

CHAPTER II

REVIEW OF THE LITERATURE

In this chapter the writer presents about (1) definition of motivation, types of motivation, sources of motivation, the role of motivation, theories of motivation and measure of motivation (2) definition of learning, theories of learning, and types of learning, (3) learning English as foreign language and motivation for learning English.

A. MOTIVATION

The word motivation is accepted for most fields in learning that motivation is essential to success. We need the motivation when we have to do something to succeed. Without such motivation we will almost certainly fail to make necessary effort. There are many factors that depend on motivation, such as motivation is very influent in learning English. When the learners are not motivated, they will not take risk in learning English or even paying any attention to learn it. As a result, motivation is considered an essential element along with language capacity in shaping success in learning new language in classroom setting.

To develop understanding of motivation we must know about what it means of motivation, types, sources, role and theories of motivation.

1. Definition of Motivation

There are various definitions of motivation from many psychologists. We have to comprehend about what the motivation is in order to know and understand it.

At its most basic level, “Motivation is some kind of internal drive which pushes someone to do things in order to achieve something”.¹² The word motivation is derived from motive that means anything that encourages person to act to do something.¹³ Motivation is a mental encouragement that moves and leads human behavior.¹⁴ “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”.¹⁵

According to Brown “Motivation is the extent to which you make choices about (a) goals to pursue and (b) the effort you will devote to that pursuit”.

a) A Behavioristic Definition

A behaviorist would define motivation as “the anticipation of reinforcement”. Here psychologist like Skinner or Waston would stress the role of rewards (and perhaps punishments) in motivating behavior. In Skinner’s operant conditioning model, for example, human beings, like other living organisms, will pursue a goal

¹² Harmer, “The Practice of English Language Teaching.”. Fourth edition. Malaysia : Longman Pearson Education Limited, 2007, P. 98.

¹³ Purwanto, ngalim., “*Psikologi Pendidika*”, Bandung: PT Remaja Rosdakarya Offset, 2011, P. 60.

¹⁴ Dimiyati and Mudjiono, “*Belajar dan Pembelajaran*”, Malang University, 1994, P. 75

¹⁵ Brown, “*Principles of Language Learning and Teaching*”, Fifth edition. Addison Wesley Longman, Inc. A Pearson Education Company, 2007, P. 72.

because they perceive a reward for doing so. This reward serves to reinforce behavior: to cause it to persist.

b) Cognitive Definition

A number of cognitive psychological viewpoints offer quite a different perspective on motivation. While rewards are very much a part of the whole picture, the difference lies in the sources of motivation and in the power of self-reward.

Based on the explanation above, the researcher can conclude that motivation is the desire and effort which drive people to do anything act to achieve the goal. Motivation is an essential factor in learning because it has an influence toward students' success or failure as language learners, so the teacher must develop an understanding of the motivation in learning.

2. Types of Motivation

Motivation was separated into two main types that are intrinsic motivation and extrinsic motivation. We will discuss about them as follows:

a) Intrinsic Motivation

Global intrinsic motivation is the generalized desire to invest effort in the learning for its own sake is largely rooted in the previous attitudes of the learners: whether they see the learning as worthwhile, whether they like the language and it's cultural, political and ethic association.¹⁶

¹⁶ Ur, Penn, "A Course in Language Teaching". New York: Cambridge University Press, 1996, P. 280.

It means that intrinsic motivation is desire which comes from within individual to make an effort to achieve the goal. When the learners have an intrinsic motivation, they will show their attitude in the classroom such as they want to learn English because they like and enjoy learning it. “Thus a person might be motivated by the enjoyment of the learning process itself or by desire to make themselves feel better”.¹⁷ People do certain activities because it gives them pleasure and develops a particular skill based on their internal desire. Intrinsically motivated students are bound to do much better in classroom activities, because they are willing and eager to learn new material. Their learning experience is more meaningful, and they go deeper into the subject to fully understand it.

Divided intrinsic motivation into two main types that are integrative motivation and instrumental motivations.

- 1) Integrative motivation is employed when learner wish to integrate themselves within the culture of the second language group, to identify themselves and become a part of society. For example immigration or marriage.
- 2) Instrumental motivation. Learner wishes to achieve goals utilizing second language.

Robert Gardner and Wallace Lambert states that refer to motivation to acquire a language as means for attaining instrumental goals furthering a career, reading technical material, translation and so forth (Gardner:1987:8). This is describes a situation in which the students believe that by mastering of the

¹⁷ Harmer, “*The Practice of English Language Teaching*”, Fourth edition. Malaysia : Longman Pearson Education Limited, 2007, P. 98.

target language, they will be instrumental in getting a better job, position and statues.

When the learners have intrinsic motivation, it will give a good influence to their learning. Because intrinsic motivation are comes from the learners itself. So, they learn English by their internal desire not from other factor from outside the learner.

b) Extrinsic Motivation

Extrinsic motivation is the result of any number of outside factors, for example the need to pass an exam, the hope of financial reward or the possibility of future travel.¹⁸ Extrinsic motivation is that which derives from the influence of some kind of external incentive, as distinct from the wish to learn for its own sake or interest in task. Many sources of extrinsic motivation are inaccessible to the influence of the teacher: for example, the desire of students to please some other authority figures such as parents, their wish to succeed in an internal exam, or peer groups influences. However, other sources are certainly affected by teacher action.

Harmer stated that external motivation has some external factors:

1) The Goal

Goal is the one of the strongest outside sources of motivation which students perceive themselves to be learning for. Frequently this is provided by a forthcoming exam, and this respect it is no surprise to note that teachers often find

¹⁸ Harmer. 2007. *The Practice of English Language Teaching*. Fourth edition. Malaysia : Longman Pearson Education Limited. P 98

their exam classes more committed than other groups who do not have something definite to work towards.¹⁹

Here the students want to learn English because any external factors. The external factors drive the students to learn English because the students want to achieve it. For example some students have any goals when they learn English, such as they want to get a good score in final exam, they want to learn English because they want to get a good job, and they may want to continue their study overseas.

2) The society we live in

“Outside any classroom there are attitudes to language learning and the English language in particular”.²⁰ The students want to learn English because their society. For example they learn English because they want to get prestige from the society.

3) The people around us

In addition to the culture of the world around them, students’ attitudes to language learning will be greatly influenced by the people who are close them.²¹ Learning English are very important to communicate with the peoples around the world. Sometimes people want to learn English because they feel confidence if they can mastery the English language.

¹⁹ Harmer, *“The Practice of English Language Teaching”*, Fourth edition. Malaysia : Longman Pearson Education Limited, 2007, P. 99.

²⁰ Harmer, *“The Practice of English Language Teaching”*, Fourth edition. Malaysia : Longman Pearson Education Limited, 2007, P. 999.

²¹ Harmer, *“The Practice of English Language Teaching”*, Fourth edition. Malaysia : Longman Pearson Education Limited, 2007, P. 99.

4) Curiosity

We should not underestimate a student's natural curiosity. At the beginning of a term of semester, most students have at least a mild interest in who their new teacher is and what it will be like to be in his or her lessons. When students start English for the first time, most are interested (to some extent) to see what is like. This initial motivation is precious. Without it, getting a class of the ground and building rapport will be that much more difficult.

3. Factors which Influence Learning Motivation

This section explains about the factors influencing intrinsic and extrinsic motivation

a. Factors Influencing Intrinsic Motivation

There are some factors that influence the students' intrinsic motivation. That will be explained below.

1. Self-efficacy and competence perceptions

First of all, the role of self-efficacy in the regulation of motivation should be defined. Perceptions of self-efficacy refer to students' beliefs about their ability to successfully accomplish tasks they are given, and have been related to students' successful engagement and persistence in tasks.²² Students' judgments about how likely it is to successfully accomplish tasks must be based on their perceptions of task requirements. When people expect to do well, they tend to try hard, persist,

²² Bandura, Albert, "Self-efficacy. In V. S. Ramachandran (Ed.)", Encyclopedia of human behavior Vol. 4, 1994, p. 71-81.

and perform better.²³ Students who believe they can and will do well are much more likely to be motivated in terms of effort, persistence, and behavior than students who believe they are less able to succeed.²⁴ For example, if the students believe about their ability to finish the task that is given by the teacher, they will success to pass the examination.

2. Attributions and control beliefs

The basic construct refers to beliefs about the causes of success and failure, and how much perceived control one needs to affect outcomes or to control one's behavior. Students must believe that their efforts will lead to success. This assurance enables them to manage their activities and emotions. Students who believe they are in control of their own learning and behavior is more likely to do well and perform at high levels than students who do not feel in control.²⁵ For example, the students' success in learning English because they are able to control their study process to learn the material that taught by their teacher.

3. Higher level of interest

High levels of both personal and situational interest are associated with more cognitive engagement, more learning, and higher levels of achievement students' interest refers to the intrinsic pleasure students draw from completing the activity.²⁶ Students can only judge if the task is interesting or not, or a task's

²³ Pintrich, P. & Schunk, D, "*Motivation in Education*", Theory, Research & Applications, Ch. 3. Englewood Cliffs, New Jersey: Prentice-Hall, 1996.

²⁴ Bandura, Albert. "Self-efficacy. In V. S. Ramachandran (Ed.), *Encyclopedia of human behavior* Vol. 4, 1994, p. 71-81.

²⁵ Pintrich, P. & Schunk, D, "*Motivation in Education*", Theory, Research & Applications, Ch. 3. Englewood Cliffs, New Jersey: Prentice-Hall, 1996, P. 13.

²⁶ Viau, R, "*La motivation dans l'apprentissage du franc,ais Motivation in learning*". SaintLaurent: E ´ditions du Renouveau Pe ´dagogique, 1999, P. 13.

utility in terms of their understanding of task purposes. For example, the students who have higher level of interest will be easier to master a subject because they feel confident to learn it.

4. Higher levels of value

Task value refers to students' opinion about the utility, or how interesting they find a task given the goals that are being pursued. Clearly, students' perceptions of task value are predicated on their interpretation of tasks. The pupils must understand how important it is to do well on the task. Parents and teachers need to provide support to the pupils' understanding of value. Higher value of oncoming result increases sense of responsibility and overall interest in the task.

5. Goals and goal orientation

Setting goals is a key point in the learning process. Encouraging students to set goals in the classroom can also provide motivation. Goal content approaches assume that there are multiple goals that students can pursue in a classroom. For example, the students who have a clear goal in learning English will learn hard achieve it.

6. Curiosity

As human being people was born to be curious to environment around them. This initial motivation is precious. Without it, getting a class of the ground and building rapport will be more difficult.²⁷ For example, the students learn English because they feel carious to learn it.

²⁷ Harmer, Jeremy, *"The Practice of English Language"*, Teaching. Hungary: Pearson-Longman, 2007, P. 14.

7. Reward

Reward is an object, stimulus, event, or outcome that is perceived as being pleasant and that can therefore be reinforcing. Students will learn or complete an activity when they receive a reward. For example, the students learn English because they want to get good scores by learning it.

4. Factors Influencing Extrinsic Motivation

Stated that there are two things that influence extrinsic motivation, they are reward and punishment.²⁸

a. Reward

Reward is an object, stimulus, event, or outcome that is perceived as being pleasant and that can therefore be reinforcing. Students will learn or complete an activity when they receive a reward. For example, the students learn English because they want to get good scores by learning it.

b. Punishment

Punishment involves either to presentation of unpleasant stimulus or the withdrawal of a pleasant stimulus, as a consequence of behavior. For example, the students learn English because they are afraid to fail on it, and if they will get bad scores by their teacher.

c. Classroom environment

They note that stronger links have been found between achievement and students' perceptions of classrooms than between achievement and objectively defined classroom qualities. Thus, it appears that teachers can influence learning

²⁸ Lefrancois, G. R, "*Theories of Human Learning:*", What the old man said (4th edition). California: Wadsworth, 2000, P. 15.

processes and outcomes by structuring learning environments. They must, however, attend to how students perceive those environments to achieve the intended effects. Stated that differences between the objective qualities of a classroom environment that might impact on motivation and students' subjective perceptions of those same environmental conditions. For example, the students who learn in good class with good friends and teacher will have good understanding because the environment supports them to learn better.

5. Sources of motivation

The motivation that brings students to the task of learning English can be affected and influenced by the attitude of a number of people. There are some sources that affect the students' motivation in learning English:

a) The society we live in

Outside any classroom there are attitudes to language learning and the English language in particular. Learning English are important that considered being in the society. All the views from the society such as learning language for low or high status will affect the students' attitude to the language being studied, and the nature and strength of this attitude will, in its turn, have a profound effect on the degree of motivation the student brings to class and whether or not that motivation continues.

b) Significant others

The attitude of the students to language learning will be greatly affected by the influence of people who are close to them. The attitude of parents and older siblings will be crucial. The attitude of a students' peers is also crucial. If they are

critical of the subject or activity, the student's own motivation may suffer. If they are enthusiastic learners, however, they may take the students along with them.

c) The teacher

The teacher is a major factor in the continuance of a student's motivation. Teacher's attitude to the language and the task of learning will be vital. An obvious enthusiasm for English and English learning, in this case, would seem to be prerequisites for a positive classroom atmosphere.

d) The method

The method is vital that both teacher and students have some confidence in the way teaching and learning. When either loses this confidence, motivation can be disastrously affected, but when both are comfortable with the method being used, success much more likely.

6. The Role of Motivation

Motivation is crucial in learning other languages. "When we learn our first language, it is all a natural part of growing up". Peoples who learn a new language, their motivation to learn are related to wanting to fit in with people in their new community.²⁹ An interesting study in 1999 by Marianne Nikolov, a Hungarian teacher, trainer, and researcher, shows that children as they get older typically draw on different sources of motivation to learn English. Some of the children are intrinsically motivated which means that they want to learn because they enjoy the process of learning English for its own sake.

²⁹ Pinter, Annamaria, "Teaching Young Language Learners", China: Oxford University Press, 2006, p.36.

7. Theories of Motivation

a) Brown's Theory

Motivation is something that can, like self-esteem, be global, situational, or task oriented". Motivation also typically examined in terms of the intrinsic and extrinsic motives of the learner. Intrinsic motivation, for example occur when the learner learn for their own self-perceived needs and goals. While, learner who pursue a goal only to receive an external reward from someone else are extrinsically motivated.

There are three different perspectives emerge based on:

- 1) From a behavioral perspective, motivation is seen in very matter fact terms. It is quite simply the anticipation of reward. Driven to acquire positive reinforcement, and driven by previous experiences of reward for behavior, we act accordingly to achieve further reinforcement.
- 2) In cognitive terms, motivation places much more emphasis on the individual's decisions. For example identified six needs undergirding the construct of motivation:
 - The need for exploration
 - The need for manipulation
 - The need for activity, for movement and exercise, both physical and mental.
 - The need for stimulation, the need to be stimulated by the environment, by other people, or by ideas, thoughts, and feelings.
 - The need for knowledge, the need to process and internalize the result of exploration, manipulation, activity, and stimulation, to resolve contradiction,

to quest for solutions to problems and for self-consistent systems or knowledge.

- The need for ego enhancement, for the self to be known and to be accepted and approved of by others.

- 3) A constructivist. Each person is motivated differently, and will therefore act on his or her environment in ways that are unique. But these unique acts are always carried out within a cultural and social milieu and cannot be completely separated from that context.

The “needs” concept of motivation in some ways belongs to all three schools of thought. The fulfillment of needs is rewarding, requires choices, and in many cases must be interpreted in a social context. For example, children who are motivated to learn to read because they perceive the value (reward) of reading, they meet the needs of exploration, stimulation, knowledge, self-esteem, and autonomy, and they do so in widely varying ways and schedules and in the context of a society that values literacy. On the other hand, children may be unmotivated to learn because they fail to see the reward, only connect to the learning to superficial needs such as fulfilling a requirement.

b) Maslow’s Theory

One of the founding fathers of humanist approaches to management, wrote an influential paper that outlined five fundamental human needs and their hierarchical nature. Maslow’s humanistic need theory of motivation suggests that people are motivated to achieve goals because of the tension created by unfulfilled needs. If people have psychological, safety, love and esteem needs, if these needs are met,

then people become motivated to satisfy their needs for knowledge, understanding, esthetics and self-actualization. The five needs are:

1) Psychological needs

It was to do with maintenance of the human body if we are unwell, then little else matters until we recover.

2) Safety needs

It was about putting off over heads and keeping us from harm, if we are rich, strong and powerful or have good friends, we can make ourselves safe.

3) Belonging needs

Introduce our tribal nature; if we are help fill and kind to others, they will want us as friends.

4) Esteem needs are for a higher position within a group.

5) Self actualization needs

It was become what we are capable of becoming, which would our greatest achievement.

8. Measure of Motivation

There are some measurements that can be used to know the motivation that are:³⁰

- a) Performance test is the measurement to get information about loyalty, sincerity, targeting, awareness, duration, and frequency of activist.
- b) Questionnaire is to know the persistence and loyalty.

³⁰ Hanafiah, Nanang., *"Konsep Strategi Pembelajaran"*, Bandung: Rafika Aditama, 2010, P. 28.

- c) Free compose is to understand information about the vision and aspirations
- d) Achievement test is to get the information about the achievement of the students' academic.
- e) Scale is to understand information about attitude. In this research the researcher used the one of the measurement above that is questionnaire.

In the questionnaire there are four options that are strongly agree, agree, disagree and strongly disagree. The answer of the questionnaire would be change become score by using likert scale.

B. LEARNING

1. Definition of Learning

Learning is acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction. There are many concepts of learning:

- a) Learning is acquisition or “getting”.
- b) Learning is retention of information or skill.
- c) Retention implies storage systems, memory, and cognitive organization.
- d) Learning involves active, conscious focus on and acting upon events outside or inside the organism.
- e) Learning is relatively permanent but subject to forgetting.
- f) Learning involves some form of practice, perhaps reinforced practice.
- g) Learning is a change behavior.

These concepts above, also give way to a number of subfields within discipline of psychology: acquisition processes, perception, memory (storage) system, short-and long term memory, recall, motivation, conscious and

subconscious learning styles and strategies, theories of forgetting and also reinforcement. The role of practice very quickly the concept learning becomes every bit as complex the concept of language.

Prof. Dr. H. Chalijah Hasan defines learning as follows: Learning is a change which is the result of training and experience. The change caused by development of maturity cannot be seen as a result of learning.

2. Theories of Learning

Learning is one of the most important activities in which humans engage in their life. Learning are occur not only in the class but also outside from the class. For thousands of years, philosophers and psychologists have sought to understand the nature of learning, how it occurs, and how one person can influence the learning of another person through teaching and similar endeavors. Various theories of learning have been suggested, and these theories differ for a variety of reasons. A theory, most simply, is a combination of different factors or variables woven together in an effort to explain whatever the theory is about. In general, theories based on scientific evidence are considered more valid than theories based on opinion or personal experience. In any case, it is wise to be cautious when comparing the appropriateness of different theories.

There is no final answer to question about learning and no theory can be found to be absolutely superior to all others. Nevertheless, learning theories can develop by the teacher of their own. Through study of learning theories and their historical development, teacher should gain insight into the harmonies and conflicts that

prevail in present educational theory. From this insight, teacher should more toward developing adequate theories of their own.

a) Thordike

Thordike concluded that learning is a process of forming connection between stimuli and respond meanwhile problem solving can be achieved through trial and error changes in behavior can be either concrete (something that can be observed), or no concrete (not observable). In teaching and learning process, the progress of the students can be observed by knowing their attitude.

b) J.B Waston: Conditioning Reflect

J.B Waston making Pavlov research as based for to his learning theory. Waston believes that Learning is a process from conditioning reflects or response passes through a chance from stimulus to another. Waston makes a same principle to explain human attitude. There are many attitudes to study in passed classical conditioning. They study have negative attitudes with foreign language, because there are have association with bad experience, for instance the teacher ordered to the students to translate in front of class and they have mistaken and then the teacher was angry with them. Generalization afraid of them with another lesson.

3. Types of Learning

Demonstrated the importance of identifying a number of types of learning that all human beings use. Because theories of learning of course do not capture the entire possible element of principles of human learning in general. Types of

learning vary according to the context and subject matter to be learned. Identified eight types of learning as follows:

- a) Signal learning. The individual learns to make a general diffuse response to a signal.
- b) Stimulus-response learning. The learner acquires a precise response to a discriminated stimulus.
- c) Chaining. What is acquired is a chain of two or more stimulus response connection.
- d) Verbal association. Verbal association is the learning of chains that are verbal. Basically, the conditions resemble those for other chains.
- e) Multiple discrimination. The individual learns to make a number of different identifying responses to many different stimuli, which may resemble each other in physical appearance to a greater or lesser degree.
- f) Concept learning. The learner acquires the ability to make a common response to a class of stimuli even though the individual members of that class may differ widely from each other.
- g) Principle learning. In simple's term, a principle is a chain of two or more concepts. It functions to organize behavior and experience.
- h) Problem solving. Problem solving is a kind of learning that requires the internal event usually referred to as "thinking". Previously acquired concepts and principles are combined in a conscious focus on an unresolved or ambiguous set of events.

C. Learning English as A foreign Language

Nowadays, there are about a billion people in the world learning English as foreign language. In many other contexts in the world, however, when children start learning English, they are not immersed in an English environment and they are not learning English to make friend or fit into a new school and culture.³¹ The process of learning language has a significant effect on how young learners are able to acquire the foreign language. The strategy of learning from mother tongue can be adopted for learning foreign language. Primarily, those who are involved in the children's learning process are their parents, and latter their teachers. So the teachers have the important role in the students' learning foreign language.

D. Motivation for Learning English

Adult learners returning to study may regard language learning as a hobby or cultural pursuit worthy of the educated person, or may have pressing reason for wishing to communicate with English.³² Now, in much state school system, where the pupils' future use of English is uncertain, a primary aim is to build communicative potential. Any individual may be influenced by a variety of motivations which will affect such things as anxiety or attitude, or willingness to try new learning strategies.

³¹ Pinter, Annamaria, *“Teaching Young Language Learner”*, China: Oxford University Press, 2006, P. 32.

³² Hedge, Tricia, *“Teaching and Learning in the Language Classroom”*, China: Oxford University Press, 2003, P. 22.

1. Learning Writing

Learning is the act of acquiring new, or modifying and reinforcing existing, knowledge, behaviors, skills, values, or preferences which may lead to a potential change in synthesizing information, depth of the knowledge, attitude or behavior relative to the type and range of experience. Writing, especially in the English writing competence of the students of Indonesian Senior High School, is chosen as the topic in this thesis since it has not got a maximum portion in learning activity in which the research held. Writing itself 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. In this study, the writer specifies the topic into academic writing.

Learning academic writing is important because if the students have a good grasp of academic writing, they can smoothly make transition to other forms of communication (written and verbal). By knowing how to write academic writing well, the students have understood how to communicate effectively. It is important to present their ideas in the form of writing.

The function of learning academic writing is not only deliver their ideas in the form of paragraph but also an opportunity to convey something about students' knowledge, to communicate ideas to people beyond their immediate vicinity, to learn something new. 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).

2. Second language of Writing

The need of writing is crucial to learn the language. However, this term should be known by students. Writing as a discovery process, including discovering ideas, discovering how to organize them, and discovering is that writing is not an easy activity because it involves thinking, knowledge, and ideas, in order to organize in a good writing.³³

Writing as one of man's most activities, its purposes and varieties are manifold, it may be to assume, to inspire, to deceive, to inform and to enlighten. It may be one sentence memorandum or a volume of philosophical Course, an indulgence in self-expression or work impersonal.

Writing aims to inform, write, record, believe, rapport, and these aims are only achieved well by people who can organize his or her mind clearly, and its depend on the word and sentences structure organization.

From those statements, it can be pointed out that to achieve purpose in composing writing, students must be able to organize ideas or thinking clearly, in which it depends on the organization, word choice, and appropriated and it can be concluded that writing is an activity that involves many things, discovering ideas and students' feeling.

³³ White, R. L, "*Writing advanced*", USA: Oxford University Press, 1987.

3. Concept of Writing

Writing is the act of forming letter on stone paper word or other suitable media to record the ideas which are characterized and words express or to communicate the ideas by visible sign. It means that writing is a means of communication in which the writer uses the language to express their feeling, thought and ideas in written form. Moreover, writing is the natural outlet for the students' reflection on their speaking, listening, and reading experience unlike which other three-language skill writing let the students have a control over linguistic components to country meaning from the theories above. It can be said that writing is process of sending message from the writer to the reader.

4. The benefits of writing

Although it may appear at first that the people who have the most to benefit from writing are writers, managers, businessmen, journalists, or keynote speakers, that cannot be further from the truth. Each and every one of us can take away something from developing and honing our writing skills, even if it's just a simple practice of keeping a journal. As human beings are social animals, we need to communicate with each other on a daily basis. Although the majority of that interaction is carried out verbally or non-verbally, a great deal of communication requires us to write. The most obvious example of this is post or messages on social networks such as Facebook and twitter. This also includes text messages we send each using our smartphones, or through platforms like Skype, Viber, and WhatSapp.

The following list contains eight reasons why good writing skills can improve our life, and make us a well-roundest, happier individual.

d. Writing helps our clear ours mine

We all sometimes feel the need to vent and express our thoughts to convey our intentions.

Well, writing can help us do that. Try and write down all thoughts, complaints, doubts, fantasies, and almost everything else that comes to mind. just write it down, without thinking about what landed on our paper or computer screen. it might seem like the end result is something very chaotic, but that's not the point. The point is for us to clear your mind, therefore we can live our day, work, solve problems, and just enjoy life. Without all the thoughts behind our head bothering us, we will find it easier to work and focus, whatever our profession.

e. Writing will help us recover your memory

We will be surprised to see how writing can restore old and almost forgotten memories. Start writing down what you remember. Before we know it, certain words or phrases that we put on paper will trigger some other memory that we would never have thought of before. Some of these memories will not be pleasant, but we will be able to see them from a distance and place them from our perspective, and reflect on how much we have learned from the experience. On the other hand, happy memories will make us smile, and we will remember events and people we care about encourage us to contact them again.

f. We will be able to hoard ideas

It's a good rule of thumb to always write down ideas that come out of nowhere because we will tend to forget them like that. We can try and store it in our head, but considering we live in a digital age, we process insane amounts of information. We are bound to forget most of them, and that includes some great and valuable ideas. However, when we write them down, we will not only save them from being forgotten, but it will also be easier for us to develop them and relate them to each other. We can even create new ones through brainstorming.

g. Put the events of our life into perspective

One of the most basic examples of this is keeping a journal, but that is not the only way to put things into perspective. Writing fiction will also help us analyze things and see them from a different perspective. We will be able to draw parallels between those fictitious events and situations, and those that have actually happened in our life. This will help us see them more objectively. Another effective way to do this is to start a blog. This will make we think long and hard before we write anything because our work will be read by an audience.

h. Improve our verbal and written skills

When you write something, we become more careful in choosing the right words. This means that our writing will be smoother, concise and elegant than our actual speech. However, if we continue to do it long enough, many words, phrases, and sentences that are beautifully combined will begin to find their way into our verbal communication skills. We will start using the expanded

vocabulary, which will leave a better impression of us in the people we are communicating with. Our personal and professional life will benefit from this.

i. We will feel like you have accomplished something

We will also get that feeling after we finish writing a short story, our daily blog post, or our latest journal entry. Those who are more ambitious can write novels, or books, which are even more satisfying and carry a greater sense of achievement. But, for now, stick to shorter forms and, who knows, we might even be able to publish some of our work, or earn money on the side thanks to our writing skills.

j. It's a good mental exercise

Maintaining body fitness does not only apply to regular exercise. We can do the same for our mind too. Writing activates a number of different cognitive processes, and releases our creativity. All of this will keep your brain sharp and active, and can even act as a preventative measure against some mental illnesses, such as Alzheimer's or dementia.

