

CHAPTER II THEORY REVIEW

2.1 Theory Review

2.1.1 Concept of Writing Ability

Writing is one of English skill that must be learned by the students. According to Tarigan (2008, p. 3), writing is one of skill in language which is productive and expressive that used to communicate in non verbal form. Besides, Dalman (2008:3) states that writing is communication activity of delivering message in written form as tool or media. Based on statements above, it can be concluded that writing is kind of non verbal communication in writing form that used to expressing message to others. Besides, Parera in Aljatila (2015:2) defined that writing ability is ability of using spelling, creating word, choosing effective sentence appropriately. It means, writing ability is the students' skill in organizing word into effective sentence and do with correctly. Mundziroh in Hidayat et al. (2020:666) states that there are skills in learning language that must be learned by the students such as reading skill, speaking skill, listening skill, and writing skill. It means, the students must learn writing as one of skill in English learning.

As a skill, writing be one of difficult skill in English and can be mastered by learning and training process. Writing is difficult and complex skill (Slamet in Situmorang, 2018:166). In addition, Ratnaningsih in Lestari and Desmayanti (2021, p.77) mention that writing is the most difficult skill than another English skills (listening, speaking, and reading). It concluded that writing is

difficult and complex skill more than reading, speaking, and listening skill. In practicing writing, students' accuracy in delivering ideas is supported by the language accuracy that will be used, and the accuracy of using vocabulary, grammatical, and spelling. Eventhough writing is difficult skill, the students still have to learn writing because writing is one of productive aspect in English that should be mastered by the students.

Main benefit of learning writing for the students is train the students to be able expressing ideas in non verbal form. Beside, learning writing also train the students to be able communicate with other people in written form. According to Graves in Sardila (2015:115), mentioned that there are some benefits of learning writing such as:

- a. Writing sharpen the students' intelligence.
- b. Writing improve the students' initiative and creative.
- c. Writing is created the students' courage.
- d. Writing motivate the students' willingness and skill of collect information.

In addition, Akhadiah in Hardiyana and Rohilah (2018:55) states that there are benefits of writing for the students, they are:

- a. Writing makes the students more knowing about their potential.
- b. Through writing the students can improve the students' ideas.
- c. Writing make the students collect and learn many information related with the the students' writing.
- d. Writing make the students manage the ideas systematically.
- e. Through writing the students review their own ideas more objectively.

f. Writing a topic make the students learn actively.

Based on the statements above, the researcher concluded writing give many benefits for the students especially for the students' way of thinking. Another benefit of learning writing is related with the students skill in collecting information about the topic of the students' writing.

There are some step in writing process. According to Dalman (2018, p. 15), in writing, there are some steps in writing such as:

1. Pra-writing

In this step, determining theme is first step in pra-writing. Theme is main idea of writer that as main purpose in write something. The students have to choose theme that have been mastered so that in process writing, the students will easily to develop their writing. After finding theme, the students determine the topic of writing. Topic means main problem that will be described written by the students. After that, the students determine purpose of writing. The purpose means whether the writing is for entertain, inform, clarify, or persuade the reader. Next step is the students collecting supporting information. In this step, the students must find information or data that will complete the context of writing. Last step in pra-writing is organize idea and information. In this step, the students must manage the ideas to be systematically.

2. Writing

In this step, the students are developing ideas by using data and information that we got in pra-writing step. The context of writing consist of three parts such as topics sentence, supporting sentence and conclusion sentence. Then, in this part the students are developing the paragraph

wider by using knowledge and information that have been collected before.

3. Pascawriting

This is the last step of writing process. In this step, the students are editing and revising the result of the writing. Editing means the students checking the punctuation, spelling, language style etc.

Based on the explanation above, writing is one kind of skill that exercise the students to think critical. The students also will have many information about things because in writing the students need knowledge to be able express the ideas. Writing have three steps such as prawriting, writing, and pascawriting.

2.1.2 Writing Assessment

In writing, there are many kind of task that can be applied to measure how the students' writing skill. According to Nurgiyantoro (2010, p. 437), test of writing skill that usually used is by preparing some title of certain theme that have to chosen by the students. By providing some themes, it gives the students chance to choose the theme that have been mastered by the students. Thus, the students will be able to express the competence optimally. In this case, the students will explain the theme in essay form. Essay test demands the students answer the questions in the form of explanation by using their own word. In this test the students have to be able thinking about things that related with the questions. According to Nurgiyantoro (2010, p. 440), there are some aspects that is assessed in writing essay with theme such as content, organization, vocabulary, grammar, and mechanics. Assessing of writing essay based on each aspect by Nurgiyantoro (2010, p. 441) can be seen in the following table.

TABLE 1
ASSEESING OF WRITING ESSAY

TITLE :		
SCORE	CRITERIA	
CONTENT	27 – 30	Excellent, all of ideas development complete * related with theme complete.
	22 – 26	Good, information is enough * content is enough * ideas development is limited * related with theme but is not fully complete.
	17 – 21	Sufficient, limited information * less content * ideas development is not enough * incomplete related with the theme.
	13 – 16	Poor, ideas incomplete * there is no content * there is no development of ideas * there is no relation with the theme.
ORGANIZATION	18 – 20	Excellent, explanation fluent * ideas explaining clear * concrete * well arranging * logic sequence.
	14 – 17	Good, less clear * less arranging but main idea still clear * limited adding sentence * logic sequence but not complete.
	10 – 13	Suffiecient, not fluent * ideas not clear, not fluent * sequence and development not good.
	7 – 9	Poor, not communicative * not organized * not appropriate to assess.
VOCABULARY	18 – 20	Excellent, choosing word and phrase correct * mastery many vocabulary.

	14 – 17	Good, using vocabulary quiet correct * choosing word and phrase word usually not appropriate but still clear.
	10 – 13	Sufficient, limited using vocabulary * usually have mistake and can change the meaning.
	7 – 9	Poor, potention of using vocabulary bad * knowledge about vocabulary low * not appropriate to assess.
GRAMMAR	22 – 25	Excellent, complex construction but effective * only have small mistake in grammar.
	18 – 21	Good, simple construction but effective * small mistake in complex construction * have mstake but meaning still clear.
	11 – 17	Sufficient, have big mistake on sentence construction * the meaning is confusing and not clear.
	5 – 10	Poor, not mastery grammar * have many mistake * not communicative * not appropriate to assess.
MECHANICS	5	Excellent, mastery writing rules * only have little mistake.
	4	Good, have some mistake but not change the meaning.
	3	Sufficient, have some mistake that make the meaning not clear.
	2	Poor, not mastery writing rules * have many mistake in spelling * writing can not be red * not appropriate to assess.

2.1.3 Concept of Descriptive Text

Descriptive text is one kind of text that must to be learn by the students. According to Zainurrahman in Julyanti (2018, p. 978), descriptive is kind of text that mention the characteristics of object in details, completely, and systematically. In addition, Kosasih in Permanasari (2017, p. 158) states that descriptive text is text that in purpose to make the reader feel as if see by themselves tha object which is described. Based on the statements above, it can be concluded that descriptive text is kind of text that explain an object in details and completely and make the reader feel like seeing the object by their own.

According to Dalman (2018, p. 94), there are some characteristics of desciptive text they are:

- a) Descriptions more showing about object in details.
- b) Descriptions give sensitive influence and form people's imagination.
- c) Descriptions is delivered by interesting language style and attractive word choice.
- d) Descriptions describes about things that could be seen, heard and felt.

Based on explanation above, it can be concluded that descriptive text is text that the purpose is to describe object clearly and details. Moreover, descriptive text have more characteristic that make the descriptive text is different with other text.

There are generic structure of descriptive text. According to Zaida in Karyati (2020, p. 111) generic structure of descriptive text as follows:

- a) Identification

This part contain of identification of content of text. Beside, this part explain about beginning of things, people or place that will be describe. Identification part is on first text.

b) Description

This part is about detail explanation about things, people or place that is described. The explanation in this part is complete and detail like how the thing are look like. Thus the reader can be imagine seeing it.

From statement above, the researcher concluded that descriptive text is consist of two generic structure they are *Identification* and *Description*. *Identification* explain about beginning of object that will be described. Furthermore, *Description* explain about object by detail and complete.

2.1.4 Concept on Students' Motivation

Motivation is from word *movere* from Latin that havs meaning as energy booster or encouragment from inside of person to act that is directed to get certain purpose. Kea in Herdiyanto et al. (2021, p. 157) stated that motivation is factor that encourage person to do activity consciously or unconsciously in purpose to achieve goals. it means, motivation is impluse that come from person to do activity to get purpose. According to Greenberg in Oktiani (2017, p. 219), motivation is process that driving, directing, and managing individual's behavior to reach goals. in addition, Smith in Muhammad (2016, p. 90) stated that motivation is come frome word 'motive' that means encouragment or movement so that motivation can be defined as moving power from people to do activities to get the purpose. From those explanation above, the researcher concluded that motivation is energy from someone to do activity to reach the goals.

There are many factors that affect the students in writing one of them is motivation. Motivation is impulse that come from someone that encourage them to do an activity. Motivation is process in trying affect person to do some work, in purpose to get goals (Uno, 2021 p. 346). Similarly, Soekamto in Muinah (2017, p. 22) define that motivation as encouragement that cause certain behavior for get goals. from the statements above, the researcher conclude that motivation is tools to encourage person to do activity in order to reach goals. In writing, motivation is one of important aspect that support the students to writing.

The higher motivation the higher students want to learn writing. The students need motivation to learn writing. When the students have motivation in learning writing, the students will begin to find the things that they need to create good writing such as learn about grammar that appropriate with descriptive text or enrich vocabulary so that the students will easily express the ideas in writing.

There are two kinds of motivation, according to Djamarah (2008, p. 149) kinds of motivation such as intrinsic motivation and extrinsic motivation. The explanation of intrinsic motivation and extrinsic motivation as follows:

1. Intrinsic Motivation

According to Sardiman (2008, p.89) intrinsic motivation is motivation that turns into energetic or functioning does now no longer want outside stimulation, due to the fact in each person there may be an urge to do something. Intrinsic motivation are motives that the function is no need to get stimulated from outside, because in every person they have encouragment to do something. According to Schunk, et al. (2008, p. 236), the essential motivation is the motivation to be involved in an individual's activities. Similarly, according to Alizadeh (2016, p.

12), the essential motivation is the motivation associated with fun activities. With this inner motivation, one has to do something for the desires that the individual wants to achieve. Many students with essential motivation actively learn for the desires they want to achieve. Valerio (2012, p. 33) stated that the fascinating learning experience can enhance essential motivation. Motivation can occur because students need something of what they are learning. Motivation concerns those who need to complete their learning activities. This means that motivation arises from the recognition of , which has an essential purpose. Students who have motivation in learning will have a strong desire to learn. Motivation in students has a purpose to learn about the value in a subject, not because they want to get appreciation or a gift. The students who have intrinsic motivation always have a willingness to get ahead in life. Moreover, the students who have intrinsic motivation will have the spirit to be good students like following the learning process nicely.

The willingness to be good students is caused by positive thinking, that all of the subject that is learned now will be useful in the future. When the students are motivated to learn English, the students will have a willingness to practice English in their activity especially at school. The students will try to apply English in daily activity until the students are able to use English correctly.

Based on the explanation above, the researcher concluded that intrinsic motivation is motivation that comes from someone's thinking without stimulation from outside. Intrinsic motivation can be a form of the students' spirit in learning English activity, the students' desire to be good students, and students' spirit to practice English in daily activity at school.

2. Extrinsic Motivation

Extrinsic motivation is motives that motives that come because stimulus from outside. According to Sudirman (2018, p.90) extrinsic motivation is active and functioning motives due to external stimuli. Similarly, Uno (2012, p.4) states that extrinsic motivation is caused from stimuli from outsiders. It can be implied that the external motivation is the motivation that arises and works due to external influences. Extrinsic motivation is needed in order to the students want to learn. The teacher who success in teaching are the teacher that be able to increase the students' motivation. Extrinsic motivation is used when the material of subject less interest for the students. appreciation, gift, score, etc are positive extrinsic motivation to stimulated the students to learn. According to Schunk et al (2008, p.236) extrinsic motivation is motivation that involves activities as a means to achieve goals. Individual who are motivated to believe that they will receives reward, praise from teacher or avoidance of punishment.

Furthermore, in the extrinsic motivation there are many factors can influence the students in teaching and learning process:

1. Teacher

The teacher is a person who has an important role in the learning process to form motiv],tion among students. Teacher is not only acts as a transfer of knowledge to students, but also as a motivator which always motivates and supports students in the teaching and learning process.

2. Parents

The role of parents is very important in encouraging students to achieve what they want. By giving good encouragement to the parents of these students, they are motivated to achieve specific goals.

3. Environment

The process of education and learning is carried out properly and cleanly, and the health environment can be more satisfying to teachers and students than the bad environment. Students will be more attractive in the comfortable class

4. Punishment

Punishment can be tools to encourage motivation for the students if it done by educative approachment. Educative approachment means that punishment is given to the students have purpose to make the students better. Moreover, punishment can be tools fo the students to not repeat the mistakes again. By giving punishment, the students will be afraid to make mistakes and will motivate th students to learn English. Form of punishment should be educate the students. The punishment may not make the students hurt physically and mentally.

Based on the explanation above, it can be concluded that extrinsic motivation are things that encourage the students' desire to learn because of outside stimulus. The form of stimulus can be from the teacher, parents, environment, and punishment.

In learning, strong or weak the students' willingness to learn is depend or learning motivation that students have. Hawley in Rohmani (2019, p. 67) stated the students who have high learning motivation will do activty many than the students who unmotivated in learning. It means, when the students have high motivation, the willingness to learn is high Meanwhile, when the students have

low motivation, the willingness to learn will be low. High or low motivation that is had by the students depends on themselves and the environment. If the students have been had motivation in their mind, the students will do learning activity in certain of time. Hamalik in Mediawati (2010, p 126) states that learning without motivation will be impossible to be successful. Furthermore, Gunawan in Murdiyah et al. (2018, p 222) states that motivation encourages the students' enthusiasm to learn. In other words, motivation can be one of the important factors that determine the students' success and encourage the students in learning. If the students have a big willingness to learn, the students will be easy to get achievement in the learning process. Similarly, Nashar in Agustina and Hamdu (2011, p. 82) state that learning motivation that is had by the students in every learning activity is very useful to improve the students' achievement in a certain learning course. It means, learning motivation affects the students' achievement in the learning process.

In the learning process, motivation has a function to encourage the students to learn. There are other functions of motivation for the students. According to Wina in Emda (2017, p. 176), the functions of motivation are as follows:

- a. Encourage the students to do activity

Human behavior is a result of encouragement that comes from inside that is called as motivation. The big or small spirit someone has to work depends on how big the motivation that they have. The students' spirit to finish an assignment that is given by the teacher on time and get a good score is because the students have a big motivation to learn,

- b. As a guide for the students

Behavior that did by every individuals in general is managed to fill the needs or to reach the purpose that has been planned. Thus, motivation is have function as booster for the students to have achievment.

Besides, according to Sardiman in Suprihatin (2015, p. 80) motivation have function as follows:

- a. Encouraging the students to do activity. In this case, motivation as a basic encouragment from every activity that conducted by the students.
- b. Guiding the students' activity to reach the goals that want to get. So that motivation can give guidance the students in doing activity.
- c. Selecting the students' activity. It means motivation determine kinds of activities that need to do by the students.

Based on the points above, the researcher concluded that, motivation have some functions for the students in learning process such as as main encouragement for the students to do activity, as guidance for the students to gain learning goals, and help the students to select activity in learning.

2.2 Previous of Related Researchers

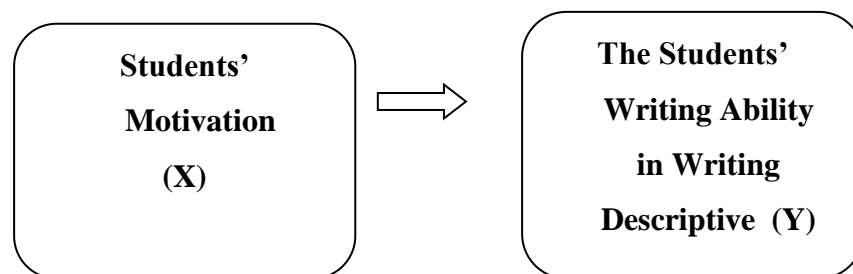
The researcher found that there are similar researchers that investigated about the students' motivation. Ghullam and Lisa on 2011 conducted researchs entitle *Pengaruh Motivasi Belajar Siswa terhadap Prestasi Belajar IPA di Sekolah Dasar (Studi Kasus terhadap Siswa Kelas IV SDN Tarumanagara Kecamatan Tawang Kota Tasikmalaya)* the research conducted toward fourth grade of Elementary School in Tarumanegara. The researcher uses descriptive correlational study. The result of the research showed that motivation is affect 41,8% the students' achievement in learning IPA. Another research is conducted by Dian

and Hilva on 2018 entitle *The Relationship between Students' Motivation and their Learning Achievement*. The research is conducted toward second year students at Science major class of an Islamic high school in Cimahi City. The research is conducted by using quantitative correlation method. From the research it found that the value of Pearson Correlation degree is 0.41 s/d 0.60 or in Medium Correlation. The researcher concluded that motivation has significant relationship with the students' English learning achievement. Another research is conducted by Sulistia and Saiful the title is *The Correlation between Students' Motivation and Achievement in Reading Comprehension*. The study is conducted toward 119 students from second year students of Senior High School Nurul Hasanah Tembung in Deli Serdang. The study uses . the researcher uses questionnaire and test as instrument. The result of the research is the value of correlation coefficient is 0,78 or in high correlation. The researcher concluded that there is significant correlation between motivation and the students' reading achievement.

From the all of research above, the researcher found the similarity with this research. The similarity is all of those research uses motivation as variable. Then, the researcher also found the difference with each research. The first research that conducted in Tarumanagara Elementary School District Tawang uses the students' achievement in IPA course as dependent variable. Then, in second research that conducted in Islamic high school in Cimahi City uses the second year students of Islamic High School as the population. The last research that conducted in Senior High School Nurul Hasanah Tembung uses the students' reading achievement as the dependent variable.

2.3 Frame of Thinking

Writing is one of the skill that taught by the teacher especially in school. The students have to be able mastery writing because writing is important skill that also support the students in do non verbal communication. Writing is one of difficult aspect which is need exercise to be able write fluently. Writing is quiet complex activiy to do especially for the students. The students must have knowledge in order that be able to arrange word into meaningful sentence that easy to understand by the readers. There are some aspect that affect the students in writing. Motivation is one of the aspect that can be affect the students to write. If the students have motivaton, the students will have big spirit to develop knowledge in arranging the sentence into meaningful message. It can be concluded that the higher students' motivation, the higher the students' willingness to write. The reseacrher drawn systematically frame of thinking as follows.



Picture 1. The Correlation Between Students' Writing Ability in Decscriptive Text and the Students' Learning Motivation

2.4 Hypothesis

Based on the frame of thinking above, the researcher formulate the hypothesis as follows.

H₀: There is no significant correlation between students' motivation in learning English and their writing ability in descriptive text at the eighth grade of MTsN 01 Lampung Utara Academic Year 2022/2023.

H_a: There is significant correlation between students' motivation in learning English and their writing ability in descriptive text at the eighth grade of MTsN 01 Lampung Utara Academic Year 2022/2023.