

## CHAPTER II

### REVIEW OF RELATED LITERATURE

In this chapter, the writer would like to discuss some theories related to the study. They are theoretical review, previous research and hypothesis. In the theoretical review, the writer presents media, wall magazine as a medium, motivation, writing and descriptive text. Previous researches are several researches related to the topic of this research.

#### A. Theoretical Review

##### 1. Writing

###### a. Definition of writing

Sokolik in Lince book states that writing is a combination of process and product. The process refers to act of gathering ideas and working with them until they are presented in a manner that is polished and comprehensible to readers.<sup>1</sup> Thus, it can be said that writing is never one step action; it is a process that has several steps. When we first write something down, we have already been thinking about what we are going to say and how we are going to say it. Then after we have finished writing, we read over what we written and make changes and corrections.

According to Celce Murcia writing is the production of the written word that results in a text but the text must be read and comprehended in order for communication to take place. The writer, in other words, communicates his/ her ideas in the form of a written text from which a known or unknown reader will eventually extract the ideas and their

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<sup>1</sup>C.T. Linse, *Practical English Language Teaching; Young Learners*. (New York: Mc, Graw Hill, 2006), p.98

meanings.<sup>2</sup> Therefore, writing is not only to write anything we want to write, but also to convey our idea to reader. By reading our writing, readers are able to catch our message.

Thus, it can be stated that writing is an activity to express ideas, feelings, and opinions through words to convey message or information to the readers in written form.

b. Writing process

According to Linse, steps of writing are:<sup>3</sup>

1) Prewriting

In this important first steps students are given an opportunity to prepare to write and to collect their thought and ideas. If it is done properly, it can ease students into writing without any hesitation or worry. Trough the prewriting activity, students have been primed so they immediately get to work.

2) Writing

The next step is to get thoughts and ideas down on the paper. They not worry about from or correctness or even the order. The objective is to get the ideas on paper as quickly as possible, but the students will need to be reminded that what they write must be related to the chosen topic.

3) Revising

Revising occurs when a writer looks for feedback from a teacher or another student. Besides learning to revise on their own, their classmates, caregivers, or classroom aides can help students revise. Students need to know what ideas or organization they should keep, as well as what they should change.

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<sup>2</sup>Marianne Celce-Murcia & Elite Olshtain, *Discourse and Context in Language Teaching; A Guide for Language Teacher*, (Cambridge University Press: United Kingdom, 2000), p. 142.

<sup>3</sup>C.T. Linse, *Practical English Language Teaching; Young Learners*. (New York: Mc, Graw Hill, 2006), p. 105.

#### 4) Editing

Students proof-read their work to make sure that there are not any content errors or grammatical or spelling errors. Checklists which tell students what to look for in their own writing as well as in the work of their peers can also be very useful.

#### 5) Publishing

Publishing refers to putting the writing in a final finished format which it can be shared with others. Publishing can be a great motivator for students. The writing piece is rewritten in a published or presentable form, in a student-made book, on special paper, and or on a computer so that it can be displayed or shared.

#### c. Reasons of Teaching Writing

According to Jeremy Harmer, there are additional and very crucial reasons of teaching writing:<sup>4</sup>

##### 1. Reinforcement

Writing reinforces students in understanding grammatical structures, idioms, and vocabularies. They often find it useful to write sentences using new language shortly after they have studied it.

##### 2. Language Development

It is true that students improve their writing mainly through writing it self. When students write, they also have a chance to be adventurous with the language.

##### 3. Learning Style

Sometimes, students find it easier to pick up language by writing instead of just by looking and listening. By writing, they have much greater confidence and assurance that they are communicating clearly.

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<sup>4</sup>Jeremy Harmer, *How to Teach Writing*, (England: Pearson Education Limited, 2004), p. 79.

#### 4. Writing as a skill

As we know, writing is one of the four language skills besides listening, speaking, and reading. Students need to know how to write letters, how to put written reports together, or even to express what one thinks. That is why writing must be taught formally at school (it involves slow-level skills handwriting, spelling, constructing, grammatical sentences, punctuation, etc.).

##### d. Purposes in Writing

There are at least three purposes in writing:

###### 1) Informative writing

Writer uses expository or informative writing to share knowledge and give information, directions, or ideas. Examples of informative writing include describing events or experiences, analyzing concepts, speculating on causes and effects, and developing new ideas or relationships.

###### 2) Expressive/ narrative writing

Expressive/ narrative writing is a personal or imaginative expression in which the writer produces stories or essay. This type of writing is often used for entertainment, pleasure, and discovery or, simply, as 'fun' writing and can include poems and short plays.

###### 3) Persuasive writing

In persuasive writing, writer attempts to influence others and initiate action or change. This type of writing is often based on background information, facts, and examples the writer uses to support the view expressed.<sup>5</sup>

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<sup>5</sup>J. Michael O'Malley and Lorraine Valdiz Pierce, *Authentic Assessment for English Language learners*, (USA: Addison-Wesley Publishing Company, 1996. p. 137-138.

e. Writing as Communication

Writing when viewed as a language skill used for communication, has much in common with both reading and writing. Writing is the production of the written word that results in a text but the text must be read and comprehended in order for communication to take place. The writer, in other words, communicates his/ her ideas in the form of a written text from which a known or unknown reader will eventually extract the ideas and their meanings.<sup>6</sup> Therefore, writing is not only to write anything we want to write, but also to convey our idea to reader. By reading our writing, readers are able to catch our conveyed message. Hence, we need a skillful writing to be a good writer.

According to Bram, there are something must be noticed to make a good writing:<sup>7</sup>

1) Word choice

Words or lexicon are the basic tool for writing. Words carry means. If the words are wrong, the audience will not get the writer's messages. An English word often has more than one meaning. To solve this problem is to consult a comprehensive dictionary, whenever possible choose action verbs, concrete words, and specific words.

2) Sentence problem

For most beginning writers whose mother tongue is not English, to express what they intend is sometimes difficult. One of the common problems might be a lack of ability to construct grammatical sentences. There are four commonplace weaknesses at the sentence level which most (beginning) writers should overcome, they are;

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<sup>6</sup>Marianne Celce-Murcia & Elite Olshtain, *Discourse and Context in Language Teaching; A Guide for Language Teacher*, (Cambridge University Press: United Kingdom, 2000), p. 142.

<sup>7</sup>Barli Bram, *Writing Well Improving Writing Skills* (Yogyakarta: Kanisius, 1995) p. 9.

a) The sentence fragment

A sentence fragment is similar to a phrase or a dependent clause. It is not a sentence or not finished sentence. It cannot function nor stand alone as a simple sentence.

b) The comma splice

A comma splice is compound sentence that is wrongly connected. It is joined or spliced by a comma. One of the English sentence rules states that two or more simple sentences must not be joined by a comma to form compound sentence.

c) The run-on / fused sentence

Similar to the comma splice, the run-on sentence does not tell the readers where a sentence starts or ends.

d) The dangling modifier

The dangling modifier (DM) is a reduced clause which does not have the same subject as the main clause does.

3) The paragraph

A paragraph consist of three parts, there are introduction (topic sentence), body (supporting sentences), and conclusion. Donald et al. in their book *writing clear sentences*, call it 'The Preacher's three'. A preacher, as a rule, begins preaching by telling us what he is going to tell us (introduction). Then he has decided to tell us (body). At the end, he tells us what he has told us (conclusion). A good paragraph has a topic sentence. The topic sentence guides us to select information. It is important for the topic sentence to have a clear central idea.

In addition to the three structural parts of a paragraph, a good paragraph also has the elements, they are;

## a) Unity

Unity means that you discuss only main idea in a paragraph. The main idea is stated in the topic sentence, and then each and every supporting sentence develops that idea.

## b) Coherence

Coherence means that your paragraph is easy to read and understand because:

1. your supporting sentences are in some kind of logical order.
2. your ideas are connected by the use of appropriate transition signals.<sup>8</sup>

Thus, a well-written paragraph contains five elements: a topic sentence, supporting sentences, a concluding sentence, unity and coherence.

## f. Genre of Text

The term genre is used to refer to particular text-types, not to traditional varieties of literature. It is a type or kind of text, defined in terms of its social purpose.<sup>9</sup> There are two types of genre, they are:

## 1) Story genre

This type of genre deals with creative or imaginative writing. The kinds of story genres are:

Story Genre	Social function
Narrative	To amuse entertain and to deal with actual or various experience in different ways
News Story/ Items	Factual text which informs readers events of the day which are considered newsworthy or important

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<sup>8</sup>Alice Oshima & Ann Hogue, *Writing Academic English*, (USA: Addison-Wesley Publishing Company, 1981) p. 17.

<sup>9</sup>Rudi Hartono, *op.cit.*, p. 4.

Exemplum	To deals with incidents that are in some respects out of the usual, point to some general value in the cultural context
Anecdote	To share with others an account of an unusual or amusing incident
Recount	To retell events for the purpose of informing or entertaining
Spoof	To retell an event with a humorous twist

## 2) Factual genre

This type of genre deals with facts. The kinds of factual genres are:

Factual Genre	Social function
Procedure	To describe how something is accomplished through a sequence of actions or steps
Explanation	To explain the processes involved in the formation or workings of natural or socio-cultural phenomena
Report	To describe the way things are, with reference to arrange or natural, manmade, and social phenomena in our environment
Analytical Exposition	To persuade the reader or listener that something is the case
Hortatory Exposition	To persuade the reader or listener that something should or should not be the case
Discussion	To present (at least) two points of view about an issue
Description	To describe a particular person, place or thing
Review	To critique an art work or event for a public



	audience
Commentary	To explain the processes involved in the formation (evolution) of a socio-cultural phenomenon, as though a natural phenomenon

The type of writing which are given to the students to do will depend on their age, interest and level. When we set a task for students, we must be sure that the students will get enough words to do it.

There is no limit to the kinds of text we can ask students to write. Our decision will be based on how much language the students know, what their interest are and what we think will not only be useful for them but also motivate them as well.

## 2. Descriptive Text

### a. Definition of Descriptive Text

Writing a description is like creating a picture using words. The key to writing a good description is using specific details that create exactly the picture we want.<sup>10</sup>

Description text has purpose to describe a particular person, place or thing. When we write a description we should use words that relate to the senses of sight, sound, touch, smell, and taste. These are called sensory words. Sensory words help the reader imagine what we are describing.<sup>11</sup> Thus, description text is describing about person, place or things by mentioning particular characteristics.

### b. Generic Structure

Generic structure of descriptive text is shown in the following table:

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<sup>10</sup>Blanchard, Karen and Cristine Root, *Ready to write*, (USA: Longman, 2003) 3<sup>rd</sup> Ed., p. 69.

<sup>11</sup>*Ibid.*

Generic Structure	Function
Identification	Recognition the subject that will described
Description	Mention the particular characteristics of the subject

c. Grammatical Features

In descriptive text, use:

- Specific nouns, i.e. *teacher, house, my cat, etc.*
- Simple present tense, i.e. *I live in a simple house; the house is very beautiful; it has a wonderful park.*
- Detailed noun phrase, to give information about subject, i.e. *It was a large open rowboat, a sweet young lady, etc.*
- Any kinds of adjectives, that have characteristic *describing, numbering, classifying*, i.e. *two strong leg; sharp white fangs, etc.*
- Relating verbs, to give information about subject, i.e. *my mum is really cool; it has very thick fur, etc.*
- Thinking verb or feeling verb, to express personal writer view about subject, i.e. *Police believe the suspect is armed; I think it is a clever animal, etc.*
- Action verb, i.e. *our new puppy bites our shoes; my cat eats mouse, etc.*
- Adverbials to give addition information about it behavior, i.e. *fast; at the tree house, etc.*
- Figurative language, like simile, metaphor, i.e. *John is white as chalk; sat tight, etc.*<sup>12</sup>

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<sup>12</sup>Departemen Pendidikan Nasional, *Standar Kompetensi Mata Pelajaran Bahasa Inggris*, (Jakarta: Depdiknas), p. 52.

- d. The example of descriptive text:

#### My Pet

*Identification*            I have a pet. It is a dog, and I call it Brownie.

*Description*            Brownie is a Chinese breed. It is small, fluffy, and cute. It has got thick brown fur. When I cuddle it, the fur feels soft. Brownie does not like bones. Every day it eats soft food like steamed rice, fish, or bread. Every morning I give her milk and bread. When I am at school, Brownie plays with my cat. They get a long well, and never fight maybe because Brownie does not bark a lot. It treats the other animals in our house gently, and it never eats shoes. Brownie is really a sweet and friendly animal.<sup>13</sup>

### 3. Media

- a. Definition of Media

Media, the plural form of medium, is derived from Latin word “medius” which means between or mediator. Medium is any kind of format used to convey information.<sup>14</sup> The term media refers to anything that carries information between a source and receiver. Film, television, radio, audio recording, photographs, printed material, and the like are media of communication. When they are used to carry messages with an instructional purpose, they are considered instructional media. When it is summed up, media is a tool used to convey messages or information from a certain resource to receiver.

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<sup>13</sup>*Ibid*, p. 53.

<sup>14</sup><http://oasis.fiu.edu/ch8/ch8page3.htm>. accessed on 30 October 2009

Gerlach and Ely state that a medium is any person, material or event that establishes conditions which learners or students to acquire knowledge, skill and attitudes.<sup>15</sup>

From the definitions above, it can concludes that media is kinds of substances that is used by a teacher during teaching and learning process as a tool to convey information to learners for supporting the lesson. Media have important roles in teaching and learning process. Media gives motivation for students to be more interested in learning process.

b. Classifications of Media

According to Jan Frodesen, there are two classifications of media:

1) Non technical media

This category presents obvious advantages in settings where electricity is unreliable, technical resources are scarce, or funding is limited. Other advantages of the forms of media included in this category are their low cost, their availability, their accessibility, and their user-friendliness. Items that belong in this category typically include; blackboards, magnetboards, flashcards, wall charts, posters, maps, scrolls, board games, mounted pictures, photos, cartoons, realia, brochures, puppets, newspaper, etc.

2) Technical media

Although these forms of media are costlier and less user-friendly than the nontechnical media, they carry with them a larger degree of 'psychological reality' in that they can bring the outside world in all its complexities into the classroom. In fact, since students in today's language classes tend to surround themselves with technology in their daily lives, they may grow to expect it in the language classroom as well. Items that belong in this category

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<sup>15</sup>Azhar Arsyad, *Op. Cit.* p.3

typically include; record player, audiotape player, CD player television, overhead projector, language lab, computer lab, multimedia lab, etc.<sup>16</sup>

Oemar Hamalik states that media for teaching language can be classified into:<sup>17</sup>

- a) Visual media. It is media that related to sense of view, it is only can be seen, such as board, bulletin board, picture, chart, photo, poster, globe, graphs, carton, etc.
- b) Audio media. It is media that related to sense of sound; it is only can be heard, such as radio, recorder in cassette and transcription on tape recorder.
- c) Audio-visual media. It is media that related to sense of view and sound; it is not only can be seen but also can be heard, such as television, video, film that produces sounds and picture.
- d) Dramatization, role playing, sociodrama, etc.

From the definition above, it can conclude that there is media that link to electricity, it is called technical media. Audio media and Audio-visual media are including in technical media. And non technical media, it is media that don't need electricity. Dramatization, role playing and visual media are including non technical media.

#### c. The Roles and Functions of Media in Teaching-Learning process

The roles of media in learning and teaching process are very important. The roles of media as follows:

- 1) To promote learning motivation. Students will be more interested in learning.

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<sup>16</sup>Marianne Celce Murcia, *Teaching English as a Second or Foreign Language*, (USA: Thomson Learning, 2001) 3<sup>rd</sup> Ed., p. 462.

<sup>17</sup>M. Basyiruddin Usman and Asnawir, *Media Pembelajaran*, (Jakarta: Ciputat Press, 2002), p. 29.

- 2) To enable learners to understand the message better as the materials are presented in a certain way that makes students easy to understand the meaning.
  - 3) To provide various kinds of teaching methods and techniques so learners do not feel bored and teachers are not so exhausted.
  - 4) To activate students to communicate with their friends in the target language. Students can be more active since instead of listening they can discuss the message or they can demonstrate it.
- d. Types of media in teaching writing descriptive text

There are several media that can be used in teaching writing descriptive text:

1. Realia

Realia are concrete objects used in the classroom to create cognitive connections with vocabulary, stimulate conversation, and build background knowledge.<sup>18</sup> The use of realia gives students the opportunity to use all of their senses to learn about a subject. Tools, household items, food, clothing items, any real object that relates to the language objective of a lesson can be used as realia. When real objects are not available, photographs, illustrations, and artwork make effective substitutes for realia.

In teaching writing descriptive text, the teacher can use realia as an aid to make easy in understanding the example of descriptive text. By showing the realia students can understand the form of realia that given, so they can write the parts, qualities, and characteristics of the objects easily.

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<sup>18</sup> [Http://jccdr.c.jobcorps.gov//ELL/teach/strategies](http://jccdr.c.jobcorps.gov//ELL/teach/strategies), accessed on 5 July, 2010.

## 2. Picture

Hamalik says that pictures are concrete.<sup>19</sup> It is implied that students are able to see and understand something abstract easily through pictures. Hamalik also mentions that picture overcomes time and space. Therefore, by using pictures, teacher will be able to present something which is likely impossible to bring at class.<sup>20</sup> Teacher do not need to draw pictures by themselves, but can found in newspaper, magazine, books, posters, etc.

In teaching writing descriptive text, the teacher can use picture as an aid to make easy in understanding descriptive text. By showing the picture, students can describe the objects based on the characteristic on picture easily.

## 3. Wall magazine

Wall magazine is magazine that all of the contents adhered on the wall. The reader read it standing up. The contents are the same with others magazine, i.e. various of writing and opus.<sup>21</sup> Wall magazine is usually used in educational institution that has purposes as a place for students to express their creativity. The students can post their writing, drawing, pictures, etc.

In teaching writing descriptive text, the teacher can use wall magazine as a medium to attract their interest to write descriptive text. By using wall magazine students will more care about the quality of their writing, including the contents, vocabulary and lexicogrammatical of descriptive text.

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<sup>19</sup>Oemar Hamalik, *Media Pendidikan*, Jakarta: Depdikbud, 1993), p.81

<sup>20</sup>*Ibid.*

<sup>21</sup> Atar Semi & Ngusman, *Bagaimana Membuat Kliping dan Majalah Dinding*, (Bandung: Titian Ilmu, 1993), p. 31.

#### 4. Wall Magazine as A Medium

##### a. Definition of wall magazine

Wall magazine is magazine that not arranged, but just in paper form that adhered on the wall (board, etc.).<sup>22</sup> Wall magazine also define as a kind of written communication media; it is the simplest communication media. It is called wall magazine because include the basic principle of magazine, while presented on the wall.<sup>23</sup>

In wikipedia said that wall magazine is periodical run on a notice board especially in an educational institution where the students and other members of the institution can post their articles, poems, drawings and other, such compositions to share with each other. It is a medium for the students to express their creativity.<sup>24</sup>

Thus, wall magazine is medium that used to share or to communicate each others in written form that adhered on the wall. Wall magazine is the simplest of written communication media. Students can display their writing on wall magazine.

##### b. Benefits of wall magazine

Wall magazine is one of mediums. It is categorized as nontechnical medium because when use it, we do not need electricity. It is also can called as visual medium because wall magazine only can be seen.

Wall magazine has many benefits. Some of them are as follow:<sup>25</sup>

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<sup>22</sup>*Ibid*

<sup>23</sup>[http://gubuk.sabda.org/pengertian\\_dan\\_manfaat\\_majalah\\_dinding](http://gubuk.sabda.org/pengertian_dan_manfaat_majalah_dinding), accessed on 27 October 2009

<sup>24</sup>[http://en.wikipedia.org/wiki/Wall\\_magazine](http://en.wikipedia.org/wiki/Wall_magazine), accessed on 27 October 2009

<sup>25</sup>[http://gubuk.sabda.org/pengertian\\_dan\\_manfaat\\_majalah\\_dinding](http://gubuk.sabda.org/pengertian_dan_manfaat_majalah_dinding), accessed on 27 October 2009



a) Communication media

Wall magazine is cheapest communication media to create communication inter-party in certain scope. By reading wall magazine we can get much information and enlarge our knowledge.

b) Medium of creativity

Wall magazine is place to effuse kinds of ideas. Diverse concepts, thought, creation, etc. can be poured in wall magazine.

c) Inculcating reading habit

Interesting wall magazine can attract person to read, moreover it can be presented by any body and any time.

d) Time filler

Many young people can't fill their leisure time properly. It can be coped by reading wall magazine, then active to write. By writing wall magazine, it can be useful for their spirit development.

e) Encourage writing rehearsal

According to experience, many writers use wall magazine as a place of writing rehearsal. Starts from writing simple things, it isn't impossible someone will more like to write.

In teaching and learning English, wall magazine can be used as a medium to improve students' interest in writing, including in writing descriptive text. There are some advantages in using wall magazine to teach writing descriptive text, there are:

- 1) By using wall magazine, students' writing can be displayed on wall magazine. It means that their writing will be seen by other students. Automatically, they will do the best in their writing.
- 2) Students must criticize the writing of their friends and give correct feedback, so it will increase students' awareness in using lexicogrammatical in their writing descriptive text.

## 5. Motivation in writing

### a. Definition of motivation

Motivation derives from the word “motive”. It means the power within the individual it self that cause him/ her to act.<sup>26</sup> W. S. Winkel as quoted by Hamzah Uno says that motive is driving force inside a person to do certain activity to reach specific purpose.<sup>27</sup> Thereby, motivation is an encouragement inside a person to changes behavior to be better to fill their need.

Harmer states that motivation is some kind of internal drive, which pushes someone to do things in order to achieve something.<sup>28</sup> Mc Donald defines that motivation is an energy change within the person characterized by affective arousal and anticipatory goal reactions.<sup>29</sup> According to Brown, motivation is the extent to which you make choices about goals to pursue and the effort you will devote to that pursuit.<sup>30</sup>

The human’s behavior is pushed by certain motives, and the learning process will be success depends on students’ motivation.<sup>31</sup> Gardner as quoted by Nunan states that motivation refers to the combination of efforts plus desire to achieve the goal of learning the language plus favorable attitudes learning toward the language. That is, motivation to learn second language is seen as referring to the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity.<sup>32</sup>

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<sup>26</sup>Hamzah b. Uno, *Teori Motivasi dan Pengukuranya*, (Jakarta: Bumi Aksara, 2008). p. 3.

<sup>27</sup>*Ibid.*

<sup>28</sup>Jermy Harmer, *op.cit.*, p. 51.

<sup>29</sup>Oemar Hamalik, *Kurikulum dan Pembelajaran*, (Jakarta: Bumi Aksara, 2008). p. 106.

<sup>30</sup>H. D. Brown, *loc. cit.*

<sup>31</sup>Oemar Hamalik, *Proses Belajar Mengajar*, (Jakarta: Bumi Aksara, 2008), p. 157.

<sup>32</sup>David Nunan and Clarice lamb, *The Self directed Teacher managing the learning process*, (USA: Cambridge University Press, 1996), p. 210.

Thus, motivation is something that courage someone to do the best to reach the goals that she/ he wants. In this case, motivation is very significant factor in teaching learning process. Teacher may have a success in his/ her teaching when his/ her students are well motivated. By being motivated, students can have interest or motive to reach success of their learning and it can be reached with the effort to pursue the goals it self. Students who have low motivation usually will fail in their study.

b. Types of motivation

Motivation divided into 2 types, extrinsic and intrinsic motivation,<sup>33</sup> that is motivation that comes from outside and from inside.

1) Extrinsic motivation

Extrinsic motivation is impulse toward person behavior that comes from outside the act that his do. Person does something because impulse from outside like reward and avoid punishment.<sup>34</sup> In addition, Harmer states that extrinsic motivation is caused by any number of outside factors, for example the need to pass an exam, the hope of financial reward, or the possibility of future level.<sup>35</sup>

Extrinsically motivated behaviors, on the other hand, are carried out in anticipation of a reward from outside and beyond the self. Typical extrinsic rewards are money, prizes, grades, and even certain types of positive feedback. Behaviors initiated solely to avoid punishment are also extrinsically motivated, even though numerous intrinsic benefits can ultimately accrue to those who, instead, view punishment avoidance as a challenge that can build their sense of competence and self- determination.<sup>36</sup>

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<sup>33</sup>Pupuh Fathurrohman and M. Sobry Sutikno, *Srtategi Belajar Mengajar Melalui Penanaman Konsep Umum dan Konsep Islami*, (Bandung : PT. Refika Aditama, 2007), p. 19.

<sup>34</sup>Dimiyati and Mudjiono, *Belajar dan Pembelajaran*, (Jakarta: Rineka Cipta, 2006), p. 91.

<sup>35</sup>Jeremy Harmer, *loc. cit.*

<sup>36</sup> H. D. Brown, *op.cit.*, p. 76.

## 2) Intrinsic motivation

Intrinsic motivation comes from within individual. It is motives that active without stimulation from outside, because there was impulse on individual it self to do something.<sup>37</sup> Thus a person might be motivated by the enjoyment of the learning process itself or by a desire to make themselves fell better.<sup>38</sup>

Thus, students who learn for their own self perceived needs and goals are intrinsically motivated, and those who pursue a goal only to receive an external reward from someone else are extrinsically motivated.

### c. Factors affecting motivation

There are internal and external factors affecting motivation in student's learning process as a strength motivation. The internal factors come from the learners himself and external factors ones derive from outside of learner.

#### 1) Internal factors

Novitasari divides internal factors affecting motivation in student's learning process into:

##### a) Self esteem

Children come to school with different ideas about themselves and their abilities. Interaction with home, with peer group, and with school has made their self image and consequently a certain interaction will influence their scholastic achievement. If they find out that they have failed in one subject, for example, they will see themselves negatively. Leviton as cited by Yellon and Weinsten show children who achieve highly think well of themselves and may, as a result, continue to achieve, high academic performance

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<sup>37</sup>Sardiman A. M., *Interaksi dan Motivasi Belajar Mengajar*, (Jakarta: PT Raja Grafindo Persada, 2007), p. 89.

<sup>38</sup>Jeremy Harmer, *loc. cit.*

may result in higher self evaluation which, in turn, may increase motivation for attaining high grade in the future.

b) Interest and attitudes

Interest and attitudes are closely related. Attitudes represent general predisposition, and specific interests operate within this broader sphere. High interest in a subject tends to be associated with high ability in that subject, and low interest with low ability.

Emerald says that interests are learned responses which predispose the organism to certain lines of activity and which facilitate attention. Sometimes, interests are defined as positive attitudes toward object to which are attracted. Interest is the set of attending; the tendency to give selective attention to something.<sup>39</sup>

2) External factors

Harmer states that extrinsic motivation is caused by any number of outside factors, for example the need to pass an exam, the hope of financial reward, or the possibility of future level. Further more, Brown points out those typical extrinsic reward are money, prizes, grades, and even certain types of positive feedback.

Based on the explanation above, wall magazine can influence students' external motivation because by making wall magazine, can encourage students to write descriptive well.

d. Methods to arouse motivation

There are some methods to arouse students' motivation in learning activity at school, i.e.:

- 1) Giving mark, mark used as a symbol of students' achievement.
- 2) Reward, giving reward for performance student. It can stimulate students' spirit to learn energetically.

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<sup>39</sup> [Http://www. Linguaguide.com/articles/27/1/Motivation-in-language-learning/page1.html](http://www.Linguaguide.com/articles/27/1/Motivation-in-language-learning/page1.html), accessed on July 5, 2010

- 3) Vying/ competition, it is used as a motivation tool to push students' learning.
- 4) Ego- Involvement, it is arouse students' awareness about the important of assignments and accept it as a challenge.
- 5) Giving test, students will study diligently if know that there is a test.
- 6) Giving result, if students know their result, especially if there is progression, it will push them to learn.<sup>40</sup>
- 7) Commendation, students' performance righteously gets constructive commendation.
- 8) Desire to learn, it means there is deliberateness element; there is a purpose to learn.<sup>41</sup>
- 9) Help habit to learn well.
- 10) Help students' difficulties in learning, either individual or group.
- 11) Using variations of methods.
- 12) Using media that appropriate with the purpose of learning.<sup>42</sup>

The most appropriate method to arouse students' motivation in writing is using a medium. By using medium students can understand and write text easily.

e. Motivation in writing

Like reading motivation, motivation to write includes intrinsic and extrinsic motives. Individual likes to write for his/her own (intrinsic writing motivation) and for other's (extrinsic writing motivation) sake. Intrinsic writing motives are desire to make archive (documentation), to express emotions (emotional expression), to satisfy creation urge (creativity) and to improve writing competency (achievement). Extrinsic writing motives are desire to write in order to be loved by others

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<sup>40</sup>Sardiman A. M., *op. cit.*, p. 92-94.

<sup>41</sup>S. Nasution, *Didaktik Asas-Asas Mengajar*, (Jakarta: Bumi Aksara, 2000), p. 81.

<sup>42</sup>Pupuh Fathurrohman dan M. Sobry Sutikno, *op. cit.*, p. 21.

(affiliation), in order to be recognized by others (recognition) and to avoid punishment (harm avoidance).

The goal of teaching writing is actually to make students are able to express their thought, idea, and opinion in written form. For most students, writing foreign language is somewhat difficult or evens a burden. These actually can be fixed by sustaining our students with deep motivation. As English teachers, it is our responsible to improve their motivation at whatever level and at whatever age.

Harmer states that there are three areas where teachers' behavior can directly influence their students' continuing participation:<sup>43</sup>

1) Goals and goal setting

Since motivation is closely bound up with a person's desire to achieve a goal, so there is a distinction between long- and short- term goals. Long term goals include the mastery of English, the passing of an exam (at the end of the year), and the possibility of a better job in the future. Short term goals, on the other hand, might be the learning of a small amount of new language, the successful writing an essay, the ability to partake in a discussion or passing of the progress test at the end the week. Teacher can try to anticipate helping students to reach their goals.

2) Learning environment

There is need for a supportive, cooperative environment to suit the various learner types, so the teachers' rapport with the students is critical to creating the right conditions for motivated learning.

3) Interesting classes

Teachers need to provide students with a variety of subjects and exercises to keep them engaged.

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<sup>43</sup> Jeremy Harmer, *Op. Cit.*, p. 53-54.

This can be concluded that students are needed to be motivated in order to have a will or interest to write more. And it is the duty of the English teacher to enrich their techniques and media of teaching learning writing to motivate their students to write.

## B. Previous Research

This research is similar to these two following previous research. The two researches which relevance to this research is as follows:

1. Aji Sarastri in her thesis entitled: a Correlation between Motivation and English Achievement (a Case of the Second Year Students of SMP Negeri 1 Karangtengah Demak in the Academic Year of 2008/ 2009).<sup>44</sup> The objective of his study were to find out the correlation between students' motivation and their achievement in English and what types of motivation are present among the second year students of SMP Negeri 1 Karangtengah Demak. He assumed that the low achievement is caused by the low motivation, and vice versa. Therefore, he considered that motivation was a decisive factor to achieve success in learning English. In order to achieve the objective of his study he used questionnaire to collect the data. The result showed that motivation is the decisive factor in succeeding the learning of English.
2. Suryati in her thesis entitled: The Use of Picture as a Media to Teach Descriptive Text Writing (The case of the year seventh students of SMP Negeri 1 Wonosobo in the academic year of 2007/ 2008).<sup>45</sup> The objectives of her study were to know the students' ability in writing descriptive text before

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<sup>44</sup>Sarastri, Aji (04420013), *a Correlation between Motivation and English Achievement (a Case of the Second Year Students of SMP Negeri 1 Karangtengah Demak in the Academic Year of 2008/ 2009)*. (Semarang: FPBS IKIP PGRI Semarang), 2009. unpublished.

<sup>45</sup>Suryati, (2201402008), *The Use of Picture as a Media to Teach Descriptive Text Writing (The case of the year seventh students of SMP Negeri 1 Wonosobo in the academic year of 2007/ 2008)*, (Semarang: FPBS UNNES), 2009. unpublished.



teacher applies picture as a media and to know if there is an improvement after teacher applies picture as a media in teaching learning process. Her thesis is an experiment research; she explained how picture can improve students' ability in writing descriptive text. It showed from the result of students' achievement in post test that increase from pre test. From Suryati's final project, the researcher found the same in genre, but differ in media.

From the previous research that the writer was described, it can be said that improving students' motivation to learn English is very important. Using media in order to reach the goal can be applied in the writing teaching learning. So that, the writer will try to combine between the theory of students' motivation in learning language and the use wall magazine as media in improving students' motivation to write.

### **C. Action Hypothesis**

The hypothesis in this research is "wall magazine has a positive influence in improving students' motivation in learning writing descriptive text". It means that wall magazine can make student motivated in learning writing descriptive text.