CHAPTER II

REVIEW RELATED LITERATURE

In this chapter, the researcher presents the results of reviewing some related literatures dealing with topic of the study, student writing motivation, recount text, chain writing method, teaching writing of recount text by using chain writing method and previous study.

A. Students' Writing Motivation

Writing is a communicative, productive, and expressive activity by using written material as its medium. The activity is meant to deliver a message from the writer to the reader. In writing activity, a student should be able to utilize graphology, grammatical structure, and vocabulary. Writing as a basic skill is important to be mastered by the students to enhance and enlarge the knowledge that they are receiving. By writing, students will explore their ideas as a result of combination the other skills (reading, listening and speaking).

In this study, the writer specifies the topic into the student writing motivation. Because motivation is required by the students in order to support them in learning process such as writing process. They need motivation when they have to do something to succeed. Without such motivation, the students are difficult to master a particular subject and will almost certainly fail to create necessary effort. Harmer (2007) stated

motivation is a kind of internal drive which pushes someone to do things in order to achieve something. Motivation is something that synergizes, directs behavior; it gets students moving, points them in a particular direction and keeps them going (Ormrod 2003). Brown (2007) also stated that motivation is something that can, like self esteem, be global, situational, or task oriented. Motivation is also typically examined in terms of the intrinsic and extrinsic motives of the learner.

Based on the clarification above, the researcher concludes that motivation is the desire and attempt which drive students to do everything in order to reach their purposes. Motivation is an important factor in learning process because it can influence toward students' achievement whether success or fail.

a. Types of Motivation

Motivation is divided into two main types, namely intrinsic motivation and extrinsic motivation. They are described as follows.

a.) Intrinsic Motivation

Intrinsic motivation is an individual as desire that is used to create an effort to reach the goal. According to Harmer (2007) a person might be motivated by the enjoyment of the learning process itself or by desire to make themselves feel better. According to White (1959) the phenomenon of intrinsic motivation was first acknowledged within

experimental studies of animal behavior, where it was discovered that many organisms engage in exploratory, playful, and curiosity driven behaviors even in the absence of reinforcement or reward. In the human being, intrinsic motivation is a pervasive and important one.

In this study, the write defines intrinsic motivation is a desire owned by the students to create an effort in order to reach their goal in learning to write English. They learn a lot because they are fun in joining the class. Intrinsic motivation is useful for the students not only to learn writing but also to the other skills like listening, speaking, and reading. For example, the students are bound to do much better in learning writing English because they are enthusiastic to learn new material.

b.) Extrinsic Motivation

Extrinsic motivation is type of motivation that is important for students in learning English. The propensities of the students to take part in learning English is caused by some external reasons which make students unwilling to learn English. These reasons can be the anticipation of reward or punishment, like being successful in the exam or getting a good mark. Ryan and Deci (2000) stated that extrinsic motivation refers to doing something because it leads to a separable result. Extrinsic motivation contrasts with extrinsic motivation because it refers to doing an activity simply for the enjoyment of the activity itself, rather its instrumental value. The students who use their extrinsic motivation will

learn English if they get something for their teacher like reward or punishment. For example, the students learn English because it leads to separable outcome, such as reward or punishment when they learn it or not. Other examples, a student who does his homework only because she or he wants to attain the separable outcome of avoiding sanctions is similar with a student who does his homework because of personal believes.

Based on the clarification dealing with the student writing motivation, the researcher concludes that motivation is the desire and attempt which drive students to do everything in order to reach their goals especially their goals in writing. Motivation is an important factor in writing process because it can influence toward students' writing achievement whether success or fail.

B. Recount texts

a. Definition of Recount Text

According to Anderson (1997) a recount is a piece of text retells past events, usually in the order in which they happened. It has a purpose in which it gives the audience a description of what occurred and when it occurred. Knapp and Watkins (2005) also say that a recount is a sequential text that does little more than sequencing a series of events. It is the simplest type of narrative genre. A recount is different from a narrative text in terms of the problems in the sequence of events. Another

view comes from Recount can be in the form of letters, newspaper reports, conversations, speeches, television interviews and eyewitness account.

b. Structure of Recount Text

It is a point when writers try to create a piece of a recount text. Anderson (1997) states that a recount text has three main parts:

- Orientation.

It gives background information about who, what, where, and when.

- A series of paragraphs or Events

It consists of paragraphs which retell the events in the order in which they happened.

- Conclusion (optional)

It is a paragraph that contains a personal comment.

In conclusion, a recount text tells the reader what happened in a past. It begins with an orientation which tells the reader who was involved, what happened, where this event took place and when it happened. Then,

the sequences of events are described in some sort of order e.g. time. Last, it may be a reorientation at the end which summarizes the event.

c. How to Teach Recount Text

Teaching recount to students of junior high schools is not different with teaching writing to students in common. The topic chosen can be based on the students' activity because a recount text tells a certain event which emphasizes on the sequences. Through chain writing method, the teaching of recount texts can be easier and more enjoy because it provides some activities which are more enjoyable for the student in junior high school, so the students will have a motivation to write the recount text.

C. Chain Writing Method

Teachers should do some approaches in order to make the students interested in learning and make them have ability to perform the activities well. Mihalas (2009) wrote about the importance of good relations between the teacher and students. The writer stated that the teacher's relation to their students can influence whether or not the students will want to try to develop and learn more.

In other word it can be stated that one of the method of the teacher in motivating the student is to create good relation with the student goodly. The important things to remember are: firstly, the teacher method must be aimed at this objective and must be appropriate for achieving it and secondly, the techniques that are used must be suitable to their method. One of the methods used is chain writing method.

1. Definition of Chain Writing Method

In this research study, chain writing means a method in which stories are written by a group of students trying to connect sentence by sentence to make a good story. Saragih and Rabbani (2017) explain that Chain writing method is a method which requires students to be active in the learning process and which has the goal to make the students enjoy the learning process in the class and which gives them a chance to write a certain topic together with their classmates. It is used to help students in language learning process especially in writing. This method requires students to make a writing product together because they will take turn to write sentence by sentence until become a passage in the writing process. In the end of the learning process, there will be many kinds of passages based on the number of the students which are written in a chain.

That is why this method can be called as one of the types in collaborative writing.

Learning collaboratively is a social activity where a group of writers collaborate to produce a passage. By doing a collaborative writing, students can produce a better quality of writing. This kind of writing will also help them learn from each other and enable them to do critical reflection to their writing.

2. Benefits of Chain Writing Method

There are some benefits for teachers in using chain writing method in the class, such as first, it attracts students in the learning process of writing. It is because this method is believed to motivate students in writing which will affect the result of their writing and help them to become a better writer. Then, this method also will make the students have an enjoyable learning environment. This because they write the story in a group, not individually, where usually the students who feel difficult in writing will be more confused and can't enjoy the learning process. Moreover, it encourages students to give more attention to the learning process, because when the students enjoy their learning process, they will be more focus on the process of learning.

Learning in a group also helps the students to decrease the difficulties of writing. For example, the other members' writing can help them construct the idea of writing when they get confused what to write. Besides, thisn ethod can make them develop their imagination because they will write a different story from each member.

3. Weaknesses of Chain Writing Method

In implementing chain writing method, there are also some shortcomings that will be found in the learning process, for example, this method has a limited time to be implemented in the class, while it needs a sufficient time which is not short to be applied effectively. Besides, the students will feel that they need to be hurry in writing with this method because they need to pass the paper again to the other members which will make them careless about what they are writing. Moreover, the class tends to become noisy because the students become more active.

D. Teaching Writing of Recount Text by Using Chain Writing Method

Adapted from Saragih and Rabbani (2017) the steps of implementing chain writing method in teaching Recount Text are as follows: First, the teacher needs to decide a topic for the students to write the story and tell his/her students that they are going to write a story. Second, the teacher needs to divide the students into some groups. A group will consist of 4 or 5 students. Then, the students are

asked tonsit in a circle with their group. Third, the teacher asks the students to prepare for a blank paper and tell them the topic for the story that they are going to write. The teacher also asks students to write their name on the top right side of the paper. Forth, the teacher asks to the students write down their recount text continuous with their friends in a group. This activity continues until the time is up. After the time is up, the teacher asks the students to give the paper back to its owner. Then, they are asked to read their own papers and check for incorrect sentences for example the sentences that are not relevant with the previous sentences or with the topic which are called incoherent sentences. Finally, the teacher asks one of the students to write down the result of the story on the board which then the teacher together with the students correct the mistake in the story.

E. Review of Previous Study.

There are some studies related the use of Chain Writing method in teaching and learning process by some researcher. Here, the researcher summarizes some previous studies which can be the guidelines for the researcher in conducting the research. The following explanations are the highlights of some previous studies related to use of chain writing method.

First study was conducted by Putri Fitriyani an English Education Department student of Educational Sciences Faculty, Syarif Hidayatullah

State Islamic University Jakarta, 2019, entitled "The Effect of Using Chain Writing Method on Students' Writing Ability of Recount Text". It was found that by using Chain Writing method can make the students' score are increasing. The mean score of the post-test of students in experimental class (75.03) that were taught using chain writing method which was improved better than the control class (60.32). The result of Fitriyani's research gives significant effect on student's writing ability of Recount Text. The differences between Fitriyani's research and this research are the focus and the research design of the research. In Fitriyani's research focused on students' writing ability and the research design is quantitative research. But in this research focused on students' writing motivation and the research design is qualitative research.

Second study was conducted by Tika Dwi Sari from UIN Sumatera Utara Medan (2018), entitled "The Implementation of Chain Writing Method To Increase Students Ability Writing Narrative Text At MTs. Al-Muttaqin Padang Tualang Langkat". The result of this showed that there was improvement in the ability of students' narrative writing from every cycle, which presented from the mean of the pre-test was 60.16, while the mean for post-test I was 72.96, and post-test II was 80.53. Therefore, it can be concluded that chain writing method proved to help the students to improve their abilities in writing narrative text. It was confirmed that using chain writing method in teaching and learning process was likely to be more interesting. The differences between Tika Dwi Sari's

research and this research are the focus, material and research design of the research. In Tika Dwi Sari's research the material is about narrative text, the focused also on students' writing ability and the research design is quantitative research. But in this research the material of this research is recount text, the focused on students' writing motivation and the research design is qualitative research.

Third study was conducted by Kasniati Harahap from UIN Sumatera Utara Medan (2017), entitle "Improving Students' Achievement in Writing Narrative Text through Chain Story Technique at Second Grade of MTs Al-Washliyah Tembung". The result of this study indicated that the students could improve their writing skills of narrative text using chain story technique. The differences between Kasniati Harahap's research and this research are the focus, material and research design of the research. In Kasniati Harahap's research the material is about narrative text, the focused also on students' achievement and the research design is quantitative research. But in this research the material of this research is recount text, the focused on students' writing motivation and the research design is qualitative research.

Based on some previous studies related to the use of Chain Writing method indicating that although there are some differences in the previous study, the use of Chain Writing method can be improved in teaching and learning process, the researcher conducted a study with the same method that is Chain Writing method. The researcher wants to investigate the use of

chain writing method to improve students' writing motivation of recount text in MTs Sultan Agung Jabalsari Tulungagung.