

CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework.

Theoretical framework is a basic thinking to investigate a problem that is used to get the correctness in the research.

1. The Nature of Interest

Interest is needed in learning process. It is important because interest can support students' learning process. Learning process will be effective if the students are interested in the material. According to Izard and Ackerman, interest motivates exploration and learning, and guarantees the person's engagement in the environment.¹ It is concluded that interest encourages students to learn. In other words, the students learn because they want to, not because they have to.

A function of interest in learning according to Dewey is to unify the person and the activity, and thus to stimulate thoughtfulness.² It is a persisting tendency to pay attention to and enjoy some activities or content. It means that if the students are interested in lesson, they will feel free to join the class and to get involved in the activity of learning.

a. The Types of Interest

¹ Paul J. Silvia, *Exploring the Psychology of Interest* (New York: Oxford University Press, 2006), 21. <http://bookfi.org> (accessed April, 2012).

² *Ibid*, 68

Interest in a subject can promote motivation and learning. The students will learn if they are interested and will not learn or perform well if they are uninterested. Therefore, interest is an important aspect of motivation that influences attention, learning, thinking and performance of the students. There are two types of interest, they are:³

1) Personal Interest

Personal interest is more stable personal disposition toward a specific topic or domain. It is the individual interest that a student brings to the classroom such as space exploration, which is based on a deep level of knowledge.

Personal interest is assumed to be directed toward specific activity or topic. For example: particular interest in sports, science, music, dance, and computers.

2) Situational Interest

Situational interest is more temporary and specific situation of attention to a topic. It is more context dependent or specific than personal interest. It results from some instructional activity used in the classroom that triggers an interest. Situational interest can be increased by the use of interesting texts, media, presentations, and the like. It may trigger the students' interest in a topic or activity leading to personal interest.

³ M. Kay Alderman, *Motivation for Achievement: Possibilities for Teaching and Learning* (New Jersey: Lawrence Erlbaum Associates, 2004), 241. <http://library.nu.com> (accessed March, 2011).

Therefore, situational interest is asserted to be more important for the classroom because teachers have some control over this rather than on the personal interests that students bring with them.

b. Promoting Interest in the Classroom

There are 6 strategies that can be used by teacher to create students' interest.⁴ Here they are:

- 1) Use original source materials
- 2) Model your own enthusiasm and interest for the content
- 3) Create surprise and disequilibrium in the classroom
- 4) Use variety and novelty
- 5) Provide some choice of topics based on personal interest
- 6) Build on and integrate students' personal interest in designing lessons.

Based on the statement above, the reseacher can conclude that the teacher have many choices to promote interest in the classroom.

2. Students' Writing Interest

Writing is a way to communicate feelings, experiences, and thought with others written language. In other words, writing is another way to express our ideas besides speaking. It means that students will learn, understand, and respond to the information and ideas that they get from teacher and from what they read. It

⁴ Dale H. Schunk, et.al., *Motivation in Education: Theory, Research, and Applications* (New Jersey: Pearson Prentice Hall, 2008), 220.

is supported by Broughton, et al that “the act of writing differs from that of talking in that it is less spontaneous and more permanent, and the resources which are available for communication are fewer because we cannot –as we do in conversation –interact with the listeners and adapt as we go along.”⁵

In order to differentiate between spoken and written language, the researcher provides some characteristics of written language, as follows:

- a. Permanence: written language is permanent and can be read and reread anytime.
- b. Production time: writer generally need more time to plan, review, and revise their words before they are finished.
- c. Distance: between the writer and the reader in both time and space.
- d. Complexity: written language tends to be characterized by longer clauses and more subordinators.
- e. Formality: writing tends to be formal activity
- f. Vocabulary: written texts tend to contain a wider variety of words, and more lower – frequency words, than oral texts.⁶

Writing is the communication of *content* for a *purpose* to an *audience*.

- a. Content (Main Idea + Key Details). The content is what the writer wants to say. There are two parts of the content: the *main idea*, what

⁵ Broughton, Geoffrey. et.al., *Teaching English As A Foreign Language*. (New York: Routledge: 1980) p. 116

⁶ Sara Cruising Weigle, *Assessing Writing*. (London: Cambridge University Press. 2002), p. 15.

the writer wants you to know; and the *key details*, additional information that supports and explains the main idea.

- b. Purpose (Think + Do). The purpose is why the writer wrote it. Writers want their readers to *think* something after they've finished reading. Sometimes they want their readers to *do* something, too.
- c. Audience (People + Questions). The audience is who the writer writes to. We always write to people. Sometimes it's a specific person, sometimes it's a group of people. And people always have questions they want you to answer. So, you can think of the audience as the *people* you are writing to and the *questions* they have about your topic⁷.

From the statements above, the researcher concludes that writing is different from speaking and it is an essential form of communication. It is supported by a statement that said "Writing is an essential form of communication because through writing, we express our feeling, hope, dreams and joys as well as our fears, anger and frustration".⁸ It means that through writing, students can express and share their ideas to other people in written text.

On the other hand, interest has a big influence to the students when they are learning writing. Interest keeps them focus on what they learn. In the class the teacher sees whether the students are interested or not through their expression

⁷*Ibid*, p.58.

⁸Jane, B. Hughey. *Teaching Esl Composition*, (Rowley: Newbury House Publisher. 1983) p.33.

and the activeness of the students during the class running. According to Slamet, there are 2 kinds of interest, they are:⁹

a. Expressed Interest

Interest can be expressed by showing someone's feeling that he/she likes more something than others. For examples: I like to write English correctly like the teacher, I would love to have friends from another country and write a letter in English with them, I enjoy to write English, I am proud of writing English, and I am happy to write English.

b. Manifested Interest

Manifest interest is the students' participation in doing an activity. When someone like English, he/she will learn happily and participate in classroom. For examples: I practice to write English, I ask or answer the teacher's questions in English, I join English writing activities, I remember and write English words, and I write English.

From the explanation above the researcher concludes that students' writing interest is the feeling that the student feels during learning writing. During the class is running, students' writing interest can be seen through their expressed interest and manifested interest. So, if it can be seen, it can also be measured. The researcher will measure students' writing interest by giving questionnaire twice, once before the treatments are given and once after the treatment are given.

⁹ Syaiful Bahri Djamarah, *Psikologi Belajar* (Jakarta: Rineka Cipta, 2011), 191.

3. The Factors Influencing Student's Writing Interest

Everything (except God) needs a process to make some thing happen and so does writing. To make a good writing we need a process. According to Nations, one way of focusing attention on different aspects of writing is to lookat writing as a process.The process help the writers to focus on what they are going to write. One possible division of the writing processcontains the following seven subprocesses.

- a. Considering the goals of the writer
- b. Having a model of the reader
- c. Gathering ideas
- d. Organising ideas
- e. Turning ideas into written text
- f. Reviewing what has been written
- g. Editing.¹⁰

Teacher should teach and guide the students in learning how to make a good writing with a good strategy and make the students enjoy and understand easily. And this is where the student will get bored because they are facing a long step of writing process. According to Kalayo and Fauzan, in guided writing students apply the understanding they have gained from modeled and shared writing sessions, with varying degrees of support from the teacher. The students explore aspects of the writing process, which have been demonstrated. The

¹⁰Nation,I.S.P. *Teaching ESL/EFL Reading & Writing*. (New York : Routledge 2009),p.114

teacher predetermines the teaching focus from observation and analysis of students writing.¹¹

Furthermore, Susan Hill in Kalayo and Fauzan stated “guided writing involves individuals or small group of students writing a range of text type. The teacher may provide short mini lessons to demonstrate a particular aspect of text type, grammar, punctuation, or spelling. Guided writing is linked to reading and various text types are used as models. Students may use writing or templates as scaffold for writing.”¹²

Based on the opinion above, it explains that there are two factors that influence students’ writing interest. They are the process of the writing and the way of teaching writing, so that is why the researcher concludes that the teachers will play their roles as guiders of the students to keep them enjoy learning writing and true and false essay game is one of the ways that the researcher proposes in order to keep students enjoy learning writing. Teacher should be creative to find a way to keep students’ encouragement in learning writing and .

4. The Nature of True and False Essay Game

True and false essay game is a game in which the students will play with their writing to make ten sentences or statements that consist of some true sentences and some false ones, and after that they exchange their writings each other and try to recognize which one is true and which one is false, and finally

¹¹Kalayo Hasibuan And Muhammad Fauzan Ansyari, Teaching English as a Foreign Language (TEFL), (Pekanbaru: Alaf Riau Graha UNRI Press,2007),p.125

¹²*Ibid*,p.126.

teacher's job here is to be like a moderator or referee to point which student or group will play the game and to manage the game in to good condition to study and to have fun in the same time in order that their writing interest will be stimulated.

This game can be played by dividing into individuals, pairs, and groups. This game helps and encourages many students to sustain their interest and works, it helps the teacher to create contexts in which the language is useful and meaningful, and it also provides one way of helping the students to *experience* language rather than merely *study* it.¹³ Based on the statement, the use of the game is to stimulate the students' writing interest.¹⁴

5. Teaching Writing by Using True and False Essay Game Towards Students' Writing Interest

This game stimulates students' writing interest. It can help student to get their writing to be communicative writing. It can help writers to know whether their readers was engaged, able to follow the ideas, and able to appreciate the point made in the text. It can make the situation of the classroom conduct some situations where the students' writing interest are stimulated.¹⁵

The procedures of true and false essay game is as follows:

- a. The teacher divides the class into pairs or groups.

¹³Andrew Wright, et.al., *Games For Language Learning(Third Edition)* . (New York : Cambridge University Press,2006). 2.

¹⁴*Ibid.* 58-59

¹⁵*Ibid.* 58.

- b. Teacher asks each pair or groups to write ten sentences or statements based on descriptions of real places and/ or events on separate strips of paper, some true and some false.
- c. Teacher asks the pairs or groups to exchange their strips of paper.
- d. Teacher points or invites one of the pairs or groups to try to classify the sentences that they got into true and false statements in front of the class.¹⁶

Based on the explanation above, it can be said that the game will make the students more involved in to the learning process. So, the learning process will be more active if the students get involved in to it.

B. The Relevant Research

In this research, there are several researches that are relevant to the research of study, such as :

1. A research by Mahardhika. A, in 2009 alumnus of state University of surakarta or Sebelas Maret University, conducted “A correlational study between the students’ interest in game activities, vocabulary mastery, and their reading comprehension of seventh grade students of SMP N 8 Surakarta in academic year 2007/2008”.The design of the research is a correlational research. He found that coefficient of determination between X1 and Y is $(0.4479)^2 \times 100 \%$. It means that 20.06 % variation of reading

¹⁶*Ibid.* 59.

comprehension (Y) is determined by students' interest in game activities (X1) and 79.94 % is influenced by other factors. The coefficient of determination between X2 and Y is $(0.4605)^2 \times 100 \%$. It means that 21.21 % variation of reading comprehension (Y) is determined by vocabulary mastery (X2) and 78.79 % is influenced by other factors. The coefficient of determination between X1 and X2 simultaneously and Y is $(0.5752)^2 \times 100 \%$. It means that 33.09 % variation of reading comprehension (Y) is determined by students' interest in game activities (X1) and vocabulary mastery (X2) and 66.91 % is determined by other factors. It can be concluded that both students' interest in game activities and vocabulary mastery are significant factors that cannot be neglected to improve reading comprehension. Regarding to the result of the study, the writer suggests that to improve reading comprehension, the teacher should consider students' interest in game activities and their vocabulary mastery.¹⁷

2. A research by Meltiawati Jar, in 2009 alumnus of state Islamic University of Sultan Syarif Kasim Riau, conducted "The Correlartion Between Students Interest in the Topic of Composition and Their Writing of The Second year of Natural Science Students of MAN 2 Model Pekanbaru". The design of the research is a correlational research. She found that there is a significant correlation between students' interest in the topic of composition and their writing ability of the second year of Natural Science

¹⁷ Mahardika. A. "A Correlational Study Between The Students' Interest In Game Activities, Vocabulary Mastery, And Their Reading Comprehension Of Seventh Grade Students Of SMP N 8 Surakarta In Academic Year 2007/2008". Surakarta(Unpublished Undergraduate Thesis, : UNS, 2009).

Students of MAN 2 Model Pekanbaru. It is shown by statistical analysis r_{xy} (0.558) is higher than “r” table whether in the level of 5% or 1% ($0.288 < 0.558 > 0.372$). It can be conclude that the second hypothesis (H_a) is accepted and (H_0) is rejected. The percentage of the students’ interest in the topic of composition is categorized “Enough”. It can be seen from the percentage of the students, where 75.02% will be found in the category (60 – 75%), and the percentage of the student’ writing ability can be categorized enough also. It can be seen from the result of the students’ writing ability, in which there are about 62% students who have enough ability in writing.¹⁸

C. The Operational Concept

Operational concept is a concept which is used to give an explanation about the theoretical framework to avoid misunderstanding of the research. In this research, true and false essay gameis symbolized by variable X and students’ writing interest is symbolized by variable Y. There are some factors to be operated which are described in operational concept.

The procedures of true and false essay game (variable X) are as follows:

1. The teacher explains how to play true and false essay gameto the students.
2. The teacher asks the students to prepare the equipment to play.

¹⁸ Meltiawati Jar. “The Correlartion Between Students Interest in the Topic of Composition and Their Writing of The Second year of Natural Science Students of MAN 2 Model Pekanbaru”. (Unpublished Undergraduate Thesis, Pekanbaru: UIN Suska Riau, 2009).

3. The teacher divides the student into pairs and starts the game.
4. The teacher controls and guides the students during the game running.

The researcher uses questionnaire to know the students' interest. Each questionnaire has two components (Section I and Section II) to increase richer data and expression of opinions. The indicators of interest:¹⁹

1. Expressed Interest (Section I)
 - a. The students' likeness to write English.
 - b. The students' love to write English with friends.
 - c. The students' enjoyment to write English on the blackboard.
 - d. The students' pride of writing English.
 - e. The students' happiness to write English correctly like their teacher.
2. Manifested Interest (Section II)
 - a. The students' participation to practice to write English.
 - b. The students' participation to do written exercise in English.
 - c. The students' participation to join English writing activities.
 - d. The students' ability to remember and write English words.
 - e. The students' writing English in the classroom.

¹⁹ Djamarah, *Op.Cit*, 191.

D. The Assumption and The Hypotheses

1. The Assumption

In accordance with the explanation of theoretical framework, the researcher would like to make an assumption that the better applying true and false essay game, the better writing interest of the second year students of SMP N 1 Tambang will be.

2. The Hypotheses

- a. Ha: there is significant effect of using true and false essay game towards the writing interest of the second year students at SMP N 1 Tambang.
- b. Ho: there is no significant effect of using true and false essay game towards the writing interest of the second year students at SMP N 1 Tambang.