

CHAPTER II

LITERATURE REVIEW

This chapter presented the theoretical framework, relevant research study, and conceptual framework. The result would be present below

A. Theoretical Framework

1. Definition Writing

Teaching writing was an activity in learning English. In teaching writing, the students can produce their idea in written aspect. The purpose of teaching writing was to improve student ability to function effectively in such written context. Writing is an activity of pouring ideas or ideas into a story paragraph. According to Saragih. et al (2019), writing is a language skill, namely a person's ability to express ideas, feelings, and thoughts to other people or parties using written media. According to Abbas (2017), writing skills is the ability to express ideas, opinions and feelings to other parties through written language. Accurate expression of ideas must be supported by the accuracy of the language used, vocabulary and grammar and used of spelling. Meanwhile, according to Tarigan (2017), writing skill was one of the skills productive and expressive language used to communicate indirectly and not face to face with other parties.

According to the Big Indonesian Dictionary, the meaning of writing is giving birth to thoughts or feelings, such as composing, writing letters. Writing means pouring out the writer's heart into written form, so from the explanation above it can be concluded that writing is an activity carried out by writers who intend to be read or known by many people through what is written. According

to Donald (2012), writing is one of the crucial ways to deliver information through a language which must be mastered by both the writer and the reader. Writing process goes through several steps to produce a good written product. It means that there are some parts to be taken in producing the text. It is more than just putting words together to make sentences. It needed some steps to make sure that what has been written follows the right development of writing process. This process wheel is done recursively. It means that writers may loop backwards and move forwards between these various stages. Thus, at editing stage, the writers may feel the need to go back to a pre-writing phase and think again. They may also edit their writing as they draft it. The following steps are the process of writing.

a. Planning

Planning or pre-writing is an activity in the classroom in which the students may consider their writing goals. It can also arouse students' encouragement to write because it stimulates students' thought to get started. It affects students' purposes to write in terms of the language they use, the text they wish to produce, and also the information they choose to include. Besides, in the planning stage, the students also have to consider their audience. It does not only influence how the paragraphs are structured, but also the choice of the language whether it is formal or informal language. Another point that is worth considering in this stage is the content structure of the piece. It is how best to order the facts, ideas, or arguments which they have decided to include

b. Drafting

It is a process of writing down ideas, organizing them into a sequence, and providing the reader with a frame for understanding these ideas. The result from this process is a composition or "first draft" of the ideas.

c. Revising

It is the stage which refers to the process of reflecting and revising based on an evaluation of the writing. It gets the students to go back over their writing and make changes to its organization, style, grammatical and lexical correctness, and appropriateness. When students have produced their draft, they usually read their works to make sure whether what they have written is appropriate or not.

d. Final Drafting

Final draft is the stage when the students have edited their draft. It might be seen differently from the original plan and the first draft because there might be many changes in the process of editing. Through the stages of the wheel process, students can move around the one part to another part of the wheel. Therefore, when the students have written what they think is the final version of their writing, they may still go back and re-plan or re-visit earlier stages. In conclusion, it is better to see writing as a process, especially, as a process wheel which provides the students to work flexibly as they find ways to improve their writing.

So it can be concluded that writing is a conscious activity of creating a piece of writing combining several words into sentences or paragraphs.

2. Kind of Writing Text

In providing English learning, many topics are given by the teacher to students, especially about text. There are many types of text in learning English, including: descriptive text, procedure text, narrative text, report text, news item text, recount text, exposition text

In this study, the researcher used one type of text, namely recount. Recount text function is to tell the reader what happened in the past through a sequence of events.

Generic Structure:

1. Orientation (who is involved, when and where it happens)
2. Events (tell what happened in chronological order)
3. Re-orientation (optional – event closing)

Language features:

1. Used of pronouns and nouns (David, he, she)
Past used of action verbs (went, learned)
2. Used of the past tense (We went on a trip to the zoo)
3. Used of adverbial phrases
4. Used of adjectives (Smart speech and bald head).

So, in conclusion recount text is a text that tells the past to the reader or other people.

3. Writing Interest

a. Definition of writing interest

According to Purnami (2019), interest in writing itself was an effort to increase children's willingness to write. Writing was one of the active activities in language used motor skills and knowledge. The two abilities must be balanced so that what is expected in the end result is that children are able to express their creativity in written form. In general, the purpose of writing is to influence readers beliefs, provide the planting of understanding in readers, stimulate processing thinking reading, entertaining and pleasing the reader, inform and motivate readers.

b. Aspects of writing Interest

According to Isnawati (2017), suggests internal aspects writing assessment, namely:

1. In terms of content: solid information, substantive and relevant to the problem
2. Organizational aspect: fluent expression, ideas clearly expressed, well organized, logical sequence and cohesive
3. In terms of vocabulary: the utilization of the potential of sophisticated words, the right choice of words and master word formation.
4. In terms of language acquisition: complex but effective construction, usage language form, and
5. Mechanical aspect; Master spelling and writing rules.

Revealed that there are four characteristics of writing good as follows:

1. Clear

Readers can read text in fixed ways and readers may not be confused and must be able to grasp its meaning without having to re-read it from the beginning to find the meaning said by the author.

2. Unity and organization

Readers can follow it easily because the sections are interlock in connected and tangled.

3. Economical

The author will not use excessive words or language the time used by the reader is not wasted

2. The used of language is acceptable

The author used good and correct language because of the language used. Most people, especially educated people, prioritize language formal so easy to accept. Based on several aspects above it can be concluded that in writing needed to pay attention to several things such as clarity in writing, the arrangement of writing and the used of good vocabulary is very necessary in write.

c. Indicator Influencing of Writing Interest

According to Isnawati (2017), writing skills do not grow in humans just like that. It is necessary encouragement and motivation so as to influence one's interest. There are several factors which can increase students' interest in writing such as:

1. Motivation

Motivation would affect the mindset of students so that the desire to write would arise. This can be done by giving examples of the results of writing competitions or participating in various writing competitions. because by gave the example above students would have the desire and would try to learn so that they are able to be able to write English

2. Lack of knowledge

The most basic thing that becomes a factor of interest in writing is not reading books, it causes the results of insight to become narrow and it is difficult to develop ideas that students have.

3. Social language

Language also influences writing ability. The students are accustomed to used their regional language in the school so it was the responsibility of teachers to make students accustomed to used English. By doing it is hoped that the students can apply English language in writing.

4. Learning method

The learning method is the way how the teacher attracts students' interest in writing. The lecture method was not quite right because in this case writing requires regular practice.

3. Enjoyment

Enjoyment in learning as a multidimensional construct consisting of affective, motivational, cognitive, psychological, and expressive. It can be seen when students enjoy doing the task or exercise given by the

teacher at school, are always enthusiastic to follow the lessons, and take a note from the material.

6. Participation Students'

Interest in learning can be seen by their active participation during the learning process. They tend to be active and participate more in something they like. For instance, students ask when do not understand the material, always do the task given by the teacher, and answer the question from the teacher

According to Firmani (2009), There are some factors that influence the writing interest.

a. Enjoyment

In this section, "enjoyment mean sthep leasurefelt when having a good time or good act of receiving from something." Someone who can enjoy something especially the lesson, he or she will giave a good action, by giving anattention to teacher's explanation or reading the book.

b. Motivation

"Motivation is some kind of internal drive which pushes someone to do or think in order to achieve something."In learning, motivation is importance."Learner motivation makes teaching and learning immeasurabl yeasier and more leasant."Interest will increase if there is motivation,both from internal and external factor.

Motivation is one of the affective factors in language learning. Its role in learning has been the source of speculation for many years; however, many experiments and research that have been done suggest that's coreson self rating motivation are close related to school attainment.

Someone who has a motivation in his religion, he will a imhisinterest to read the religion book, go to holy places, and join to his religion community. Like the other people who are interested in different areas. They will find the information and try to understand and implement it what they are interested in.

Someone who has motivation he will try something hardly, won't surrender, read book to increase his achievement. On the contrary, they who have weak motivation will be easy to feel hopeless, won't concentrate to their lesson, like to disturb an other people. The students' motivation in writing interest then also affects their marks for writing. It is assumed that the students with high motivation in writing interest will be more successful than the students with low motivation or no motivation at all.

c. Attention

“Attention was represented of concentration or activity of soul to perception; understanding” If the student given good attention to English, certainly the student has an interesting in writing. Inthe other hand, interest comes from attention. Attention was important to learn. Learning was most efficient when a person is paying attention. Poor attention can be a sign disorders behaviorin children learning process.

Someone who has attention to something it means that he or she has interest to something. In the other hand, “it is a general interest that leads a person to know more.”

d. Need

Need defined as circumstance in which something is lacking or necessary or require some course of action. “Needs also mean a condition or situation in which something is required or wanted.”¹³

When children need to learn English might be caused by the lack of English. Need could motivate the children give attention to the lesson.

Interest that appears from children’s need encourages the children to do their best efforts. For instance, the child needs knowledge from the English book, will try to learn the language more. There are many kinds of needs. One of them is to best achieve that cannot be separated from learning and teaching process. And individuals differ in their need to achieve: some are highly motivated internally to succeed both in competitions with other or in working alone. Others are motivated by a fear or failure and are less likely to take the risk which lead to achievement. The need to achieve can become a motivation factor in learning.

e. Desire

“The natural longing that was excited by the enjoyment or the thought of any good, and impels to action or effort its continuance or possession.” If a person has a desire to learn English automatically he or she will try

to know it more.

Indicators of interest in learning in writing, according to Rofiah (2013)

1. Students show high enthusiasm in carrying out activities learn to write essays.
2. Students are diligent and tenacious in carrying out the tasks given by teacher.
3. Students feel happy and engrossed in participating in writing lessons essay.
4. Students are active, creative and productive in carrying out learning activities write essays.
5. Students are not tired or bored in learning to write essays.

Teacher activity indicator according to Rofiah (2013)

1. Students must be given a deep understanding before the exercise is held.
2. Practice for the first time should emphasize the initial diagnosis of less success, then make improvements to make it more perfect.
3. Exercise does not need to be the same as long as it is often done.
4. Must be adjusted to the level of ability of students.
5. The training process should prioritize things that are essential and useful

4. English Learning Achievement

Writing achievement was a complex skill set as characterized by the socio-cognitive writing model. According to Hayes (2016), English learning achievement was the result which students got after they have followed learning process that is signed by score. Students who are interested in learning usually

have a high motivation. They are very enthusiastic to do something. Then it would make an effort to follow the learning process intensively, and they would learn the lesson as well as possible not only in the school but also out of the school.

In learning English, they usually pay attention to what they learn. So they are easy to absorb most of the teacher gives them or gains the knowledge from the books.

They also have needs toward the lesson and usually have a clear

In learning English, they usually pay attention to what they learn. So they are easy to absorb most of the teacher gives them or gains the knowledge from the books. They also have needs toward the lesson and usually have a clear target to gain what he wants to reach. of course, they will be intended for doing something to make maximally effort to learn. Based on my observation, most of them have desires about what they are going to learn. With high interest, students can master more information in long-time memory. It helps them to answer the examination given. At last they possible get better result in English. In other words, the more interest and the more attentive they follow the lesson in English the better English learning achievement they will acquire.

According to Azizah et al. (2021), one of the benchmarks of student learning success is learning achievement. Following an explanation of various points of view and theories, teachers' ability to provide students with a variety of learning styles and needs can have an impact on student achievement, this method is significant and has an impact on students' grades because students' learning styles are related to how they acquire and comprehend information. Given the significance of learning styles and student achievement, a research

process that includes variables such as learning styles, methods, and skills is required.

to found the score of the writing interest and writing achievement of student learning researchers used a range of scores and criteria. it is showed on the following table

Table 2.1

The Score Range of Criteria

Score Range	Predicate
80-100	Very Good
70-79	Good
60-69	Fair
50-59	Poor
<49	Very Poor

Source :Tanasy (2017)

B. Previous Related Study

Based on the exploration results of previous studies. The researcher finds several previous studies that were relevant to the research this. Although there are related discussions, this research is still very different from previous research. There are several previous studies namely:

Kartika.et al (2019), with the title “The Correlation Between Students’ Interest and Their Achievement in Writing Recount Text at SMKN 2 Boyolangu Tulungagung in Academic Year 2019/2020” In this journal it is said that the research used the correlational method, used a questionnaire research instrument related to students' interests and documentation of their achievement in writing which was assessed using the SPSS 23 formula. The results of the study showed

that there was a significant relationship between their interest and writing achievement. It can be proved from value sig. (2 tailed) of 0,000 is lower than 0.05. moreover, correlation coefficient value is 0.838 it means there is strong positive correlation. Based on the result of the research, it can be conclude that students' interest contributes to their writing achievement.

Chea.et al (2013), with the title "Relationship between Writing Interest and Writing Achievement." in the study said interest is a motivation variable that has been examined thanks to its influence on learning and achievement. This study investigated the relationship between interest and achievement in the writing class. Three background variables, which are gender, learning shift, and English proficiency, were included into the study. Two hundred and forty-four year-one students participated in this study and each was asked to complete a questionnaire surveying their interest in the writing class as well as interest in journal writing. The results from this study indicated that overall students reported high levels of interest in the writing class and journal writing. There was no difference between male and female students in their interest in the writing class, interest in journal writing, or writing achievement. However, male students in the morning rated higher interest in the writing class than did the evening male students. Moreover, interest in the writing class was a powerful predictor of writing achievement even after controlling for the influential background variable English proficiency

Firmani (2009), with the title "The Correlation Between Students Interest and Their Achievement Learning English at The Second Year Of SLTPN 1 Pamulang" in the study said The findings from this study is that student interest

can affect student learning outcomes. Students who have high interest try to gain more knowledge than students who have low interest. They tend to pay more attention to learning. They enjoy and are ready to do any task given by the teacher. They learn languages English at school and also outside of school. They are motivated to enrich their vocabulary, practice English and do exercises to make them more proficient in using English. On the other hand, students who have low interest look bored when the lesson is in progress, disturbing their friends. In other words, them looking for attention.

C. Conceptual Framework

Based on the description above. This is conceptual framework is applied for the research with the title, the correlation between students eleventh grade writing interest and their achievement in writing recount text at SMKN 3 OKU.

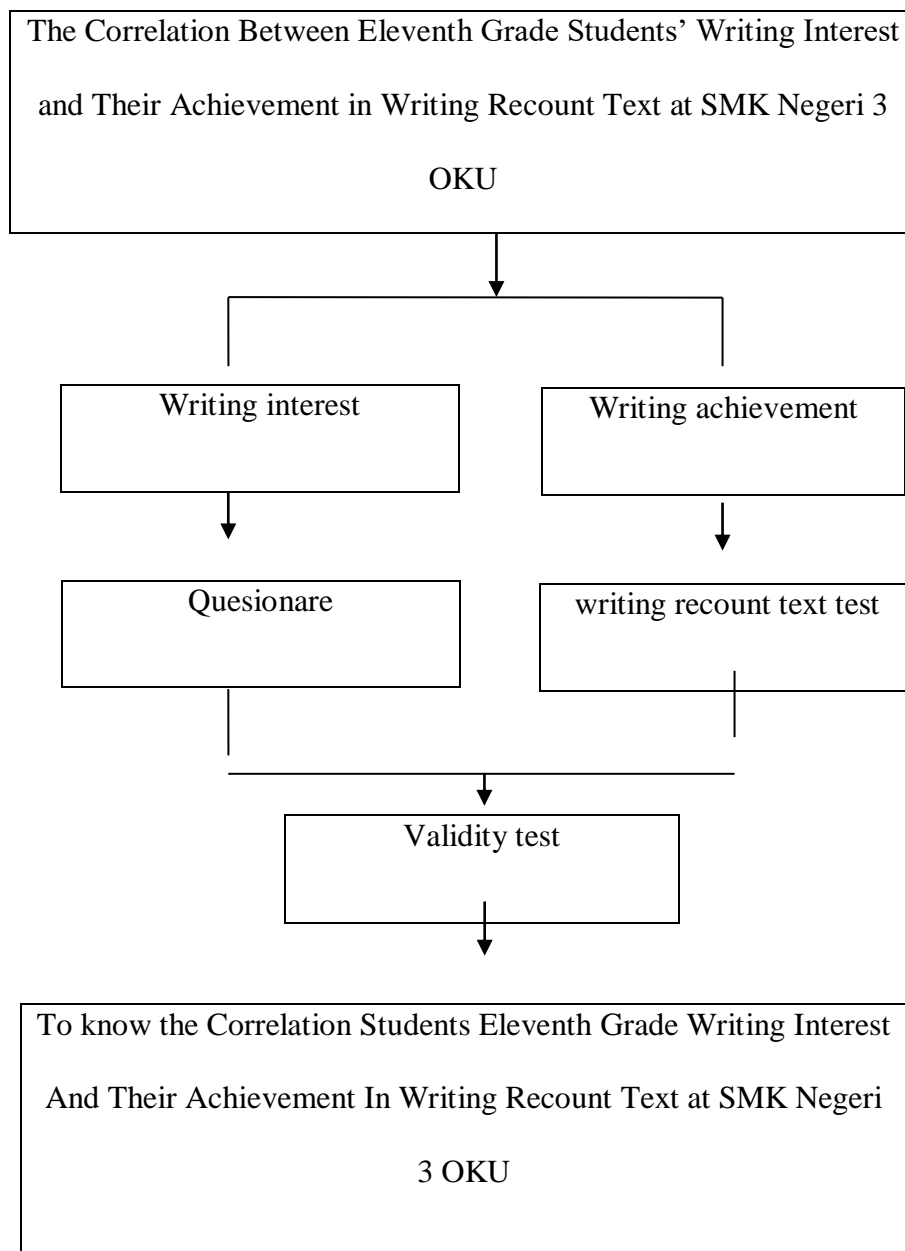


Table 2.2 conceptual framework