CHAPTER II

LITERATURE REVIEW

In this chapter includes Writing Skills, Narrative Text, Concept of Motivation, and Previous Related Studies.

2.1. Writing Skills

2.1.1 Definition of Writing

According to Harmer (2001), writing is a means of expressing one's thoughts and feelings verbally. So, writing is a productive skill that expresses emotions through written communication.

Suparno & Yunus (2006) argue that writing is a series of activities and includes several stages: preparatory stage, development stage, content review, and contribution revision or improvement. According to Jonah (2006), writing can be used to convey information through indirect communication with others. Writing is hard because it should be able to come up with something new and give the reader ideas through writing. Nation (2009) offers a different definition of writing, describing it as an activity that can be used to improve reading, listening, and speaking skills. Words that have been used receptively can now be put to good use thanks to this preparation. This means that learning other aspects of the language can help you write better.

Academic Achievement Mentor Performance is a performance score that indicates the extent to which an individual has achieved specific goals that are the focus of their activities in learning environments, particularly colleges and schools

(Meares and Fanklin 2010). Writing achievement is the value of the student's writing ability. Writing proficiency has a standard value from teachers, which students must pass in writing. Writing achievement was measured by a written sample that was scored holistically (Shell Duane F. et.al (1989). The result of writing ability after the test is called writing performance, and writing is an important aspect that can be used in writing to convey or express emotions, convey information, and provide ideas and ideas to the reader lead to a conclusion.

2.1.2 Writing Skills

The term writing ability has several meanings. Many experts suggest understanding and explaining the text. Writing is done for self-expression, information, persuasion, and the creation of a literary work. The act of drawing letters and other symbols (ideograms) on a surface, particularly with a pen or pencil on paper, is known as writing. The term competence is defined as ability or strength. In summary, the ability to write is the ability to express thoughts, thoughts and feelings to others in the form of symbols so that others and readers can understand the ideas conveyed.

A competence is a competence element for performing a particular level of work. A skill is a property or state of a skill, specifically: physical, mental or legal ability, ability to perform, innate or acquired ability (Webster, 1994).

Furthermore, the writing process is the process by which students engage in

writing or find the current focus of their writing education with an emphasis on the writing process rather than the end of the product. The first focus is to create quality content, Learning writing genres. Planning (prewriting), drafting, editing or revising (polishing), and publishing are all parts of the writing process (Harmer, 2007).

Writing can be categorized into subskills such as narrative, descriptive, and expository writing skills (Wilcox, 2002). (Hywel, 2003) divides writing sub-skills such as descriptive skills (describing people, places and objects), narrative skills (telling stories, events, and events in the right order in chronological order) and expository skills (writing with a purpose), and ability are considered as inseparable activities, and the progress of conveying ideas depends on each program. Therefore, writing ability is the capacity to express one's thoughts in written form.

2.1.3 Teaching Writing

According to Brown (2007), teaching means showing or assisting someone in learning how to apply knowledge in order to know or comprehend something. In short, the teaching process makes it easier for students to learn and comprehend the material. The process of imparting writing expertise to a student is known as teaching writing.

We can conclude from the above that one of the most important skills a teacher can teach his or her students is correct writing instruction.

2.1.4 Elements of Writing

According to Harmer (2004), the writing process must be influenced by the

written work's content and nature, as well as the medium used to write it. However, four primary factors must be involved in its execution:

1. Planning

   At this stage, researchers are only thinking about what they will write. In general, following him three issues come to the fore. The purpose of the writing, the audience and the order in which the content is laid out.

2. Drafting

   The draft is credited as the first production version of the writing process. In addition, drafts can be edited and modified before they become permanent works.

3. Editing

   Reflections and corrections, requiring deletions, additions and substitutions, begin to leave various marks on his writing dealing with the editing phase. At this stage, readers allow researchers to reflect on and revise their research.

4. Final draft

   A final draft is a document ready to be presented to the reader. Some sections differ from the first draft, usually due to the need to make some changes during the editing stage.

2.1.5 Type of Writing

   In general, there are five types of text in the form of essays that are most common in English (Nurjaya, 2018):

1. Narrative text

2. Procedure text

3. Descriptive text

4. Count text

5. Report text

According to Anderson and Kathy (1997), there are eight major text types of factual texts: recount, explain, discuss, information, report, publish, take steps, and respond. The most important thing in a text understands its meaning in context.

There are five main types of writing: expository, narrative, descriptive, persuasive, and creative. (Callella: 2001). They are:

1. Expository writing means that the researcher intends to share, explain, describe or define their subject with you. This is the most common type of writing found in textbooks and online. Researchers almost always try to tell the whole story about the subject, so their opinions are abandoned, and instead of defending or supporting their opinions, they are left with facts and figures. An example article explaining how researchers build or run something themselves.

2. Descriptive writing uses many beautiful visual words to help you recognize the person, place, or thing you are writing about. His writing has a poetic quality at times and goes into great detail about things. You get the impression that you are there when you read the description, or that you can actually picture what is being

described. In descriptive writing, metaphors, similes, and symbols are frequently used.

3.   Narrative writing is very common in novels, poetry and biographies. The researcher puts themselves in the shoes of their character and writes as if they were them. They have a plot and a story line and tell a life story. Reading narration is fun because you can make it seem as though the story happened to you and replace the researcher with yourself.

4.   Persuasive writing addresses the researcher's opinion or a researcher-created issue. This is considered biased content and is most commonly seen in advertising. You know all the commercials you see on TV? Behind every story and message is a compelling researcher. There are two sides to every story, so be sure to do some background research when reading this kind of material.

6.   Creative writing is probably the most enjoyable type of writing. A creative sentence can be made of anything you can imagine. When compared to persuasive writing, creative writing is frequently regarded as more provocative, entertaining, and interesting to read. Creative writing is often defined as writing plays, short stories, poetry, or novels. A set of facts need not be followed as long as it is interesting to read.

2.2   Narrative Text

2.2.1   Definition of Narrative Text

Levison (2009) defines narrative text or narrative as a type of text that tells a story from the past or that has happened in the past. In other words, the narrative text assimilates the information and retells it. Thus, narrative is a type of writing to report events that have occurred in the past. A narrative is a form of writing that attempts to create, narrate, or structure a plot of human behavior in an event chronologically or at specific points in time. This is because there is a series of narratives, or actions told chronologically and systematically, within the narrative that convey human actions, so that the narrative is arranged in a logical narrative order and that the reader sees the events as they read. It explains what you can experience.

Mahsusi (2004) states that narration is a paragraph / essay that tells an object, situation, or event. The characters in the story can be humans, it can also be animals and events are conveyed according to the sequence of events. The scope contained in the narrative, not only tells of human actions, but can also tell the actions of animals, plants or inanimate objects.

Hutchinson (2005) also adds that narrative is a serial story both fictional and non-fictional which is usually told in a chronological form of events. The essence of the narrative concept is an essay in the form of a story obtained from observing everyday events as well as stories originating from stories in cyberspace. In addition, a narrative text is an engaging story intended to entertain the reader and inform them in a fun way.

2.2.2 Characteristics of Narrative Text

The characteristics of narrative text can be seen from three things, namely the social function or communicative function of the text, the general structure (generic structure) of the text and the language features used in the text (Djiwandono, 2005).

First, in terms of social function, narrative text has a function to entertain. Readers of narrative text usually relax and enjoy the story and even the emotions of the readers can be carried away by the course of the story. Readers emotionally can also dissolve in feelings of joy, sadness, anger or other feelings according to the story they read.

Second, the characteristics of the narrative text are seen from the general structure (generic structure). The structure of narrative text is generally characterized by elements of conflict and resolution or problem solving. In detail, Djauharie (2007) states that a narrative text has a general structure consisting components of option re-creation or closing sentences that indicate the end of a story.

The last feature of narrative text is the use of language or language features is often used. Narrative text in English is written using the past tense. This tense is used to express events that happened in the past and have nothing to do with the present.

2.3 Concept of Motivation

The main theory behind this motivation is goal-oriented. Goals can guide a person to pursue specific goals to meet specific needs in specific environments. More specifically, goals can be viewed as integrated belief systems that lead to specific

ways to engage, act, and respond to performance situations.

According to Butler (1992), a central tenet of performance goal theory is that an individual's motivational patterns in performance situations are influenced by each of the various goal orientations. Goal-orientation is the motivation behind a person's commitment to a task. He also explained that he was involved in showing others his abilities and developing his abilities (their focus is on learning).

Demonstrating competence is called performance-oriented, and development is called action-oriented. According to Slavin (2006), students with action goals see the acquisition of competence in the skill being taught as the purpose of teaching, whereas students with achievement goals are primarily affirmative about their own abilities, receive positive reviews and strive to avoid negative reviews.

Steele-Johnson (2000) found that coping goals are related to motivation and effectiveness for complex tasks, whereas achievement orientation is related to both motivation and effectiveness for simple tasks bottom. Students striving for mastery goals can therefore take difficult courses and seek challenges. Students with goals focus on getting good grades, taking easy classes, and staying out of trouble.

2.3.1 Writing Motivation

Motivation contributes greatly to any educational process. The majority of researchers agree that motivation is an important factor in the speed and success of learning a second or foreign language. According to Gardner (1985), motivational language learning has three components. They are; effort to achieve goals desire to

learn the language, and satisfaction with the task of learning the language. Troia & Shankland et al. (2012) also point out that human motivation to write has four components. Goal orientation, personal and situational concerns, self-efficacy beliefs, and outcome attribution are all examples of these. Writing activities also require motivation as an inner force for students to learn to write. Writing motivation, as defined by Dutta Roy (2010), is the entire process of encouraging people to write down their thoughts. According to Öztürk (2013), the motivation for writing is the student's willingness to write as a means of communication and expression, or as a useful activity. As a result, the urge to write becomes a support or impulse that comes from within or outside the student and can improve the student's writing ability. Boscolo (2006) in Yaman, Sugumlu et.al (2016) Here are some of the factors that influence writing motivation: (1) enjoys writing, (2) has a working knowledge of the topic, (3) has an easy topic to write on, (4) can provide immediate feedback on writing, (5) Able to work continuously while writing.

Furthermore, according to Öztürk (2013), the Writing Motivation Scale consists of five factors: positive attitudes toward writing, persistent goals, writing failures, writing sharing, and writing effort. Also Payne (2012:22) points out that there are mainly five factors that motivate him to write. They are enjoyment, self-efficacy, means, recognition, and effort. Enjoyment is the enjoyment of the activity of writing, self-efficacy is the student's belief in his or her ability to write, means is the belief that writing is a means to achieve success, and recognition is the reward for writing or writing feedback. Receipt of Effort means the effort of the student, while completing

a writing task.

Motivation also depends on social interactions between teachers and learners. Teachers play a major role in motivating students to write. According to Pak and Ma (2002), classroom practice lists her six factors that teachers recognize and are associated with student motivation. First Challenge writing; a student is most motivated when she expects to be able to successfully complete her tasks that are important to her. Second the actual meaning; students will be more motivated when writing is relevant and valuable to their lives. Third curiosity; students are essential. A willingness to resolve the ambiguities and confusion associated with cognitive conflicts, and curiosity about how things work, curiosity motivates students to write. Fourth autonomy; to motivate students to write, teachers can increase autonomy in the writing process, for example by allowing them to freely choose content, style and approach. Fifth recognition to help students adopt learning goals; teachers can recognize students who have worked hard and achieved self-improvement. Sixth, evaluation specific knowledge of how to improve and feedback attributing success to effort and strategy use increase motivation.

From the above description, researchers conclude that students need to be motivated to write in order to become good researchers. Motivation can solve students' writing problems. Students who are highly motivated to write will be more active when writing. Adapt to the learning environment under the guidance of a teacher. Students will also be interested in writing activities at the very least.

2.4   Previous related studies

According to Syafi'i (2017), we need relevant studies to observe previous work by other researchers relevant to our study. We also need to analyze what the points are focused on, inform the design, and find the conclusions of previous research.

The first relevant study was a study by Rismayanti (2015) entitled "The correlations between students' Motivation in writing English and their Vocabulary mastery at Skills of English Writing Students at Tri Bhakti Senior High School Pekanbaru". She discovered a positive and significant connection between vocabulary and student writing motivation through this study. The alternative hypothesis was accepted at the 36 (0.361) level of significance, which is 5%. The correlation between students' vocabulary and writing motivation was 0.9321. The study conducted by Rismayanti differs from this current study. In this study, researchers focused on the correlation between students' motivation to write and their ability to write. The third research was a research carried out by Nasihah & Cahyono (2017), their research has entitled the correlation between language learning strategies (LLSs) and writing achievement, the correlation between motivation and writing achievement, and the correlation between LLSs combined with motivation and writing achievement. A senior high school in a large Indonesian city had one hundred English as foreign language (EFL) students who were selected at random to take part in the study. Data were collected using the Language Learning Strategies Inventory (SILL) questionnaire, a motivational questionnaire, and a writing test. The study results revealed that the null hypotheses of the three correlation analyses were rejected. So

there is a great correlation between LLS and write performance. Motivation and lighting performance are significantly correlated, and motivation and combined lighting performance are significantly correlated LLS. A fourth study is by Troia et al. (2013) titled Relationship between writing motivation, writing activity, and writing performance: Effects of grade, sex and ability. This is quantitative research. The total sample for this study consisted of his 618 students, of whom 36% were in elementary school, 29% were in middle school, and 35% were in high school. Data were collected using questionnaires and construct descriptive sections, and statistical analysis was performed using one-way ANOVA. Students' motivational beliefs about writing, particularly their self-efficacy regarding writing skills and tasks, their interest in and perception of the value of writing tasks, and their attribution to writing success indicate that writing success mediates the relationship between activities and the quality of their stories, according to the findings of this study. The correlation between writing activity, motivational beliefs, and writing quality was also mediated by performance-approach goals. However, teacher ratings of writing ability 38, gender, class, and teacher ratings of writing ability 38 also have an impact on some of these relationships, with grade and writing ability serving as direct predictors of text quality.

It is possible to determine that this research shares similarities with the previous related research. However, there are also differences, starting with the title, survey design, level of correspondent, overall sample, text focus, and data collection and analysis techniques. Using a sample that included 31 middle school students, the

researchers focused solely on the students' motivation and ability to write. Data were collected using questionnaires and written tests, aggregated texts were generated, and analyzed using Pearson Product Moments.

2.5   Conceptual Framework

The conceptual framework of the research was explained in this research, as show in table 2.1

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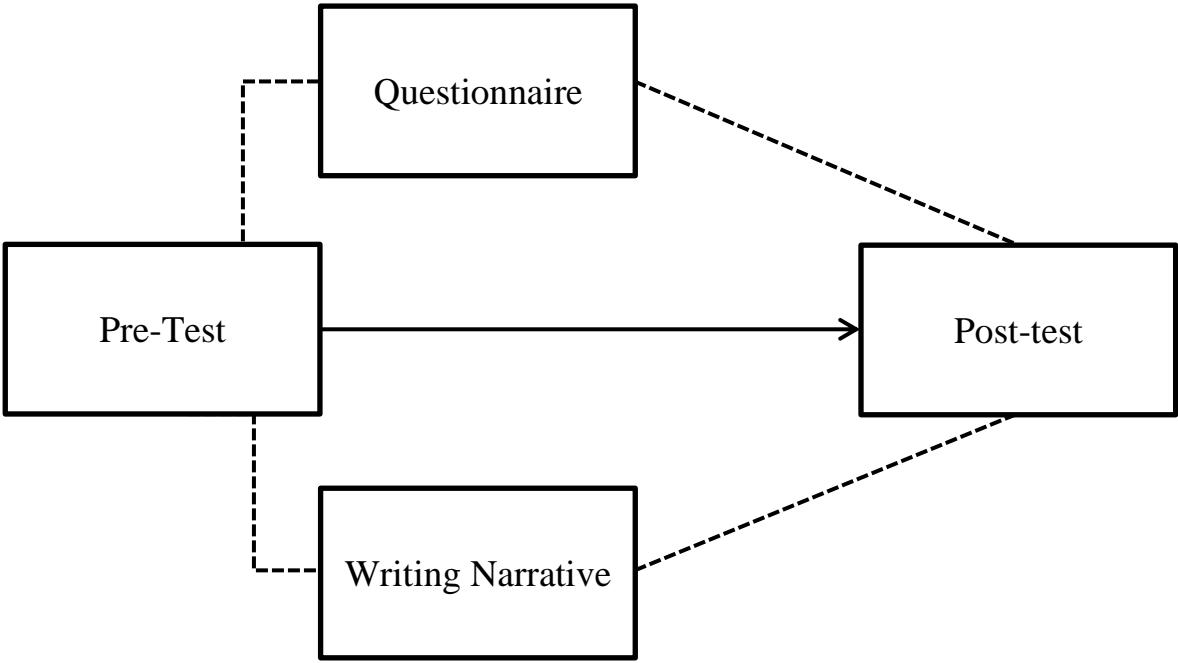
Table 2.1 Conceptual Framework