

## **CHAPTER II**

### **REVIEW OF THE RELATED LITERATURE**

In this chapter, the researcher needs some theories to be used in collecting and analyzing the data. The review of literature has purpose to give a brief of what is related to and discussed in this study. It describes what literature is used. Some literatures give some definitions and some explanations about something that is discussed above. This chapter discusses about motivation strategy, ARCS motivation model, writing recount, and students achievement.

#### **A. Motivation**

Motivation is the one important factor for learning process, especially on the language learning. Every student needs a motivation to learn something. When they get a motivation to do something, they will do it. In the field of psychology, motivation is one of the important concepts to know and explain behavior and what a person thinks the way they do. (Harmer:2007:20) motivation is some kind internal drive which make someone to do things in order to achieve something. Someone who will do something, certain that they have a motivation to rich the goal.

Lightbown and Spada (2006:63) Motivation in second language learning is a complex phenomenon. It has been defined in terms of two factors: on the one hand, learners' communicative needs, and, on the other, their attitudes towards the second language community. If learners need to speak the secon

language in a wide range of social situations or to fulfill professional ambitions, they will perceive the communicative value of the second language and will therefore be motivated to acquire proficiency in it. Likewise, if learners have favorable attitudes towards the speakers of the language, they will desire more contact with them. In a teacher's mind, motivated students are usually those who participate actively in class, express interest in the subject matter, and study a great deal. Teachers also have more influence on these behaviors and the motivation they represent than on students' reasons for studying the second language or their attitudes toward the language and its speakers. Teachers can make a positive contribution to students' motivation to learn if classrooms are places that students enjoy coming to because the content is interesting and relevant to their age and level of ability, the learning goals are challenging yet manageable and clear, and the atmosphere is supportive.

According to Brown (2000:162) that motivation is something that can be like self-esteem, be global, situational, and task oriented. There are three different perspectives about the definition of motivation. That are behavioristic, cognitive, and constructivist. The differentiate of three view of motivation can be seen on the table below:

**Table 2.1 Three View of Motivation**

Behavioristic	Cognitive	Constructivist
<ul style="list-style-type: none"> <li>• Anticipation of reward</li> <li>• Desire to receive positive reinforcement</li> <li>• External, individual forces in control</li> </ul>	<ul style="list-style-type: none"> <li>• Driven by basic human needs</li> <li>• Degree of effort expended</li> <li>• Internal, individual forces in control</li> </ul>	<ul style="list-style-type: none"> <li>• Social context</li> <li>• Community</li> <li>• Social status</li> <li>• Security of group</li> <li>• Internal, interactive forces in control</li> </ul>

According to Harmer (2007:100) that the teacher needs to build students' motivation. Motivation can be developed from many sides. It can be from individual or their social environment. There are five stages:

#### 1. Effect

A good teacher is someone who remain the students name and don't just ask to the students to put their hands up or just do an exercise or write something on the blackboard. When the teacher carrying and helpfully, the students will excite to do something.

#### 2. Achievement

In this part shows that the teacher must have ability to make students success on the do a task. This is the teacher art. Motivation is one of the part that make the students success on the task. The teacher guides the students to get things right next time.

#### 3. Attitude

Every student will follow everything what they know. As a teacher, the students precept that teacher is a model that can follow. Aspects such as the teacher dress perform on the job, how the teachers speak, how the

teachers walk and other. When the students feel confidence to the teacher, they may easy to start and easy to remain engaged with what going on. But when the students lost their confidence, they will difficult to start it.

#### 4. Activities

The teacher needs to try to match the activities that take into lessons with the students. Sometimes, the teacher need to give some game-communication, sing a song, and other. It can increase the students motivation to learn language.

#### 5. Agency

Agency is also the important one, because when the students have an agency, they get to make some decisions about what is going on and as consequence. They will take some responsibility for their learning.

### **B. Motivation Design Models**

According to Keller (2006) said that motivational design refers to the process of arranging resource and procedures to bring about changes in motivation. Motivational design can be applied to improving students' motivation to learn employees' motivation to work the development of specific motivational characteristic in individuals and to improving people's skill in self-motivation. Motivational design is systematic and aims for replicable principles and processes.

Motivational design models can be categorized into four groups. The first three are grounded in psychological theories of human behavior. They can be classified as person centered theories, environmentally centered theories, and

interaction theories. The fourth group has a more pragmatic, or pedagogical, origin and includes omnibus models that incorporate both instructional design and motivational strategies.

### **C. ARCS Motivation Model**

Keller (2006) gives a definition of motivational design refers to arranging resources and procedures to bring about changes in motivation. Motivational design can be applied to improving students' motivation to learn, employees' motivation to work, the development of specific motivational characteristic in individuals, and to improving people skills in self-motivation.

According to the Poulsen et al (2008) define that ARCS motivation strategy is one of model motivation strategy that was built by John M. Keller while he was researching ways the learning process with motivation.

ARCS model of motivation built to identifying the effective ways to learn second language, and bring the students more motivate to learn it. (Keller:1984) in the Journal of instructional development:2007,the ARCS model is a method for improving motivational appeal of instructional material.

There are four components of ARCS motivation models, which are Attention, Relevance, Confidence, and Satisfaction

#### **1. Attention**

The interest displayed by the learners in taking in the concepts or ideas being taught. Grabbing attention is the most important part, because it will be impact in the start of the learners motivate to learning. Once learners are

interesting to learn something, they will spare their time to learn it, pay attention, and find out more.

Keller attention can be gained into two ways that are perceptual arousal and inquiry arousal. There are many methods to grabbing attention, such as active participation, it can be like playing game, role play or other hands on methods to get learner involved with material or subject matter. Then, the teacher gives a small humor; it can be like joke story or other which can be make good condition. The another ways to grabbing attention are can be like inquiry, variability, incongruity and conflict, and the last is specific example.

## **2. Relevance**

Relevance must be established by using language and examples that the learners are familiar with. Learners will throw concepts to the wayside if their attention can not be grabbed and if the relevance not conveyed. Establish relevance in order to increase a learners' motivation. Six major strategies described by Keller include:

- a. Experience – Tell the learners how the new learning will use their existing skills. We best learn by building upon our preset knowledge or skills.
- b. Present Worth – What will the subject matter do for me today?
- c. Future Usefulness – What will the subject matter do for me tomorrow?
- d. Needs Matching – Take advantage of the dynamics of achievement, risk taking, power, and affiliation.

- e. Modeling – First of all, “be what you want them to do!” Other strategies include guest speakers, videos, and having the learners who finish their work first to serve as tutors.
- f. Choice – Allow the learners to use different methods to pursue their work or allowing s choice in how they organize it.

### **3. Confidence**

The confidence aspect of ARCS motivation models focus on establishing positive expectation for achieving success among learner. The learners’ confidence often correlated with their motivation. If they get a right motivation when they still start learning process, they will get a good confidence in the end.

### **4. Satisfaction**

The leaners must obtain some satisfaction or reward from learning experience. This satisfaction can be from a sense of achievement, praise from a higher up, or mere entertainment. Satisfaction is based upon a motivation, which can be intrinsic or extrinsic. The teacher should be made the students know and feel as though the skills useful and beneficial.

## **D. Teaching Writing**

### **1. The Nature of Writing**

Writing is one of the important students’ skills that needed to improve and developed. The ability to write is important. Someone who has a good skill on writing, they will easy to get a job, or other, because writing is the important one and almost of the office or agency need it in

this era. According to Harmer (1998:79) said that students need to know how to write letter, how to put written report together, how to reply to advertisement and how to write something by using media.

Richard and Reynandi (2002:80) said that writing is the most difficult skill for second language learners to master. The difficulties are not only how to get an idea or enrich the text, but it also about how to translate the ideas to the readable text. When the second language learners write some text, they don't just think about what they will write, but it also about grammar, punctuation, spelling, word choice, and so on.

According to Raimes (1983:03) said that learning a second language same with learn how to communicate with other: how to talk with them, how to understand what they say, read what they have to write and write to them. In addition, writing is important. First, writing reinforces the grammar, idiom, and vocabularies that the teacher was teach. Second, when the students write, they also have a chance to be adventurous with language. Third, when the students write, they have involved many new languages.

## **2. The Writing Process**

Process writing as a classroom activity incorporates the four basic writing stages-planning, drafting (writing), revising (redrafting) and editing- and there other stages externally imposed on students by the teacher, namely, responding (sharing), evaluating and post-writing. Process writing in the classroom is highly structured as it necessitates the orderly teaching of



process skills, and thus it may not, at least initially, give way to a free variation of writing stages cited earlier. Teachers often plan appropriate classroom activities that support the learning of specific writing skills at every stage. The planned learning experiences for students may be described as follows.

a. Planning (Pre-writing)

Pre-writing is any activity in the classroom that encourages students to write. It stimulates thoughts for getting started. In fact, it moves students away from having to face a blank page toward generating tentative ideas and gathering information for writing. The following activities provide the learning experiences for students at this stage:

1) Group Brainstorming

Group members spew out ideas about the topic. Spontaneity is important here, there is no right or wrong answer. Students may cover familiar ground first and then move off to more abstract or wild territories.

2) Clustering

Students' form words related to a stimulus supplied by the teacher. The words are circled and then linked by lines to show discernible clusters

3) Rapid Free Writing

Within a limited time of 1 or 2 minutes, individual students freely and quickly write down single words and phrases about a topic. The time limit keeps the writers' mind ticking and thinking fast. Rapid

free writing is done when group brainstorming is not possible or because the personal nature of a certain topic requires a different strategy.

#### 4) WH-Questions

Students generate who, why, where, when, and how questions about a topic. More such questions can be asked of answers to the first string of wh-questions, and so on. In addition, ideas for writing can be elicited from multimedia sources (e.g., printed material, videos, films), as well as from direct interviews, talks, survey, and questionnaires. Students will be more motivated to write when given a variety of means for gathering information during pre-writing.

#### b. Drafting

When the students will write something, the students need to make a plan or make a draft what will they want to write. For example when they want to write their experience on the holiday, they must make a draft the first, the second and so on. So, drafting will make them easy to start writing. Because, the writers are not preoccupied with grammatical accuracy in this process.

#### c. Responding

Responding students writing by the teacher will increase their motivation to write, the teacher can give some suggestion before the students revise their text.

d. Revising

When the students revise their text writing, they review their text on the basis to the feedback given in the responding stage. So, the students don't just revise the language error, but they also think how their writing can be clearer by reader. According to Fauzi (2015:16) said that revising process is an important step in which it allows the writers to look back at their papers three or four times after they finished first drafting.

e. Editing

In this stage, the students edit the text by own or peer with their friend, it can about the grammar error, punctuation or other before evaluating by the teacher.

f. Final Version

According to Henny (2013) that the students make a change of their work after the process of editing. The final product may be different from the first draft after going through some steps. Also see on Richard and Renandya (2002:315), students can publish, share or read their writing merely display texts on notice-boards based on the classroom.

### **3. Teaching Writing**

Writing is the most important when we learn English language. Sometimes, the teacher gives a material in the class, certain that the teacher asks to the students to write something based on the materials

before. Such as, the teacher teaches about introduction to the students in a new class, so they write about them self and after that they retell it to their classmate.

According to Harmer (2007:113-120) there are two aims when the teacher teaches writing, these are writing for learning and writing for writing. In this case, the students apply the materials that have been studying. For example, the teacher asks to the students to write five or ten sentence about the materials they have been learning before. In other hand, writing for writing is directing at developing the students skills as writer. The main purpose of this type is that students should become better at writing.

As we know, the processes of writing are include drafting, responding, revising, editing and the last final version. We will need to encourage student to plan, draft, and edit their writing. Perhaps, it will consume many time, so in this way, the teacher can to help them to be better at writing by doing exams. The teacher can be applied some way such as poetry, using music and picture, using strategies on writing, and other.

## **E. Recount**

### **1. The Definition of Recount Text**

Recount text is one of the texts that learned by students' of senior high school at the first grade. According to Anderson and Anderson (1998:24), recount is a text which retells past events orderly. Recount text

is one of the kinds of text on the English Language materials, especially on the first grade of senior high school. Recount text retells a series of events in chronological order. There are three structure of recount text that are orientation, events, and reorientation. Language features that used on the recount text are use of simple past tense, focus on temporal sequence, focus on specific participant, and use of action verb.

## **2. Generic Structure of Recount Text**

Anderson and Anderson (1997:29) describe the generic structures of a recount text. The explanation presented below:

### **a. Constructing of Recount Text**

A recount text has three main sections. The first is orientation. It contains of the participant, place, and time the story are happened. The second is events. It retells the events in order in which they happened. And the last is reorientation that consist of a conclusion.

### **b. Grammatical features of recount text**

A recount text usually includes the following grammatical features:

- 1) Proper nouns to identify those involved in the text.
- 2) Descriptive word to give details about who, what, when, where, and how.
- 3) The use of past tense to retell the events.
- 4) Words that show the order of the events.

**Table 2.2 Example of Recount Text**

<i>Structure</i>	<b>Last Christmas</b>	<i>Language Features</i>
Introduction that provides an orientation	Last Christmas, on December 25th 2013, all members of my family woke up early. Christmas Day was the most exciting day of the year for us. It was the same routine every year and we loved it!	Use of proper noun to show when, who, and what
Sequence of events that reconstruct the past in order in which events occurred	<p>Firstly, the youngest siblings gathered in the hallway of our house, yelling at the teenagers and our parents to wake up. We were all smiles and excitement! Our tummies were rumbling for breakfast but we all knew what was to come and it certainly wasn't food that was on our minds.</p> <p>We then ran down the hall, past the kitchen and into the lounge room. The Christmas lights and early morning sun lit up the room. We all ran to the pile of presents that were waiting for us. After opening the gifts we spent time sorting through our parcels and showing one another what we received. Gradually each family member drifted off to shower and dress in their best clothes.</p> <p>Around 11 am some other family members came to visit, and later on we devoured a huge hot lunch. Most of us forgot about breakfast and enjoyed a big midday meal. We then went out into the street to catch up with neighborhoods friends. Things calmed down in the evening and we nibbled on left overs and enjoyed some relaxing time with family.</p>	Use of the past tense
Concluding comments	Christmas Day was full of fun, activities and joy.	Use of the past tense

## F. Students Achievement

The goal of the learning is an achievement. When the students have a good achievement, or the higher score than before, it means that they enhance their ability on the learning process.

Algarabel and Dasi (2001) define that achievement is the competence of a person in relation to a domain of knowledge. It means that the goal of the persons' knowledge is their achievement.

Students are achieving when they acquire knowledge, skills, and attitude that will prepare them to lead happy and successful live.

### **G. Previous Studies**

There are some previous studies related to the effect of ARCS motivation strategy and learning process. Here, the researcher summarizes some previous studies which can be the guidelines for the researcher in conducting the new one, and explanations are the highlights of some previous studies related to the effect of ARCS motivation strategy.

In Nugraha, et al (2014) research entitled "*Pengaruh Strategi Pembelajaran ARCS (Attention, Relevance, Confidence, Satisfaction) terhadap Hasil Belajar Siswa dengan Kovariabel Motivasi Belajar dalam Pembelajaran Ipa pada Siswa Kelas V SD Cerdas Mandiri*" the finding was about all of the teaching and learning process by using both of two strategies, include ARCS strategy and conventional strategy. There is different effect the use of two strategies. Based on the study that has been conducted by the researcher, the finding of the research showed that the group of the students achievement that was learnt by used ARCS motivation higher than the students who was learnt by conventional strategy. The similarities of this study is using ARCS motivation strategy. And the differentiate of this study are the research by Nugraha et al used ARCS that was applied in science

learning at the fifth grade of elementary school, beside that in this research the researcher used ARCS in English learning especially writing recount achievement at the first grade of MA Darul Huda.

Second studies were done by Yuncu & Kecik (2017) research entitled "*The Effects of ARCS Motivational Model on Student Motivation to Learn English*". In this study, the researcher summarize that this study was design to examine ARCS motivational design strategies on students motivation to learn English in ten weeks. Yuncu & Kecik as researcher of this study administered Course Interest Survey (CIS) and Instructional Material Motivational Survey (IMMS) at the beginning and at the end of the study. For the conclusion ARCS motivational model was can be increase the students' instructional motivation. The similarities of this study is using ARCS motivation strategy in English learning. Besides that, in this research the researcher used ARCS in English learning especially writing recount achievement at the first grade of MA Darul Huda.

Last, study was done by Astleitner and Lintner (2001) research entitled "*the Effect of ARCS strategies on Self-Regulated Learning with Instructional Texts*". In this research Astleitner and Lintner used ARCS strategies on self-regulated learning with instructional text. They explained about the differentiate both of using ARCS and without ARCS strategy. It was same with the research in this study, this study also used ARCS strategy. But, this research used ARCS strategy toward students writing recount achievement.



Based on the researcher was explain, there are three previous studies that the researcher have done to analyze. An ARCS is effective motivation models that used to teach many subjects materials. So, the researcher wants to use ARCS motivation model to teach writing, especially writing recount text. Thus, it was clear that this research did not plagiarize the previous studies, but used it as guidelines and references to conduct further research.