

II. LITERATURE REVIEW

This chapter will discuss several points relating to the theories used in this study, such as the concept of motivation, types of motivation, types of motivation in learning English as a foreign language, the role of motivation, the concept of writing, theoretical assumption, and hypothesis.

2.1 Previous Related Researchers

There are some studies that have been carried out to investigate the students' motivation in English learning process. First, in one of objectives of Apridawati's research (2011), she analyzes how far motivation contributed to the students English speaking ability after being taught by using CLL at the second grade of SMPN 22 Bandar Lampung. She develops a questionnaire to elicit the data required. The questionnaire is administered on approximately 60 students from two classes which is selected randomly. The findings reveal that Community Language Learning can be used to improve the students' motivation in speaking ability.

Then, Hulda (2011) investigates whether there is significant influence between the students motivation and their writing ability in SMAN 1 Kalianda, Lampung Selatan. The research sample is the second year students because it is assumed that they had an experience of learning English in their school for four years. In collecting the data of motivation, she administers a questionnaire of motivation developed by Sadewo (1999). The results supported the theory of motivation that stated by Huit (2001: 1) who said “motivation refers to an internal state that serves to activate or energize behaviour and give it direction”. It also proved that what Hamacheck (1994: 276) has said about the roles of motivation.

To sum up, based on the previous studies, it can be stated that all above mentioned studies reconfirmed the importance of identifying learners’ motivation in the English learning process. The studies have been carried out to investigate foreign learners’ motivation and these studies help the researchers to understand how to identify learners’ motivation. Not only that, these studies focus on learners’ motivation. Besides adapting questions to investigate the students’ motivation, these studies can help the researchers to build their idea on how to identify students’ motivation in English learning process.

However, there is still, at least, one issue which has not been investigated, that is a correlation between the students’ motivation and their writing ability. Therefore, this research is carried out to investigate the correlation between the students’ motivation and their writing ability and to find out which level of motivation that

influence more the improvement of students' writing ability of second year students of SMA Al Kautsar Bandar Lampung in the academic year 2014/2015.

2.2 Concept of Motivation

Based on Maslow in Setiawan (2013), the word motivation is taken from the Latin word "*movere*", which means "to move". The students can succeed in task is simply due to the fact that they are truly motivated. According to Oxford and Shearin (1994: 12), motivation is an inner power reinforcing someone to do something, all inner power that determines successful is learning activity. If the students are strongly motivated, the process of learning will be more active and affect their achievement.

Motivation is also defined as an internal drive that activates behavior and gives it direction. According to Gardner and Lambert in Setiawan (2012), motivation is the internal factors that energize and direct human behavior. This statement contains three basic elements of motivation; motivation which stimulates the inner drive, signals it with feeling, and stimulates because of the goal. The researcher believes that motivation is a psychological condition which derives someone to do something so that he/she can reach the goal.

Motivation is one of the factors that can influence the students' ability in learning language so that the teachers have to know how to motivate the students. The students should be aware that motivation is important in learning English. Besides,

teachers also need new teaching methodology to make the learning process more interesting.

Gardner and Lambert (1972: 25) identify motivation as primarily with the students' orientation toward learning a second language. According to this idea, motivation plays an important role toward the students' succession in learning second or foreign language. Since the learning process needs motivation, the students also need the motivation in learning language especially in learning English. When the students have good motivation in learning English, they will do anything that can improve their knowledge about English. They will also try to read an English book, list their difficult word and find its meaning, also try to create their own writing. Their English will be better if they do a lot of practices.

Oxford and Shearin (1994: 198) state that motivation is extremely important for second language learning and it is crucial to understand what the students' motivation is. Understanding their motivation is important in order to know why they learn a foreign language. Motivation is also used to facilitate the students to reach their objectives in learning English; that is to have a good ability in writing.

From all statements above, the researcher assumes that motivation is a positive impulse toward the language learning in order to achieve the goal of foreign language learning. Thus, it seems that motivation plays important part in order to make the students master their English and get the best achievement.

2.3 Types of Motivation

Motivation is a support which comes from inside consciously or unconsciously to do something based on their own specific goal. Furthermore, the researcher also believes that motivation is also the efforts which stimulate someone to act so that he/she can reach their goal.

According to Sardiman (2005), motivation is divided into two types; they are intrinsic and extrinsic motivation.

1. Intrinsic Motivation

Intrinsic motivation is a motivation as incentive, which originates within the behavior itself rather than externally as in playing musical instrument for enjoyment (Setiyadi, 2006). It means that intrinsic motivation comes from individual itself without any pressure or encouragement from the outside. In another word, if the reasons of studying English are for enjoyment and knowledge, it belongs to intrinsic motivation. According to Bainbridge (1987: 36), intrinsic motivation refers to motivation that comes from inside an individual rather than from any external or outside rewards, such as money or grades. The motivation comes from the pleasure one gets from the task itself or from the sense of satisfaction in completing or even working on a task. According to Deci and Ryan's (1985: 18) self-determination approach to motivation, intrinsic motivation refers to motivation to perform an activity simply for the pleasure and satisfaction that accompany the

action. These feelings of pleasure derive from fulfilling innate needs for competence and self-determination (Deci et al., 1991).

People who are intrinsically motivated feel that they are doing an activity because they have chosen to do so voluntarily and because the activity represents a challenge to their existing competencies and requires them to use their creative capabilities. This kind of motivation is considered to be highly self-determined in the sense that the reason for doing the activity is linked solely to the individual's positive feelings while performing the task. An example of this type of motivation is the student who finds delight in learning a new way to express an idea in the L2.

An intrinsically motivated person will work on physics, for example, because it is enjoyable. Or an intrinsically motivated person will work on a solution to a problem because the challenge of finding a solution provides a sense of pleasure. In neither case does the person work on the task because there is some reward involved, such as prize, a payment, or in the case of students, a grade.

2. Extrinsic Motivation

Extrinsically motivated behaviours are those behaviours that are performed not because of inherent interest in the activity, but in order to arrive at some instrumental end, such that the source of regulation is external to the activity *per se*. The researcher believes originally that extrinsic motivation implied a lack of self-determination in the behaviours performed. More recently, however, Deci

and Ryan (1985: 45) proposed that they are different. This motivation is external factors to the individual and unrelated to the task they are performing.

Extrinsic motivation derives from outside effect of individual, whether it is from environment, society, pressure, persuasion so that the learners tend to be active in their learning process. The examples are money, good grades, and other rewards. Extrinsically motivated students may have to be bribed to perform the same tasks. For example, the teacher will give a gift to the students if they answer the question correctly. Extrinsic motivation stems from positive or negative reinforcement which is external to the behavior itself rather than inherent in it, for instance, studying to get good scores not because of studying is enjoyable.

2.4 Types of Motivation in Learning English as a Foreign Language

For these several decades, research about motivation in the field of second or foreign language acquisition research has been strongly influenced by the work of Gardner and his associates. In this succession of research studies, a distinction has been made between integrative and instrumental orientation. According to Gardner and Lambert (1972: 78), motivation in learning English is divided into two parts. The first is integrative motivation that is identified with positive attitudes toward the target language group and the potential for integrating into that group or at least an interest in meeting and interacting with members of the target language group. The second is instrumental motivation, which refers to more func-

tional reasons for learning a language, for example to pass a required examination or to get a better job.

2.5 Roles of Motivation

Motivation is one of the most significant factors that influences language learning (Dörnyei, 2005). Therefore, it is important to know what motivates different groups of language learners in order to be able to create the most appropriate learning environment for them. Motivation is correlated with aims or objectives. The aim of the students who study hard is for passing their exam. It can be said that motivation influences somebody to act. According to Sardiman (2005: 85), there are three roles of motivation, they are:

1. Pushing human to do something. Motivation as activator or motor which escape energy. In this case, motivation is activator motor from every activity that will be done.
2. Determining the destination of behavior toward the goal that will be achieved. Thus, motivation can give the destination and the activity that has to be done based on the objectives.
3. Selecting the action, which is determining the suitable actions that have to do to achieve the goal by eliminating the action which useless for that goal. A student, who will face the exam and hope to face the exam, must be studying and will not spend his time to play card or read comics because those are not suitable with his goals.

Motivation also has the function as the stimulus to do efforts to reach the achievement. Somebody does an effort because of motivation. For teachers, the roles of motivation are very important in the learning process because motivation can give spirit, willingness, and awareness to increase their students' achievement. The way teachers motivate their students can be giving praise, advice, reward, giving English story books, and helping students in doing task. It can make the students love learning. The willingness that comes from inside is like an energy which can push and drive the activity to study hard.

The various motivational constructs described above have been related to several psychological variables that are important in the general educational setting, and hence they may have predictive utility for the language classroom. Increased intrinsic motivation has been related to greater interest in course material and higher academic performance (Ryan, 1983: 64). The subtypes of extrinsic motivation have been shown to be related differentially to educational variables such as effort and positive emotions & and perseverance (Vallerand & Bissonette, 1992).

Since of those variables are important in L2 learning as well as in education generally, it would seem that this motivational paradigm is also useful for understanding motivation to learn an L2. Indeed, some empirical evidence suggests that the distinction between intrinsic and extrinsic goals can be of service in predicting L2 learning outcomes. For example, the results of Ramage's (1990) study indicate that continuing students tend to be more motivated to learn

language for language's sake, that is, to be intrinsically motivated, than students who decide to discontinue language studies.

Students who decide to discontinue language studies can be characterized by a stronger interest in language learning as a means to other goals (e.g., academic credit), that is, to be more extrinsically motivated than students who continue language study. Kamada (1986) also reports that intrinsic interest, defined as the extent to which one "likes" the L2, is related to the acquisition of L2 skills (e.g., listening and speaking) beyond external requirements (e.g., writing and writing for examination requirements).

Finally, research examining Gardner's socioeducational model of language learning motivation has repeatedly demonstrated an important link between positive attitudes toward the learning situation and L2 achievement and related outcomes (Gardner, 1985: 124).

2.6 Concept of Writing

Writing is one of the skills of language that is studied in the classroom. Writing is the activity requiring the ability to make the word become sentence. It also activities of constructing sentence into a text. Writing is not easy. It is the most difficult subject in the school since the students have to produce a text by using English. It takes series practices to develop this ability, it cannot learn only one time. The students have to write what they think in their mind and state it on a paper by us-

ing correct procedure. Learning to write either in the last year of Junior High School or even in Senior High School is one of the most difficult tasks a learner encounter and one that few people can be said master.

Writing as one of the four language skills and most often as the last one, plays an important role in the processes of language learning. Chastain (1988: 85), states that writing skill is viewed as a basic communication skill and a unique asset in the process of learning a second language. Writing is considered as a wing of literacy and plays a very important role in today's world. As a case in point, much of the information exchange around the world takes place through written texts. Besides, the rapid development in every field is due to the ability of the researchers to write their findings and actually record them. Nowadays writing is thought of as a skill in whose teaching all language skills (i.e., listening, speaking, reading and writing) are involved. In other words, it is a whole-language teaching skill since its teaching involves practicing all language skills (i.e., listening, speaking, reading, and writing).

Writing ability seems to be necessary in both academic environments (e.g., writing papers, theses, etc.) and non-academic situations (e.g., writing letters, invitation, etc.). Finally, it increases language retention as well as ensuring availability for later use and reference. It seems, thus, that teaching and learning skills can be the most demanding task for both teachers and students. This means that writing requires a good command of language knowledge as well as the orchestration of several processes. Therefore, it may be reasonable to survey different views con-

cerning this ability as well as the methods writing has been taught in different periods of time.

Globally, language learners attempt to attain certain goals, one of the most significant of which is writing achievement. Academic writing ability has been particularly recognized as one of the most crucial aspects of language ability for successful academic achievement. Writing is a mode of learning, a facility which gives students the power to create meaning and to affect those with whom they share their writing.

Writing, then, is far more than merely the act of transferring thought to paper; the act of writing helps to shape and refine our thinking. It seems, however, that teaching and learning this ability can be the most demanding task for both teachers and students. Throughout the history of education, language researchers have been at pains to find effective ways to help students achieve writing as a major ability. It goes without saying that motivation has a leading role in gaining writing ability.

An important aspect that has a significant role in writing is social and affective factors (such as students' attitudes and motivation). According to Silva and Matusda (2001) social and affective factors seem too strongly influence the writing development of second language writers who have to learn a new language within a variety of social contexts. Moreover, some researchers in L1 composi-

tions have demonstrated that the writing process is extremely complex and involves social as well as cognitive factors (Bizzell, 1992).

Writing is a means to communicate, to convey message, ideas, and feeling in a written form. Raimes (1983: 76) states that writing is a skill in which we express ideas, feeling, and thought which are to be arranged in words, sentences and paragraph. Writing is also reinforces the use of sentence's structure and tenses, idiom and vocabulary correctly in order to make the reader get the idea clearly.

Writing, according to Barton (2000: 5) is a complicated and often mysterious process. Although the writers may think of it as little more than arranging letters and words on a page, a few moments' reflection reveal that it is much more than that. Furthermore, Harmer (2004: 86) states that writing is a process and that we write is often heavily influenced by constraints of genre, then these elements have to be present in learning activities. Writing is a powerful tool to organize the out of order and events make them manageable. Writing is really a form of thinking using the written word.

Meanwhile, Meyers (2005:2) states that writing is a way to produce language that the writers do naturally when they speak. Writing is speaking to other on paper or on computer screen. Writing is also an action or a process of discovering and organizing their ideas, putting them on a paper and reshaping and revising them. Palmer (1994: 5) states that writing is recursive. It goes back and forth we plan a little, put words on paper, stop plan when we want to say next, go back and

change a sentence, or change their minds altogether. Flower and Hayes (2002: 11) states that writing is a continuous process of thinking and organizing, rethinking, and reorganizing.

Furthermore, Nation (2009: 84) describes that the process of writing is a way of bringing about improvement in learners' writing by providing help at the various stages of the process instead of focusing only on the finished product. This statement implies that writing, as a process, needs a kind of technique to enable the students to improve their writing achievement. Hence, the existence of certain technique is needed to make the writing process valuable.

Writing enables the students to describe their ideas in sequence and communicative way. Raimes (1983: 3) states that writing also involves thinking. In addition, the close relationship between thinking and writing makes writing as a valuable part of any other ability. People generally write to either communicate something to another people (the writing is meant to be read by others) or to be used for their own personal use (the writing is not usually meant to be read by others).

From the opinion above, it can be said that writing is a significant ability since it involves a process of communication to express feeling, ideas, thought in written form. Finally, writing process needs a certain technique that can make it communicative in order to send a message to others.

2.7 Aspects of Writing

In writing, there are several aspects which should be considered by students in order to write well. Brown (2001: 15) proposes six major aspects of writing that have to be required by a writer in producing a written text namely content, organization, discourse, syntax, vocabulary, and mechanics. Content deals with thesis statement, related ideas, development ideas, and the use of description. Organization covers the effectiveness of introduction, logical sequences of ideas, conclusion, and appropriate length. Discourses include topic sentence, paragraph unity, transition, discourse maker, cohesion, rhetorical convention, reference, fluency, economy, and variation. Mechanics include the use of spelling, punctuation, citation of reference, and appearance.

Another explanation, Harris (1979: 68) proposes five aspects of writing namely content (the substance of writing), form (the organization of content), grammar (the employment of grammatical form and syntactic pattern), and style (the choices of structure and lexical items to give a particular tone or flavor to the writing). Similarly, Heaton (1988: 79) mentions that in order to be effective, a piece of composition should meet the following qualities:

1. Content

Content refers to the substance of writing, the experience of main idea. i.e., group of related statements that a writer presents as unit in developing a subject. Content the paragraph do the work of conveying ideas rather that fulfilling special function of transition, restatement, and emphasis.

2. Organization

Organization refers to the logical organization of content. It is scarcely more than an attempt to piece together all the collection of facts and jumble ideas. Even in early drafts it may still be searching for order, trying to make out patterns in its materials and working to bring particulars of its subject in line with what is still only a half-formed notion of purpose.

3. Vocabulary

Vocabulary refers to the selection of words that are suitable with the content. It begins with the assumption that the writer wants to express the ideas as clearly and directly as he/she can. As a general rule, clarity should be his/her prime objective. Choosing words that express his/her meaning is precisely rather than skews it or blurs it.

4. Language use

Language use refers to the use of correct grammatical form and syntactic pattern of separating, combining, and grouping ideas in words, phrases, clauses, and sentences to bring out logical relationships in paragraph writing.

5. Mechanic

Mechanic refers to the use of graphic conventions of the language, i.e., the step of arranging letters, words, and paragraphs by using knowledge of structure and some others related to one another.

Based on the categories of writing aspects above, it can be concluded that generally the aspects of the writing are classified into five aspects, namely, content, or-

ganization, vocabulary, language use, and mechanic. Students can make a well-organized text by those aspects.

2.8 Theoretical Assumption

Writing is far more than merely the act of transferring thought to paper; the act of writing helps to shape and refine our thinking. The present study is aimed to know which level of motivation (very low, low, normal, high, very high) that is appropriate to students writing ability. The teacher should know how to build their motivation to make students being active learners especially in writing. But, it will take a long process because each student has different level of motivation depending on their environment and themselves. From the explanation above, it is assumed that if the learners have high motivation, they would love to write. Because by having high motivation, the students will have self-confidence and effort to develop their ability in writing.

2.9 Hypothesis

Based on the theoretical assumption above, the researcher formulates the following hypothesis:

There is a significant correlation between the students' motivation and their writing ability of second year students of SMA Al Kautsar Bandar Lampung in the academic year 2014/2015.

That is the literature review of this research. It explained the writing as language skill, motivation, writing and motivation relationship, advantages and disadvantages, theoretical assumption, and hypothesis. The next chapter will deal with methodology of this research.