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## CHAPTER II

### LITERATURE REVIEW

#### A. Theoretical Framework

##### 1. Nature of Achievement

The result of learning can be seen from the achievement of someone in acquiring something. Achievement can be defined as a result or an output of classroom interaction identified from the comprehension of the students about the material which is known by giving test or assessment to the students (Gieve & Miller, 2006). In other word, achievement is the result that is reached by accomplishing a task or an activity given after a learning process. In line with this statement, Mulyani stated that “achievement is the result of students’ action by using their own ability to do the test given by the teacher, besides that the test can be in written, spoken or practiced form.” (Mulyani, 2016, p.15).

Achievement is also known as a product of teaching learning process that is conducted by educators with curriculum as the guidelines. This achievement is gotten from the students’ result of continuous examination of the material that has been learnt by students. In line with this statement, Joyce and Showers stated that achievement is a product of formal study by educators (Joyce & Showers, 2002, p. 33). The study oriented directly toward

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improvements in curriculum and instructions are accompanied by continuous examination of student learning.

## 2. Nature of Writing

Writing is an activity that cannot be separated in academic writing. Writing is one of four language skills, and it is an important process in learning English. According to Nuardi et al., (2016, p.209), “writing is one of the important skills to be mastered because of some reasons. First, through writing the learners can communicate with others. Second, the learners can know how to express their ideas, feeling or their unforgettable experience, and besides that writing is also important for academic purpose.”

As an important language skill, writing should be mastered by everyone because if someone does not understand and master how to write, they will not be able to transfer their ideas, information and so forth to someone in different place. Besides, students must understand what components involve in writing such as content, organization, vocabulary, language use and mechanics and how to use these components in correct form of writing (Pratama, 2012). It means that if students have mastered these components, they will be able to write effectively in correct form of writing itself.

Furthermore, to support students’ ability in writing, students must be able to construct ideas, to share information, to describe, to explain, to restate texts, to enquire, to express attitudes, to persuade, to

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entertain, to argue, and to offer a more complex analysis in their writings. Besides, writing can not be produced if the writer does not have a good capability in grammar and vocabulary. It means that if someone does not understand and master in grammar and vocabulary, they will not be able to write effectively in correct form of writing itself.

Regarding with ideas stated above, Jacob (1981) in Mulyani (2016, p. 161) also suggested writer to pay attention to five components of writing while writing; there are as follows:

- a. *Content*. The writer has an ability to think creatively to develop his ideas.
- b. *Organization*. The writer has fluent flowing expression to express the ideas, clearly stated or supported well relationship between paragraph, logical and sequencing.
- c. *Vocabulary*. The writer has a lot of words and idioms to convey intended information, attitudes and feeling. Besides, he/she can use the appropriate word including prefix and suffix and also idioms.
- d. *Language use*. The writer can apply the basic agreement between sentences, tenses, numbers, words order or functions, articles, pronouns and preposition.
- e. *Mechanics*. The writer is able to write in appropriate spelling, punctuation, and capitalization.

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Based on the aspects mentioned above, it is clear that a writer needs to pay attention to all aspects in order that the readers can get the message clearly and easily. In the other words, the readers can catch the point of writer's writing if the aspects are involved. It can be concluded that writing is a way to communicate a writer and the readers in written form, so that a writer has to make the communication clearly by supplying and paying attention to the aspects of writing carefully.

### 3. Students' Writing Achievement

According to Esra and Ernidawati (2012, p. 3), writing achievement is about the accomplishing goals of teaching and learning of writing especially by effort, skill, courage, etc. it can be observed by seeing the students' ability in writing. Thus, writing achievement is the result of students' writing to know how successful the students have been in achieving writing and beneficial in students' improvement and cognitive change.

Writing achievement is the result that students get after learning English as a subject matter in a period of time. In this study, writing achievement is the result of the students got after doing the writing test given. Therefore, achievement is very important in learning process because toward achievement we can know about the ability of students in learning process and we can measure fruitfulness of students in learning process.

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#### 4. Factors Influence Students' Writing Achievement

According to Kheidher (2012, p. 28), there are two factors that influence the students' achievement in English; internal factors which consist of three points: intelligence and perception, self-esteem and learning styles, external factors that include motivation, and socio cultural states. However, according to Zalyana (2014, p. 149), there are some factors that influence the students' achievement in learning process such as the students' interest, motivation, attitude, belief and feeling. It is affection factors that can not be taken for being granted or ignored in educational process.

Furthermore, according to Shams, (2008, p. 119), in foreign language learning context, there are various factors that influence the learning process such as motivation, anxiety, attitude, learning achievements, aptitudes, intelligence, age, personalities, etc. It means that in process of getting the achievement, especially in writing it will be influenced by various factors, one of the factors is students' writing attitude. It can be concluded that attitude is one factor that is also very influential toward students' successfulness in learning English as foreign language.

#### 5. Nature of attitude

##### a. Definition of Attitude

Attitude is a way of thinking about something or behaving toward something. According to Ajzen (2005), attitude is a

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disposition to respond favorably or unfavorably to an object, person, institution, or event. This includes your beliefs and positive and negative feelings about the attitude object. He also added that attitude can guide our experiences and decide the effects of experience on our behaviors.

Furthermore, Katz (2015) also gave a similar definition of attitude which is attitude is the predisposition of the individual to evaluate some symbols or objects or aspects of his world in a favorable or unfavorable manner. Furthermore, Zimbardo and Ebbesen in Ahmadi (2009, p. 150) said: “the attitude as predisposition toward someone, idea, or object that contains some components such as: cognitive, affective, and behavior.”

According to Eagly & Chaiken, (as cited in Jain 2014, p. 3), an attitude defined as “a psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor”. Besides, Attitude is defined by Baron & Byrne (as cited in Jain 2014) as relatively lasting clusters of feelings, beliefs, and behavior tendencies directed towards specific persons, ideas, objects or groups. However, attitudes are a hypothetical construct, invented by researchers to account for a body of phenomena. Hence, attitudes cannot be observed directly but infer them from individuals’ self-reports and behavior. Accordingly, the processes

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underlying self-report of attitudes are of central importance to our inferences about the nature of attitudes.

In line with this idea, Auzmendi (as cited in Santill'an et al., 2012) also pointed out "attitudes are aspects not directly observable but inferred, comprised of both beliefs as feelings and behavioral predispositions toward the targeted object". In the other words, according to Donald (1965) in Alkasdawiyah (2014), a persons' attitude can be inferred by observing his behavior in situation where he has a choice of positive and negative ways of responding. Based on this opinion, it can be concluded that one's attitude of learning and object can be inferred by giving a kind of questionnaire about it.

**b. Students' Writing Attitude**

According to Ajzen (2005, p. 3), writing attitude is a disposition to respond favorably or unfavorably to an object (thing), person, institution, or event. This includes about students' beliefs and positive and negative feelings about the attitude object. Furthermore, Writing attitude is defined by Graham et al., (as cited in Williams 2012) as "an affective disposition involving how the act of writing makes the author feel, ranging from happy to unhappy."

Furthermore, Petric (2002, p .17) pointed out in her study, on writing attitudes:

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“a positive attitude does not automatically turn into behavior because of students’ perceived lack of control over the situation due to pressing factors such as examinations and other external factors; however, factors may be internal, that is, if a student perceives her language proficiency inadequate, she may not develop a positive attitude within the course of time”.

**c. Factors Influence Students’ Writing Attitude**

According to Garvina (as cited in Indrayani, 2016), the factors that influence student’s attitude are as follows:

1. Internal Factors
  - a) Cognitive factors, refer to varieties of students’ perception toward writing
  - b) Affective factor, refers to the students’ interest toward writing class, like and dislike, agree and disagree, etc.
  - c) Behavioral factors refer to the students’ practice of writing English, attendance, attention, laziness, etc.
2. External Factors

There are many things that influence external factors, such as: lack of motivation of the teacher, students background, lack of facilities, interest etc.

**d. Component of Students’ Writing Attitude**

Jain, (2014) classified attitudes into three components, which include cognitive, affective, and behavioral components.

- 1) Cognitive component of attitude is an evaluation of the entity that constitutes an individual's opinion (belief/disbelief) about the

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object. Cognitive refers to the thoughts and beliefs an individual has about an attitude object. This component deals with someone's beliefs, perceptions, and information about the object.

- 2) Affective component of attitude is the emotional response (liking/disliking) towards an attitude object. This component deals with students' expression, like or dislike about the object.
- 3) Behavioral component is a verbal or overt (nonverbal) behavioral tendency by an individual and it consists of actions or observable responses that are the result of an attitude object. It involves person's response (favorable/unfavorable) to do something regarding attitude object. This component deals with a persons' readiness for some actions toward an object.

Furthermore, Petty et al., (2003) stated attitude as a learner predisposition to respond in consistently favorable or unfavorable manner with respect to given object. He also divided attitude into three major components. Firstly, affective component consists of positive and negative feelings associated with the attitude object. Secondly, cognitive component comprises beliefs about and perceptions of the attitude object. Thirdly, behavioral component is made up of response tendencies and overt actions related to the attitude object. According to Rosenberg & Hovland (in Texas 2014), attitudes have three components: an affective component

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(feelings), a behavioral component (the effect of the attitude on behavior), and a cognitive component (belief and knowledge).

Based on the components of attitude presented above, it can be concluded that cognitive component in this research refers to students' perception about an object and students' beliefs to receive knowledge and understanding in the learning process. Meanwhile, affective component refers to the students' expression, like or dislike about the object and the students' feeling for an object. And behavioral component refers to the students' response to the object in particular situation and the students' activity to do something.

#### **e. Characteristics of Students' Writing Attitude**

According to David (2002), Attitudes have several important characteristics or properties; namely, they (1) have an object; (2) have direction, intensity, and degree; (3) have structure; and (4) are learned.

##### **1) Attitudes have an Object**

By definition, attitudes must have an object. That is, they must have a focal point whether it is an abstract concept, such as "ethical behavior," or a tangible item, such as a bottle of soft drink. The object can be a physical thing, such as a product, or it can be an action, such as buying a motorcycle. In addition, the object can be either one item, such as a person, or

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a collection of items such as a social group; it also can be either specific or general.

#### 2) Attitudes have Direction, Degree and Intensity

An attitude expresses how a person feels towards an object. It expresses (1) direction – the person is either favorable or unfavorable towards, or for or against the object; (2) degree – how much the person either likes or dislikes the object; and (3) intensity – the level of sureness or confidence of expression about the object, or how strongly a person feels about his or her conviction. Although degree and intensity might seem the same and are actually related, they are not synonymous. The direction, degree, and intensity of a person's attitude towards a product have been said to provide marketers with an estimate of his or her readiness to act towards, or purchase the product.

#### 3) Attitudes Have Structure

The structure of human attitudes may be viewed as a complex set in a type of circular pattern. At the center of these structures are the individual's important values and self-concept. Attitudes close to the hub of this system that are said to have a high degree of centrality. Other attitudes located farther out in the structure possess less centrality.

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Furthermore, Attitudes do not stand in isolation. They are associated with each other to form a complex whole. This implies that they have a certain degree of consistency between them. Because attitudes cluster into a structure, they tend to show stability over time. However, despite their consistency, attitudes are not necessarily permanent, they do change.

#### 4) Attitudes are Learned

Attitudes form from personal experiences with reality, as well as from information from friends, sales people, and news media. They are also derived from both direct and indirect experiences in life. Thus, it is important to recognize that learning precedes attitude formation and change, and that principals of learning can aid marketers in developing and changing consumer attitudes.

### 6. Relationship between Students' Writing Attitude and Writing Achievement

Writing achievement is the result that students get after learning English as a subject matter in a period of time. In this study, writing achievement is the result of the students got after doing the writing test given. Therefore, achievement is very important in learning process because toward achievement we can know about the ability of students in learning process and we can measure fruitfulness of students in learning process.

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According to Shams, (2008, p. 119), in foreign language learning context, there are various factors that influence the learning process such as motivation, anxiety, attitude, learning achievements, aptitudes, intelligence, age, personalities, etc. (Shams, 2008). However, the matter of learner's attitude is acknowledged as one of the most important factors that impact on learning a language (Fakeye, 2010). It means that in process of getting the achievement, especially in writing it will be influenced by various factors, one of the factors is students' writing attitude. It can be concluded that attitude is one thing that is also very influential toward students' successfulness in learning English as foreign language.

According to Eagly & Chaiken (as cited in Jain 2014, p. 3), an attitude is defined as "a psychological tendency that is expressed by evaluating a particular entity with some degree of favor (positive) or disfavor (negative)". Pertaining to this idea, Lestari & Sony (2016), stated that students who have positive attitude toward writing perceived writing as something interesting, challenging, and fun because writing helps them to express themselves and get more knowledge on certain topic. Meanwhile, students who had negative attitude to writing viewed writing as difficult and stressful and felt that there was little they could do. However, "students who have positive attitude toward writing, it can help them to achieve better writing achievement." (Lestari & Sony, 2016 p.366).

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Furthermore, Knudson's diary (as cited in Williams 2012) indicated that writing attitude is related to writing achievement. However, Bartscher's diary (as cited in Razieh et al., 2013) stated that writing attitude is highly effective on improving writing achievement. Writing attitudes affect writing achievement and writing competence (Graham et al., 2007). He also added that writing attitudes can influence students' beliefs about their writing competence and in turn affect their writing achievement. In addition, he also found that students with more positive writing attitudes had greater writing achievement than their peers with less favorable attitudes toward writing.

## 7. Teaching Writing

Teaching writing is one of the important things in process of teaching and learning English. Because, writing is a part of skills that must be mastered by students in learning English besides speaking, reading, and listening. Teaching is the process in transferring knowledge to students. In line with this idea, Pratama (2012) stated that teaching consists of those activities (technique and exercise) related to delivery of information. It means that teaching is a process to transfer information or knowledge from teacher to the students by using various techniques and exercise.

Furthermore, according to Pratama (2012), along with the rapid progress of technology, especially internet seems to be the

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strong reasons for teacher to change the way of teaching writing. In the previous era-before the progress of technology, teacher taught writing in traditional ways-giving students a topic as assignment to write at home or in the classroom. For this era, this way is not effective because students provide new ways in writing. They took resources from internet, copying and pasting it, and then they elaborate it into their own words. It means that the idea does not belong to students. Therefore, teacher should integrate the teaching writing with the digital information.

Pertaining to the ideas stated above, Nation (2009) in Pratama (2012) stated that there are several principles that should be considered in teaching writing:

#### a. Meaning Focused Input

Learners should bring experience and knowledge to their writing. Writing is most likely to be successful and meaningful for the learners if they are well prepared for what they are going to write. This preparation can be done through the choice of topic, or through previous work done on the topic either in the first or second language.

#### b. Meaning Focused Output

Learners should do lots of writing and lots of different kinds of writing. Different genres use different writing conventions and draw on different language features and so it is useful to make sure

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that learners are getting writing practice in the range of genres that they will have to write in.

#### c. Language Focused Learning

Students should know about the parts of the writing process and should be able to discuss them in relation to their own and others' writing. Students should have conscious strategies for dealing with parts of the writing process.

Where the L1 uses a different script or where students are not literate in their L1, the students should give attention to clarity and fluency in producing the form of the written script. Such activities can conclude careful writing, copying models, and doing repetitive writing movements. Spelling should be given an appropriate amount of deliberate attention largely separated from feedback on writing. Teachers should provide and arrange for feedback that encourages and improves writing. Students should be aware of the ethical issues involved in writing.

#### d. Fluency Development

Learners should increase their writing speed so that they can write very simple material at a reasonable speed. Fluency development can occur through repetitive activities and through working with easy familiar material.

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## 8. Writing Assessment

The students' ability in writing narrative text can be measured by using writing assessment. Assessment is the gathering of information about students' learning. Regarding with this idea, to assess the students' writing achievement, the teacher gives mark based on five principles and component scale or writing, they are: content, organization, vocabulary, language use and mechanics as the important aspect of writing.

Furthermore, in assessing writing, the teacher can not measure the students' ability by giving them multiple choice, or short answer that can be done in assessing reading or listening. The teacher should ask the students to write in order to know the students' achievement. Then, to assess students' writing achievement in narrative text, the researcher used assessment adopted from teacher's assessment; it is shown in the following table:

**Table III.2**  
**Assessment Aspect of Writing Achievement**

No	Aspect Assessed	Score			
		1	2	3	4
1	Content				
2	Organization				
3	Vocabulary				
4	Grammar				
5	Spelling and Punctuation				
Total					
Maximum Score		20			

*Source from the rubric of the school*

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Explanation of score:

- 1 = Incompetence
- 2 = Competence enough
- 3 = Competence
- 4 = Very competence

$$\text{Final score} = \frac{\text{Total Score}}{\text{Maximum Score}} \times 100$$

**B. Relevant Research**

According to Syafi'i (2015, p.103), relevant research is required to observe some previous researches conducted by other researchers in which they are relevant to our research itself. It means that in relevant research we focus on finding some of the previous researches related to our research. There are some researches that have been conducted and they are relevant to this research paper, such as:

1. A research conducted by Dini Rahayu (2016) entitled "the Correlation between Students' Learning Creativity and their Writing Achievement at Senior High School 2 Bengkalis Regency. In collecting the data, she used questionnaire of Learning Creativity and used Administering English Composition Test to measure the students' writing achievement. In analyzing the data, she used serial correlation coefficient. She got the result 0.4198.  $r_0$  0.4198 > Product moment in critical coefficient 5% (0.361) or  $0.361 < 0.4198$ . It means that there was a significant correlation between Learning Creativity and their Writing Achievement.

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2. A research conducted by Risma Indrayani (2016) entitled “the correlation between students’ reading attitude and their reading comprehension at state Islamic Junior High School Hidayatul Mubtadi’in Semukut Kepulauan Meranti Regency. The instruments used in this research were questionnaires and test; the researcher provided 20 questions for questionnaires for reading attitude. Then, for reading comprehension, the researcher provided 20 questions for multiple-choice test. In analyzing the data, she used product moment formula through SPSS 17.00. She found that the  $r$  null was 0.921 and the  $r$  table was 0.3388 at the level of 5% and 0.4357 at the level 1 %. Based on the result above, it is clear that there was a significant correlation between students’ reading attitude and their reading comprehension.

**C. Operational Concept**

Operational concept is the concept used to clarify the theories used in this research in order to avoid misunderstanding. In this research, there are two variables used, they are variable X as independent variable which refers to students’ writing attitude and variable Y as the dependent variable which refers to writing achievement.

The indicators of variable X (students’ writing attitude) are taken from three components of attitude which include cognitive, affective, and behavioral components (Jain, 2014, p. 6). The indicators of variable X (Writing attitude) are as follows:

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1. The Cognitive Component
  - a. The students' perception or concept about an object
  - b. The students' beliefs to receive knowledge and understanding in the learning process.
2. The Affective Component
  - a. The students express like or dislike about the object
  - b. The students feeling for an object.
3. The Behavioral Component
  - a. The students respond to the object in particular situation
  - b. The students' activity to do something.

The indicators of variable Y (writing achievement) are taken from five components that are needed in order to create effective writing according to Jacob (1981) in Mulyani (2016, p.161), which include content, organization, vocabulary, language use, and mechanics. The indicators are as follows:

1. The students are able to write content to express the ideas in writing English.
2. The students are able to write the form as the organization in writing English.
3. The students are able to write the vocabulary well in writing English appropriately.
4. The students are able to write the language well in writing English accurately

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5. The students are able to write the mechanics of the text in writing English correctly.

**D. Assumption and Hypothesis****1. Assumption**

The better students' writing attitude is, the better students' writing achievement will be.

**2. Hypothesis**

The hypothesis which is necessarily tested through this is as follows:

**a. The Null Hypothesis (Ho)**

There is no significant correlation between students' writing attitude and writing achievement at the eleventh grade of Madrasah Aliyah Darul Hikmah Pekanbaru.

**b. The Alternative Hypothesis (Ha)**

There is a significant correlation between students' writing attitude and writing achievement at the eleventh grade of Madrasah Aliyah Darul Hikmah Pekanbaru.