**CHAPTER II**

**REVIEW OF RELATED LITERATURE**

1. **Review of Related Theories**
2. **Theory of Interest**
   * 1. **Definition of Interest**

Interest is something that is extremely important for everyone to accomplish well in their activities. As a psychological aspect, interest does not always indicate a person's behavior; Rather, it is more related to pushing. for carrying out a certain activity and causing someone to become more attentive and willing to participate in that activity (Meity, 2014:9).

Interest is attention that contains elements of feelings. Salahudin's statement above provides an understanding that interest is related to feelings of pleasure or displeasure. Therefore, interest greatly determines the attitude that causes someone to be active in a job or situation, or in other words, interest can be a cause or motivational factor for an activity (Salahudin & Darmadi, 2017:310).

According to Rahmat (2018) “interest is a state of a person who pays attention to something, which is accompanied by a desire to know, have, learn, and prove. Interest is formed after obtaining information about an object or desire, accompanied by the involvement of feelings directed at a particular object of activity, and is formed by the environment”.

According to Slameto (2003:57) states that interest in writing is a constant tendency to pay attention to and remember certain activities. In conclusion, writing interest play an important role in determining focus, motivation, and how a person learns or interacts with the world around them. By understanding interests, a person can more easily achieve their goals and improve their quality of life.

* + 1. **Factors that Influence Students Interest in Learning**

1. **Internal Factors**

According to Sumadi Suryabrata in Syahputra (2020:21), “Internal factors are something that makes students interested, which comes from within themselves. These internal factors include concentration, curiosity, motivation, and needs”.

1. Attention in learning is the concentration or concentration of all of a person's activities aimed at something or a group of learning objects.
2. Curiosity is a strong feeling or attitude to know something a strong urge to know more about something.
3. Needs (motives) are conditions within a student that encourage him to carry out certain activities in order to achieve a goal. Motivation is a change in energy within a person which is marked by the emergence of feelings and reactions to achieve goals. Students' attitudes and motivations towards Indonesian language lessons need to be known, considering that Indonesian language lessons are one of the subjects tested in the National Examination (UN) as well as when taking various tests such as university entrance tests and various government and private agencies. “If students' attitudes and learning motivation towards Indonesian language lessons are low, then it is necessary to provide guidance and improve students' attitudes and learning motivation towards Indonesian language lessons”. (Zulhafizh, Atmazaki, & Syahrul, 2013:13)
4. **Exsternal Factors**

Law Number 2 of 1998 concerning National Education states that family education is part of the out-of-school education pathway organized in the family and which provides religious beliefs, cultural values, moral values, and skills.

* 1. **Family aspects consist of:**

1. How Parents Educate Children The way parents educate their children has a big influence on their children's learning. Parents who do not pay attention to their children's education can cause children to be less successful in their learning.
2. Home Atmosphere To make children learn well, it is necessary to create a calm and peaceful home atmosphere. If the home atmosphere is calm, a child will be comfortable living at home and the child can learn well.
3. Family Economic Situation The family's economic situation also greatly affects children's learning.
   1. **School aspects that influence learning outcomes consist of:**
4. Teaching method is a way/path that must be taken in teaching. Poor teaching method will affect students' learning. In order for students to learn well, the teaching method should be made as interesting as possible.
5. Teacher-Student Relationship Teachers who do not interact enough with students can cause the teaching and learning process to be less smooth.
6. Discipline School discipline is closely related to students' diligence in going to school and also studying.
7. Building Condition The large number of students and their varying characteristics require the building to be adequate in each class.
8. Learning Tools Trying to get good and complete learning tools is necessary so that teachers can learn and receive lessons well.
   1. **The community aspect consists of:**
9. Form of Community Life The life of the surrounding community can also affect children's learning. This influence can encourage children or students to study harder or vice versa.
10. Friends to Hang Out With In order for students to learn well, it is important for students to have good friends to hang out with and supervision from parents and educators must be wise enough. The influences of students' friends to enter their souls faster than we think. Good friends to hang out with will have a good influence on students, and vice versa.
11. **Theory of Writing Skill**
    1. **Definition of Writing**

According to Alodwan & Ibnian (2014:139) showed that “writing skill is valuable skill for helping students to communicate and understand how the parts of language set out together, besides that writing is one of the four majors in language learning that need to be mastered by language learners”.

According to Munirah (2019:4-6) “Writing is a form of conveying an idea or something message by the author to the reader in the form of language symbols”. So it can be said that writing is a form of language skill as an indirect communication tool. By writing, students will become trained in their minds and can also provide a very strong memory because writing is also reading in their minds.

According to Nurudin (2010:4), “writing is pouring out the writer's thoughts into a clear written form, making it easy for the reader to understand. The explanation that has been discussed above can conclude that writing skills are a person's skills in expressing a form of feelings or opinions that are poured into writing, therefore, a person in writing must of course pay attention to and understand the use of correct vocabulary, correct diction, sentence effectiveness, use of spelling and punctuation in accordance with the applicable rules in writing”.

In conclusion, writing skills are very important in various aspects of life, both in education, career, and daily communication. This skill can be acquired through continuous learning and practice, and can improve a person's ability to convey ideas more effectively and persuasively.

* 1. **Purpose of Writing**

Every writer incorporates some aspect of themselves into their work. Every writer's preferred tone is used to define their writing style, ensuring that their condition is still represented in the final product. The purpose of writing should be to generate knowledge that the reader can find. The writer himself might decide the purpose of writing before the writing exercise starts. According to Simarmata (2019:5) “writing has many purposes, namely to inform readers, entertain, and change the reader's perspective through a composition. The main purpose of writing is to convey the message that has been written by the author to the reader so that they can understand the intent and purpose of the writing. A good writer is someone who can take advantage of circumstances and situations”.

* 1. **Characteristics of Writing**

The ability of the writer to produce quality writing is a sign of good writing and is used to gauge the degree of writing success. According to Boardman and Frydenberg, there are three qualities of good writing: unity, coherence, and cohesiveness.

* + - 1. **Consistency**

When the supporting sentences are organized using a principle, the paragraph is coherent. The reader can readily understand your ideas because of the well-organized language. The layout rules vary depending on the kind of paragraph writing.

1. **Cohesion**

The other characteristic of good paragraphs is cohesion. When a paragraph has cohesion, all the supporting sentences should connect to each other in their support of the topic sentence. The methods of connecting sentences to each other are called cohesive devices. There are four important of cohesive devices: connectors, definite articles, personal pronouns, and demonstrative pronouns.

1. **Unity**

The final characteristic of a well-written paragraph is unity. This means that all supporting sentences and concluding sentences should relate to the topic sentence with the one main topic. A sentence that does not belong to paragraph is called an irrelevant sentence. The quality of writing is looked from three characteristic of good writings; such as, coherence, cohesion, and unity. These characters are used to make continuity of a writing product. If writer uses these three characters, they can make readers understand their writing topic easily.

* 1. **United Indicators Assesment**

1. **Holistic and analytic scoring system**

According to Moskal and Mertler (2001:1-10), they agree that the preparation of holistic and analytical rubrics can also be combined. Each scheme has advantages and disadvantages. For example, holistic schemes are more practical to use, while analytical schemes can provide more comprehensive feedback.

**Table 2.1 Sample Holistic Scoring Rubric for Writing Samples**

|  |  |
| --- | --- |
| **Rating** | **Criteria** |
| 6  Proficient | (1) Writes single or multiple paragraphs with clear introduction,  fully developed ideas, and a conclusion  (2) Uses appropriate verb tense and a variety of grammatical and  syntactical structures; uses complex sentences effectively; uses  smooth transitions  (3) Uses varied, precise vocabulary  (4) Has occasional errors in mechanics (spelling, punctuation, and  capitalization) which do not detract from meaning |
| 5  Fluent | (1) Writes single or multiple paragraphs with main idea and  supporting detail; present idea logically, though some parts may  not be fully developed  (2) Uses appropriate verb tense and a variety of grammatical and  syntactical structures; errors in sentence structure do not detract  from meaning; uses transitions  (3) Uses varied vocabulary appropriate for the purpose  (4) Has few errors in mechanics which do not detract from meaning |
| 4  Expanding | (1) Organizes ideas in logical or sequential order with some  supporting detail; begins to write a paragraph  (2) Experiments with a variety of verb tenses, but does not use them  consistently; subject/verb agreement errors; uses some  compound and complex sentences; limited use of transitions  (3) Vocabulary is appropriate to purpose but sometimes awkward  (4) Uses punctuation, capitalization, and mostly conventional  spelling; errors sometimes interfere with meaning |
| 3  Developing | (1) Writes sentences around an idea; some sequencing present, but  may lack cohesion  (2) Writes in present tense and simple sentences; has difficulty with  subject/verb agreement, run-on sentences are common; begin to  use compound sentences  (3) Uses high frequency words; may have difficulty with word  order; omit endings or words  (4) Uses some capitalization, punctuation and transitional spelling;  errors often interfere with meaning |
| 2  Beginning | (1) Begins to convey meaning through writing  (2) Writes predominately phrases and patterned or simple sentences  (3) Uses limited or repetitious vocabulary  (4) Uses temporary (phonetic) spelling |
| 1  Emerging | (1) No evidence of idea development or organization  (2) Uses single word, pictures, and patterned phases  (3) Copies from a model  (4) Little awareness of spelling, capitalization, or punctuation |

*Adapted from a rubric drafted by the ESL Teachers Portfolio Assessment Group, Fairfax County Public Schools, Virginia*

**Table 2.2 Analytic Scale for Rating Composition Tasks**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **20-18**  **Excellent to**  **Good** | **17-15**  **Good to**  **Adequate** | **14-12**  **Adequate to**  **Fair** | **11-6**  **Unacceptable** | **5-1**  **Not college**  **level work** |
| Organiza  tion: Intro  duction,  Body, and  Conclusion | Appropriate  title,  effective  introduc-tory  para-graph,  topic is  stated, leads  to body;  transitional  expressions  used;  arrangement of material  shows plan  could be  outlined by  readers;  supporting  evidence  given for  generali  zations;  conclusion  logical and  complete | Adequate title,  introduction,  and conclusion;  body of essay is  acceptable, but  some evidence  may be lacking,  some ideas  developed;  sequence is  logical but  transitional  expression may  be absent or  misused | Mediocre or  scant  introduction  or  conclusion;  problem with  the order of  ideas in body;  the generali  zations may  not be fully  supported by the evidence  given;  problems of  organization  interfere | Shaky or  minimally  recognizable  introduction;  organization  can barely be  soon; severe  problems with  ordering of  ideas; lack of  supporting  evidence;  conclusion  weak or  illogical;  inadequate  effort at  organization | Absence of introduction  or  conclusion;  no apparent  organization  of body;  severe lack  of  supporting  evidence;  writer has  not made  any effort to  organize the  composition  (could not be  outlined by  reader) |
| Logical  development  of ideas:  Content | Essay  addresses the  assigned  topic; the  ideas are  concrete and  thoroughly  developed; no  extraneous  material;  essay reflects  thought | Essay addresses  the issues but  misses some  points; ideas  could be more  fully  developed;  some extraneous  material is  present | Development  of ideas not  complete or  essay is  somewhat off  the topic;  paragraphs divided exactly right | incomplete;  essay does not  reflect careful  thinking or was  hurriedly  written;  inadequate effort in area  of content | Essay is  completely  inadequate  and does not  reflect  college-level  work; no  apparent effort to  consider the  topic  carefully |
| Grammar | Native-like  fluency in  English  grammar;correct use of relative  clauses,  preposition,  modals,  articles, verb  forms, and  tense  sequencing; no fragment or run-on  sentences | Advanced  Proficiency  In English  grammar  problems  influence  communication,  although the  reader is aware  of them; no  fragments or  run-on  sentences | Ideas are  getting  through to the  reader, but  grammar problems are  apparent and  have a  negative  effect on  communication; run-on  sentences or  fragments  present | Numerous  serious  grammar  problems  interfere with  communication  idea; grammar  review of some  areas clearly  needed,  difficult to read  sentences | Severe  grammar  problems  interfere  greatly with  the message,  understand  what the  writer was  trying to say;  unintelligible  sentence  structure |
| Punctuation,  spelling, and  mechanics | Correct use  of English  writing  conven  tions; left  and right  margins, all  needed  capitals,  paragraphs  indented,  punctuation  and spelling:  very neat | Some problems  with writing  conventions or  punctuations;  occasional  spelling errors;  paper is neat  and legible | Uses general  writing  conventions  but has  errors;  spelling  problems  distract  reader;  punctuations  errors in  interfere with  ideas | Serious  problems with  format of  paper; part of  essay not  legible; errors  in sentence  punctuation;  unacceptable  to educated  readers | Complete  disregard for  English  writing  convention;  paper  illegible;  obvious  capitals  missing no  margins,  severe  spelling  problems |
| Style and  quality of  expression | Precise  vocabulary  usage; use of  parallel  structures  concise;  register good | Attempts  variety; good  vocabulary; not  wordy; register  OK; style fairly  concise | Some  vocabulary  misused;  lacks  awareness of  register; may  be too wordy | Poor  expression of  ideas;  problems in  vocabulary;  lacks variety of  structure | In  appropriate  use of  vocabulary;  no concept  of register or  sentence  variety |

*Source: Brown and Balley, 1984*

1. **Theory of Procedure Text**
   1. **Definition of Procedure Text**

According to Sumiyati (2019:30), “procedure text is a text that contains instructions that are arranged systematically and contain command sentences and imperative verbs as well as conjunctions that state the sequence of activities and time indicators”.

According to Mahsun (2014:21), “procedure/directive text is one of the types of text that is included in the factual genre, procedural subgenre, which aims to direct or teach about the steps on how to do something, which can be in the form of an experiment or observation”.

According to Kosasih and Kurniawan (2018:33) “procedure text is a text that presents an explanation of how to do something as clearly as possible. The existence of such text is very much needed by someone who will use an object or carry out an activity that is not yet clear how to use it” Having a complete text structure will make someone understand and be interested in reading the procedural text. Having a complete text structure will make someone understand and be interested in reading the procedural text.Its mean that procedure text is a text that functions to provide guidance or instructions on how to carry out a certain activity or process systematically and structured. This text aims to make it easy for readers to follow the steps to achieve the desired results. Procedural texts are structured with clear steps, use simple and straightforward language, and often include the tools or materials needed.

* 1. **Social Function of Procedure Text**

Social function of procedure text is to explain or to give information how to use or how to make something for readers. The function of the procedure is as a guideline to help someone in doing a job in a structured and precise manner, so that the goal can be achieved optimally.

* 1. **Significant Lexicogrammatical features**

Significant Lexicogrammatical Feature of Procedure Text: When make a procedures we should;

* 1. Focus on generalized human agents.
  2. Use present tense, often Imperative.
  3. Include technical terms when you need.
  4. Use word that tell the reader how, when and where to perform the task.
  5. Use mainly of material process.
  6. Use mainly of temporal conjunctions ( or numbering to indicate sequence ).
  7. **Example Of Procedure Text**

**HOW TO MAKE ICED FRUIT COCKTAIL WITH CONDENSED MILK ICE TELER**

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Tools and material

1. 150 g (1½ cups) sugar
2. pandan leaves, shredded lengthwise and tied in a knot 2
3. 3% tablespoons (50ml) water
4. 400g ripe avocado, cut into 1-cm cubes
5. 400g ripe jackfruit, deseeded and cut into 1-cm cubes
6. 3 young coconuts, meat scraped out
7. crushed ice
8. condensed milk

Step

1. To make syrup, combine sugar, pandan leaves and water in a small saucepan and heat the mixture for a few minutes over low heat until sugar dissolves. Cool syrup.
2. To serve this dessert, place generous spoonful of cubed avocado, jackfruit and young coconut into a serving bowl. Add a little syrup to sweeten, top with crushed ice and drizzle on a little condensed milk. Serve immediately.

*Adapted from the book Bahasa Inggris, Siti Wachidah, Asep Gunawan, dan Diyantari, Think Globally Act Locally Class IX SMP/MTS Kementrian Pendidikan dan kebudayaan - Edisi Revisi Jakarta : Kementrian Pendidikan dan Kebudayaan, 2018.*

1. **Review of Related Findings**

In her research of Yohan Sri Meldawati (2014) about *"The Contribution of the Students' Writing Motivation toward Their Writing Skill in Narrative Text at Grade IX of SMP Negeri 1 Tembilahan Hulu"* This study was conducted based on the correlation research. This research population was the students at grade IX.1 until IX.11 of SMP Negeri 1 Tembilahan Hulu. The number of the students were 303 male and female. The Sample of this research was taken by using purposive sampling technique that were 28 students. Based on the results obtained by the students' motivation in writing (X) has a significant relationship with the students writing skills in aarrative text (Y) at Grade IX of SMP Negeril Tembilahan Hulu, indicated with the results obtained is 3.101 701 with a contribution of 27% with Enough categories. The students motivation in writing is an important matter. The level of motivation a person is not determined by a person's intellect itself but because of often practice and high motivation or desire to write in English. Thus it is clear that the students motivation great role in learning writing skill and to optimal the extent of their skill in writing. Even to develop their writing skills, motivation is an element that can determine the success of the students in writing by well. Because at the time of writing a student must be high motivated, without the motivation the writing of the students results will not be performing optimally.

In her research of Feni Hasanah (2014) about the *Correlation between Students Activities in Role Play and Their Interest in Speaking at Grade IX of SMPN 1 Tembilahan Hulu*. This study was conducted based on the correlation research. The population of this study was the students at grade IX.1 until XI.10 of SMPN | Tembilahan Hulu. Then the sample were grouped or purposive as classes. Furthermore, the writer took a class as the sample. And IX.2 as the sample She found that from the 34 students in the IX.2 class, they were2 students got score 85, so their ability level was classified as Very Good Then, most of the stodens, actually 20 of them were Good in their activities in Role Play because their score were between 75 and 84. Finally, they were 12 students got soore ander 74, so it was classified as Enough, And 5 students whose ability was Very Closed because they got over 84. actually 26 of them (23%) were Good in their interest in speaking because their score were between 75 and 84 Moreover, they were 3 students whose ability were Enough. From the table correlation below, it can be seen that the correlation coefficient r\_{0} between students activities in Role Play and their interest is 0. 99. It is higher than 0.35 in the significant 5% and 0.44 in the significant 1% (see appendix 5). The following formula used is df N-nr. It means df = 34 - 2 = 32 Meaning that r\_{11} or t\_{0} is bigger than Table whether in the significant of 1% = 0.44 or significant 5 6/9 = 0.35. The probability of percentage or sig. (2-tiled) is 0. It is smaller than 0.05, meaning that null hypothesis (Ho) is that there is no significant correlation between students' activities in Role play with their interest in Speaking is rejected. So, The correlation coefficient between students' activities in Role Play and their interest in Speaking is 0.99 is categorized positive. Between these two variables has Very High positive correlation. It means, the more students active in Role Play, the more they have interest in Speaking.

The research is conducted by Nuria Ulfi Hidayati in 2008 entitled *"Improving students ability in Writing Procedure Text Using Realia was proposed to investigate the effectiveness of teaching writing Procedure text by using realia for students of grade VIIG at SMP N 18 Semarangin* the academic year of 2010/2011. This study was conducted based on a classroom action research. The population of this study was students of grade VIIG at SMP N 18 Semarang in the academic year of 2010/2011. The researcher chooses students of grade VIIG which is consist of 36 students as participant of the research. The renarcher chooses observation, and test to collect the data. The calculation result shows that average of students test result of the second cycle was 65.3. The highest and the lowest score of 74 and 54. The average of students test result of second cycle was better than previous one. The researcher conclude that students improved their writing in procedure text.

So based on the review of the related findings above, it have differences between of this research. This research clearly that the problem researched by the researcher is not discussed yet. This research focuses on "Contribution of Students Writing Interest Toward Their Writing Skill of Procedure Text (A Correlational Research at Grade IX students of SMPN I Tempuling").

1. **Conceptual Framework**

Interest is important factor to bring the students successful in mastering any lesson. Even more, it is a determinant to make interest someone to begin writing That is why someone will not write something if there is no interest in his heart, because of interest has influence in selves and environment of the students. It is also caused by other factors like: biologis, insting and unsure of psychological and also there is of influence in development of human culture. However, interest in writing is a key factor to get success in growing students writing skill. The students who want be skillful in writing, they must have interest about writing. They can not to write well, if they do not have interest in writing and they cannot understand writing mechanism and techniques. In short, writing ability will not be constructed without having learning interest. Based on review of the related theories and review of the related findings can we make a conceptual framework namely

**Conceptual Framework**

**Contribution of Student’s Writing Interest Factors Toward Their Writing Skill of ProcedureText**

**(A Correlational Research At Grade IX of SMPN 1 Tempuling)**

**Contribution of Student’s Writing Interest Toward Their Writing Skill of ProcedureText (A Correlational Research At Grade IX of SMPN 1 Tempuling**

**Correlational Research**

**Variable X**

**nnnnwwwwWritinINTEREST**

**Variable Y**

**Writing Interest Factor**

**Writing Skill**

**Internal Factor**

1. **Concentration**
2. **Curiosity**
3. **Needs**
4. **Content**
5. **Organization**
6. **Vocabulary**
7. **Language Use**
8. **Mechanics**

**To Identify How Is Contribution of The Students’ Writing Interest toward Their Writing Skill of Procedure Text at Grade IX SMPN 1 TEMPULING**

**External Factor**

1. **Family Aspects**
2. **School Aspects**
3. **Community Aspects**