of 20 items. The data were analyzed by means of frequency, percentage, arithmetic mean and standard deviation. The result showed that the students are relatively 'highly' motivated and found to be slightly more 'instrumentally' motivated to learn English. It reveals that instrumental motivation is a significant factor to students learns English.

However, this research is different from the previous research. In this research, the researcher will describe what the types of students' motivation in writing and which one of dominant types of students' motivation, then this research is categorized in quantitative research. Similarity, the data collecting technique such as questionnaire.