

## **Chapter Two**

### **Literature Review**

This chapter describes several theories and previous studies which are appropriate with the topic to support the researcher's study. Some contents to be discussed in the literature review are the theory of motivation, writing, learning to write, writing daily journal, and related study. A figure of conceptual framework is also added at the end of this chapter.

#### **Motivation**

In every aspect of life, whether it is related to education or life in general, motivation is needed to keep people going. A person who feels impetuous or inspired to act is thus characterized as unmotivated, whereas someone who is energized or activated toward an end is considered motivated (Ryan and Deci, 2000). Motivation refers to reasons that underlie behavior that is characterized by willingness and volition (Lai, 2011). The reasons will vary because people have different interest in something or subjects. Also, the specificity increases with age (Lai, 2011). It means that if a child is interested or really motivated in one subject, his or her interest toward that subject will be increased if he or she is getting older.

In language learning process, motivation is needed in an autonomous learning (Gao and Lamb, 2011). Furthermore, it can be called as motivation if someone moved

to do something (Kurniawan, 2016). Principally, students need to be motivated in learning language. If they fail to be motivated, the language learning process or acquiring the foreign language may be stressful for the students. Therefore, motivation in language learning is one of the most important affective factors that influence language learning (Khodadady and Khajavy, 2012). Hamalik (2002) added that motivation is very important in determining the activity of learning, because a motivated group will be more successful than those who do not have the motivation. Beside motivation, students need to start working on the learning process so that the process of acquiring language can be completed.

There are a lot of types of motivation that will drive someone to do something. However, this research will only focus on two categories of motivation. The categories of motivation that are discussed in this study are intrinsic motivation and extrinsic motivation.

**Intrinsic motivation.** Intrinsic motivation is defined as the doing of an activity for its inherent satisfaction rather than for some separable consequence (Ryan and Deci, 2000). Intrinsic motivation is playing important role in contributing to effective language learning (Degang, 2010), it is animated by personal enjoyment, interest, and pleasure (Lai, 2011). Students' attitudes and intelligence are also one of the intrinsic factors (Bakar, 2014). This type of motivation comes from inner-self that wanted to master a certain subject, so it is possible that intrinsic motivation last longer in someone. Intrinsic motivation will occur only for activities that hold

intrinsic interest for an individual, which classroom and home environments can facilitate or forestall by supporting versus thwarting the needs for autonomy and competence (Ryan and Deci, 2000).

It also refers to behavior that is driven by internal rewards (Cherry, 2016). If you are intrinsically motivated, you are doing an activity or task because you enjoy the process and you are not looking for rewards or avoiding punishment by doing the activity. However, intrinsic motivation is not without rewards. Cherry (2016) claimed that people that are intrinsically motivated able to create positive emotions such as a sense of meaning, a sense of progress, and competence.

In conclusion, intrinsic motivation comes within the people themselves without demanding rewards or even avoiding punishments from others. Intrinsic motivation does not force someone to do something. The people who are intrinsically motivated can create positive emotions and it is playing important role in effective language learning and possibly last longer in someone.

**Extrinsic motivation.** It is a construct that pertains whenever an activity is done in order to attain some separable outcome (Ryan and Deci, 2000). In the contrary of intrinsic motivation, this type of motivation will only encourage the person from another aspect; punishment or reward for instance. Possibly, extrinsic motivation does not last much longer than intrinsic motivation. The motivating factors in extrinsic motivation are external, or outside, rewards that provide satisfaction and pleasure that the task itself may not provide (Bainbridge, 2014). It

drives people to do things for tangible rewards or pressures rather than for the fun of it.

In education, extrinsic motivation usually promised from teachers to students so that the students are able to do the work or exercises maximally. These promises can be rewards or punishment, depends on the teachers. However, extrinsic motivation does not mean that the person will not get any pleasure from working on completing the tasks, it is just the pleasure comes from some external rewards that will be the motivator even the task that has to be done hold little or no interest.

Extrinsic motivation, in short, refers to behavior or environment that motivates people to do task or activity. People who extrinsically motivated are looking for some rewards or avoiding punishment in doing the activity. This motivation will possibly not last long, because if the rewards or the punishments are stopped, the people who are extrinsically motivated might stop doing the activity.

In conclusion for motivation, motivation is a behavior that is needed for someone to be moved, activated, and energized to learn or achieve something and its specificity increases by age. There are a lot of different kinds of motivations; the two of them are intrinsic motivation and extrinsic motivation. Intrinsic motivation comes from inner-self to be able to learn, achieve, or master something and may last long in people. However, extrinsic motivation comes from outer-self to be able to learn or achieve something, usually moved by reward or punishment and does not last much longer in people.

## **Writing**

Writing is one of four macro skills in language learning. The others are listening, speaking, and reading. However, not all four skills are regarded as equal (Alves, 2008). Students tend to think that it is better to be able to speak well when in reality, writing skill is also important. Writing is very important because it is a central subject in the school curriculum, and it is taught at virtually every grade level (Karlinawati, 2015). Writing is known as the productive skill that should be mastered in language learning. The purpose of writing skill is to improve communication competence in language learning. Moreover, writing skill is included in main standardized tests worldwide (Yi, 2009). Writing exists as an educational process that cannot be ignored and have played its role as the part of education since the very beginning. It is a method of representing language in visual or tactile form (Ager, 2016).

Barkaoui (2007) claimed that “writing is one of the most difficult skills that learners expected to acquire, requiring the mastery of a variety of linguistic, cognitive, and sociocultural competencies” (p. 35). It implies that writing skill is indeed more difficult than other skills such as reading, listening, and speaking. Writing needs to be structured while speaking just produced instinctively, just as Brown (2001) agreed that “writing is a skill that ‘culturally specific, learned behavior’ unlike speaking that can be learn naturally” (p. 336).

The position of writing as a productive skill makes writing another media to communicate in the target language. There are various definitions of writing confirmed by experts. Writing is a communicative action where there is an interaction process between writer and readers through a text (Widayanti, 2011). This indicates that writing is a form of communication where in communication; we can share our ideas, opinions, and knowledge to others (Widayanti, 2011). In addition, Meyers (2005) said that “writing is a process—process of discovering and organizing your ideas, putting them on paper, and reshaping and revising them” (p. 52). Yet, writing is not only the process the writer uses to put words to paper but also the resulting product of that process (Archibald, n.d.). In addition, writing is a process and what we write is often heavily influenced by constraints of genres, then these elements have to be present in learning (Harmer, 2004). Abels (2014) added that each writer has an idiosyncratic combination of thinking, planning, drafting, and revising that, for him, means “writing” something. Furthermore, writing is frequently useful as preparation for some other activity, in particular when students write sentences as a preamble to discussion activities (Harmer, 2004).

Nevertheless, Fischer (2001) argued that none of definition of writing can cover all the writing systems that exist and have ever existed. Thus, Fischer (2001) suggests that a complete writing systems as follows: (1) it must have communication purpose, (2) it must consist of artificial graphic marks on a durable or electronic surface, and (3) it must use marks that relate conventionally to articulate speech or

electronic programming in such a way that communication is achieved. One of the importances of writing, according to Nowacek (2011), is “writing helps you move easily among facts, inferences, and opinions without getting confused” (p. 380). In order to prevent making your reader confused, you need to choose the correct words, punctuation, topic, and more importantly check your grammar.

Concluded from Nowacek (2011), writing is a primary basis upon which is your work, your learning, and your intellect will be judged, it makes your thinking visible. From all the definitions elaborated above, the researcher concludes that writing is a process to express ideas, opinions, and knowledge and share it to the readers for the sake of communication. In addition, writing is a skill that started from a habit. The more writing you have done, the better your writing would be.

### **Learning to Write**

Learning to write has been taught since preschool, where we were taught about how to draw shapes and alphabets. In elementary school, we were taught how to write simple sentences. It keeps going until we were in the university where writing becomes much more complex. Writing cannot be separated by students, especially students in English Education Department of Universitas Muhammadiyah Yogyakarta. It is also becoming a more necessary skill for success in a number of occupations (Hougen, 2013). Sedita (2013) agreed that writing also a predictor of academic achievement and essential for success in post-secondary education. As

students, it would be very vital to learn how to write, as it is a necessary skill that will be taken into consideration if you are applying for a number of occupations.

Learning to write includes two sets of skills: composing skills using the writing process (pre-writing, planning, drafting, revising), and transcription skills (punctuation, capitalization, spelling, handwriting/keyboarding), as stated by Sedita (2013). If students are struggling with their writing, it is best to analyze in which part they are struggling in. Teachers also need to provide instruction in those two sets of skills so that the students' writing will improve greatly (Sedita, 2013).

Applebee, Lehr, and Auten (1981) suggested instructional techniques for students who are learning to write: (1) pre-writing, (2) writing, and (3) editing. Pre-writing does not need a lot of amount of time, just a little bit preparation for guidelines. The writing process expected to be completely students' time to elaborate their thought on a piece of paper. Editing is a crucial step where the teachers are expected to read and evaluate students' writing by giving comments or feedback. Suggestions from teachers are very useful for students to improve their writing.

For addition, Kurland (2000) suggested for college students, a lot of reading will be a good start if you are willing to learn to write. Writing skill is very connected to reading skill. Reading a lot can influence students' writing, grammar and vocabulary for the example. As claimed by Kurland (2000), to write better, you need to read better.

## **Writing Journal**

As stated before, Brown (2001) believed that writing is a skill that cannot be learned naturally. It means that writing is a skill that can be mastered through habitual activity. A teachers' role is quite crucial here. One of the biggest challenges teachers have faced in the classroom has to do with writing (Serra, 2014). Then, Benwell (2013) recommended English teachers to start journaling with the students. Journal can be defined as a daily record of news and events of a personal nature (Hornby, 1995). In education, journal writing as an instructional or learning tool in adult education has gained cogency during the past three decades, as stated by Hiemstra (2001). Doing writing to be a habitual activity can be done through keeping a daily journal. Students who keep a daily journal tend to be more focus and it helps them build skills (Hopkins, 2010). Keeping a daily journal also make you know your changes in writing, the good and the bad. Beside help students to be more focus, a daily journal also helps students to express themselves and the more writing they have done, students able to write more fluently (Hopkins, 2010). In addition, Hiemstra (2001) urged his learners to use one of the journaling formats as a means for assisting them obtain the maximum amount of interaction, knowledge, and personal growth from their reading efforts or other learning experiences.

Journaling in its various forms is a means for recording personal thoughts, daily experiences, and evolving insights (Hiemstra, 2001). There are a lot of varitey in journaling. Hiemstra (2001) mentioned nine varieties of journals than can be

written by language learners, they are: (1) learning journals, (2) diaries, (3) dream book or log, (4) autobiographies, life stories, memoirs, (5) spiritual journals, (6) professional journals, (7) interactive reading log, (8) theory log, and (9) electronic journaling. Additionally, Hiemstra (2001) observed few benefits of journal writing, which are (1) personal growth and development, (2) intuition and self-expression, (3) problem solving, (4) stress reduction and health benefits, and (5) reflection/critical thinking. Based on Hiemstra's observation, it is clear that the benefit from writing journal is not only to improve writing skill, but also the writer's self-development. Kerka (1996) added journal entries can provide tangible evidence of mental processes; they make thoughts visible and concrete, giving a way to interact with, elaborate on, and expand ideas. However, writing mindlessly is not quite right. In a way, an effective journal writing should be encouraged (Kerka, 1996).

In short, keeping a daily journal is very beneficial for students. The benefits are not only in educational field. Based on experts' opinions that have been elaborated above, writing daily journal is much more than effecting students' writing skill.

### **Related Study**

There have been a number of studies related to writing daily journal and students' writing skill mastery. First is a study by Herrero (2007). This study is aimed at finding the tools that help students to improve their writing skills. This is a qualitative research that was conducted at the School of Modern Languages at the

University of Costa Rica and the participant was second-year students of English. The result of this study proved that journal writing helps students in developing their writing skill. The most important thing to note is feedback is one of the key elements for students to write better.

Second is a study conducted by Tuan (2010). This study is aimed at finding the benefits of journal writing for ELF learners' writing skill. The participants of this study is 85 students who are currently in their second year at the Faculty of English Linguistic and Literature of USSH-HCMC that is divided into experimental group (EG) and control group (CG). The result revealed that writing journal benefits them. The benefits mentioned are students' motivation, enhancement of students' writing skill, and bonding between students and teachers.

Third is a study by Hiew (2010) that aimed to find whether the use of response journal effects students' writing fluency in literature class. There are two groups acted as experimental group (EG) and control group (CG) that consist of 30 students each. The outcome revealed that response journal helps students in experimental group's writing fluency. The result also shows that there is a significant correlation between students' writing fluency and their practices.

Forth is a study by Karlinawati (2015) that aimed to reveal the benefit of writing weekly journal and to expose the difficulties that faced by students while writing weekly journal. This research uses descriptive qualitative design that was conducted at Universitas Muhammadiyah Yogyakarta and the participant was 3

students of the academic year 2011. The result found out that writing weekly journal able to: (1) improve reading skill, (2) improve writing skill, (3) improve speaking skill, (4) improve vocabulary, and (5) improve knowledge. However, there are various obstacles faced by the students, which are: (1) advanced level words, (2) no reading habit, (3) no idea, (4) lack vocabulary, and (5) unfamiliar article topic. It shows that besides writing skill, writing weekly journal may help students to improve other skills.

The four studies above exposed correlation between writing a journal and students' writing skill improvement also students' perception on writing daily journal. Three out of four studies above were a qualitative study that made them different with this study. The similarities between these three qualitative studies and this study were all these studies were trying to explore the same main topic which is writing daily journal in English. One quantitative study from Karlinawati was the same with this study. The difference was this study was exploring about writing an English journal daily meanwhile Karlinawati's study was exploring about writing an English journal weekly. These studies above used as guidelines in conducting this research.

### **Conceptual Framework**

It has been mentioned before that writing is considered as the most difficult skill since it needs a lot of consideration, for the example is grammar structure. Students faced various difficulties in writing, and some of the way to overcome with

the difficulties are to set up a writing habit and motivating the students to write.

Students have to learn to write autonomously to enhance their writing skill mastery.

One of the ways to do so is by writing an English daily journal. Daily journal can be used as a habitual process of writing to make students' writing skill better.

Students can be motivated either by intrinsic motivation or extrinsic motivation or even both to start learning to write. Students who are starting to learn writing may use daily journal that is written in English as the media to practice their writing and set up their writing habit. The habit of writing English daily journal may affects students in many ways and the researcher would like to know what students' opinions about writing English daily journal as their way to set up writing habit and as a media to learn to write are. The conceptual framework of this research is explained in the figure below.

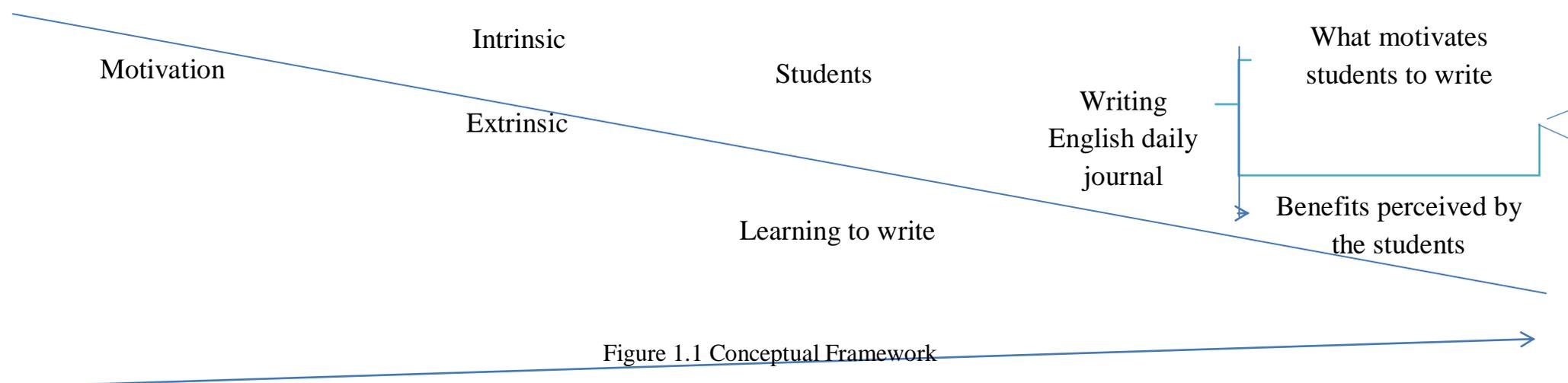


Figure 1.1 Conceptual Framework

