

CHAPTER II

THEORETICAL REVIEW

2.1 Theoretical Framework

2.1.1 Learning Environment

2.1.1.1 Definition of Learning

Sabini (2012: 83) explains that learning is a change in a person that occurs due to experience, in this case it is also emphasized on the importance of changes in behavior, both observable or not. Muhajirah (2020: 38) explains that learning is understood as a conscious effort from a teacher in helping students learn according to what they need.

In the Islamic perspective, learning is an obligation for every Muslim to acquire knowledge. The Word of Allah SWT in the Qur'an Surah Al-Mujadalah: 11

يَا أَيُّهَا الَّذِينَ آمَنُوا إِذَا قِيلَ لَكُمْ تَفَسَّحُوا فِي الْمَجَالِسِ فَافْسَحُوا يَفْسَحِ
اللَّهُ لَكُمْ وَإِذَا قِيلَ انشُرُوا فَانشُرُوا يَرْفَعِ اللَّهُ الَّذِينَ آمَنُوا مِنْكُمْ وَالَّذِينَ
أُوتُوا الْعِلْمَ دَرَجَاتٍ ۗ وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ (المجادلة ١١)

The meaning:

O ye who believe! when it is said unto you, Make room! in assemblies, then make room; Allah will make way for you (hereafter). And when it is said, come up higher! go up higher; Allah will exalt those who believe among you, and those who have knowledge, to high ranks. Allah is informed of what ye do.

From the perspective above regarding the notion of learning, we can conclude that learning is an effort made by someone to make changes in himself, both in terms of behavior, abilities, thoughts.

2.1.1.2 Definition of Environment

In achieving learning success, the environment is one of the supporting factors. An agreeable spot and learning climate makes it more straightforward for understudies to focus. By setting up the right climate, understudies will come by improved results and can partake in the growing experience that students do. Gazali (1999: 24) that the environment can be defined as everything that is outside the child. In the sense that the environment is everything that is around children, both in the form of objects, events that occur and community conditions, especially those that can have a strong effect on students, namely the environment in which the educational process occurs and the environment that children interact with on a daily basis.

Meanwhile, according to Saeful & Lafendry (2021: 50) they explain the notion of the environment. The environment is a part of human life. In the environment, humans live and interact with each other. In a real sense it very well may be deciphered as all that encompasses life, both actual, for example, the universe with every one of its items and non-physical, for example, the environment of strict life, values, customs winning in the public eye, science, and creating society. These conditions exist by some coincidence, or at least, without being asked and arranged by people.

From the explanation above, we can conclude that the environment is the closest thing to humans. Everything that is around us we can call the environment. And this environment is very influential on children because the environment can be a process of ongoing education.

2.1.1.3 Definition of Learning Environment

The learning environment is a term that is most often associated with a psychological or emotional condition of a class and the social and cultural effect that surround it. The concept of the human environment in non-education that both the environment and its interaction with individual characteristics will be a strong determinant of human behavior (Afari, 2013: 131).

According to reszy (2021: 380) that the learning environment is everything that is outside the individual where all of a person's behavior is related to his environment, either directly or indirectly. The learning environment relates to

the place of learning, learning support tools, atmosphere, time, and association. The condition of the learning environment is one factor that cannot be ignored, because the environment is a place for interaction between humans to take place. In addition, because many learning experiences are obtained through interaction with the environment, both the physical environment and the social environment. With a conducive and supportive learning environment, students will be more enthusiastic and enthusiastic about what is being studied so that the learning objectives that have been set can be achieved optimally.

A good learning environment is an environment that challenges and stimulates students to learn, provides a sense of security and satisfaction and achieves the expected goals. So this learning environment is a very important thing in supporting a learning process so that it runs effectively and efficiently (Novianti, 2019: 5).

The term learning environment can be defined as the diverse physical locations, contexts and cultures in which students learn. A conducive learning environment for carrying out learning to be effective must include natural ecosystems, student grouping, how to manage tables and seating order, audio, video and digital technology (Dhanapala, 2021: 1527)

From the explanation above, it can be concluded that the learning environment is a condition or location where students learn and things related to learning that exist around students. The learning environment can influence the outcome of a growing experience. The learning environment isn't just lifeless things that are around the learning place, however individuals who are in that place additionally incorporate the learning environment.

According to Walgito (2010: 146) environmental variables assume a significant part in the growing experience. Natural factors that should be viewed as in the understudy educational experience are the spot of study, learning devices, air, time, and affiliation.

a. A place to learn

A good place to study is a separate place, which is quiet, the color of the walls is not sharp, there is nothing in the room that distracts attention, and there is sufficient lighting.

b. Study tools

Learning can't run well without complete learning devices. The growing experience will be upset in the event that there are no learning apparatuses accessible. The more complete the learning apparatuses, the more individuals will actually want to advance as well as could be expected. Then again, assuming the learning instruments are deficient, the growing experience will be disturbed.

c. Atmosphere

The atmosphere is firmly connected with the spot of learning. A decent learning air will give great inspiration in the growing experience and this will likewise goodly affect understudy accomplishment. A quiet, agreeable, and serene environment will uphold the understudy growing experience.

d. Time

The right division of study time will help the student's learning process. The division of time by students can make students study regularly.

e. Association

Children's association will affect children's learning. If the child chooses to hang out with good friends, it will have a good effect on the child, and vice versa if the child hangs out with friends who are not good, it will have a bad effect on the child.

f. Noise

Noise is a sound that is unwanted by a person, noise is not just the sound that comes out of the source with high pressure or high frequency. The sound that puts high pressure on hearing, for example, a shrill sound near the ear. But the unwanted sound can be the sound of people talking which is disturbing to the listener. Therefore, noise is more of a psychological meaning of noise is sound or sound heard as a stimulus to the listener's nerve cells in the ear by longitudinal waves caused by vibrations from the sound or sound source and these waves propagate through air or other conductors, and when the sound or sound is unwanted because it disturbs or arises against the will of the person concerned, then such sounds

or sounds are declared as noise. So noise is sound or sound whose presence is not desired (Haslianti, 2019: 608).

Noise can interfere with students' reading, writing, and reasoning abilities as well as overall academic performance because noise makes it difficult for students to focus on the task being studied (Haslianti, 2019: 610).

To create an ideal learning environment must be a top priority that we must do as educators. Making comfort in the classroom must be a combination of several factors which include; temperature, noise and lighting control. And so that the learning environment becomes more ideal, the components in it such as furniture, air ventilation and comfort must be provided (Shamaki & Ado 2015: 42).

The learning environment is effect by the physical environment, the socio-emotional relationship between students and others and the effect of other people in that environment. The learning environment is very important to how the students' creativity develops. The learning environment has a very important factor for the development of students. Because the environment also contributes to the development and progress of each individual (Widiyanti et. al, 2020: 2).

From the explanation above, we can conclude that there are several factors that the effect the learning environment for students' comfort, including; place, tools, atmosphere, time, association, noise, light, air ventilation.

In hadith Rasul said:

حَدَّثَنَا الْحَسَنُ بْنُ عَلِيٍّ، حَدَّثَنَا عَبْدُ الرَّزَّاقِ، أَخْبَرَنَا مَعْمَرٌ، عَنْ إِسْمَاعِيلَ بْنِ أُمَيَّةَ،

عَنْ أَبِي سَلَمَةَ، عَنْ أَبِي سَعِيدٍ، قَالَ : اعْتَكَفَ رَسُولُ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ

فِي الْمَسْجِدِ فَسَمِعَهُمْ يَجْهَرُونَ بِالْقِرَاءَةِ، فَكَشَفَ السِّتْرَ وَقَالَ : " أَلَا إِنَّ كُلَّكُمْ

مُنَاجِ رَبِّهِ فَلَا يُؤْذِينَ بَعْضُهُمْ بَعْضًا، وَلَا يَرْفَعُ بَعْضُهُمْ عَلَى بَعْضٍ فِي الْقِرَاءَةِ " .
 أَوْ قَالَ : " فِي الصَّلَاةِ " .

The Messenger of Allah (ﷺ) retired to the mosque. He heard them (the people) reciting the Qur'an in a loud voice. He removed the curtain and said: Lo! every one of you is calling his Lord quietly. One should not trouble the other and one should not raise the voice in recitation or in prayer over the voice of the other. (*Sunan Abi Daud 1332*)

The teaching and learning process requires space and a supportive environment to help students and teachers concentrate on learning. Slameto (2013: 64) states that the elements of the learning environment in schools that affect learning outcomes are as follows:

a. Teaching method

The teaching method affects learning. Teachers' teaching methods that are not good will affect student learning which is not good as well. Poor teaching methods can occur, for example, because the teacher lacks preparation and lacks mastery of the subject matter so that the teacher presents it unclearly or the teacher's attitude towards students and or the subject itself is not good, so students are not happy with the lesson or the teacher and consequently students lazy to study.

b. Teacher's relationship with students

The teaching and learning process occurs between teachers and students. The process is also effect by the relations that exist in the process itself. In a good teacher-student relationship, students will like the teacher, will also like the subjects he provides so that students try to learn as well as possible. It will happen the other way around, if students hate their teacher. So, he will be reluctant to study the subjects he is given, as a result the lessons will not be mastered

c. Student relations with students

Students who have traits or behavior that are less pleasing to other friends, have low self-esteem or are experiencing mental stress, will be

exiled from the group. As a result, the problems they are facing are getting worse and will interfere with their learning. What's more, he became lazy to go to school for no reason because of the unpleasant treatment that came from his friends. If this happens, students should be given guidance and counseling services so that they can be accepted back into their groups.

d. School discipline

School discipline is closely related to student craftsmanship in school and also in learning. School discipline includes teacher discipline in teaching by implementing rules, Discipline of employees/employees in administrative work and cleanliness/regulation of classes, school buildings, courtyards and others, discipline of the Principal in managing all staff and their students. In order for students to learn more advanced, students must be disciplined in learning both at school, at home and in the library.

e. School facility

Learning instruments are firmly connected with the manner in which understudies learn, in light of the fact that the learning apparatuses utilized by educators at the hour of educating are additionally utilized by understudies to get the material being educated. Complete and fitting learning instruments will work with the acknowledgment of learning materials given to understudies. In the event that understudies effectively acknowledge illustrations and expert them, their learning will be more dynamic and further developed. Actually presently schools actually need media in amount and quality. Sports facilities are also needed to accommodate student talents, UKS rooms, school cooperatives, canteens, parking lots, prayer rooms, bathrooms, and others.

Based on the explanation above about learning environment from the explanation above a decent learning environment is a environment that difficulties and invigorates students to learn, gives a feeling of safety and fulfillment and accomplishes the normal objectives. So this learning environment is something vital in supporting an educational experience so it runs really and effectively, with the indicators of learning environment

used in this research include: a. Condition in learning, b. Teaching methods, c. Teacher's relationship with students, d. Student relations with students, e. School discipline, f. School facility.

2.1.2 Writing

2.1.2.1 Definition of Writing

In learning English, writing is one of the skills that we must master in language, in addition to listening, speaking and reading which must also be mastered by learners, especially English. In writing, a writer must be able to express their thoughts which they put into writing to develop their ideas, and make readers feel interested when their writing is read. Through writing, they can also transfer all information and various knowledge to other people or readers. With a brief understanding, that writing can be said as a means of communication between writers and readers (Harmenta & Tiarina, 2013: 33).

Meanwhile, according to Syatriana (2016: 101), writing is a skill in using language. In the past, communication was done indirectly, not face to face with other people, but through only using written media such as letters. Writing does not require choosing the right topic, but we must think carefully and determine who will be the readers, and especially for the article and its purpose. Through writing, we can convey what our thoughts and feelings are, both in our imagination and in real conditions. In this case, we can write something based on what we have experienced; such as funny, strange, thrilling, embarrassing or painful experiences that we have ever felt.

Meanwhile, according to Widiastuti & Endahati (2020: 2), writing activity is a complex series of activities that aims to express one's needs and meaning to others through several series of sentences. Writing is a functional communication, enabling students to create imaginary worlds from their designs. There are several aspects that must be considered in writing skills, namely content, organization, purpose, vocabulary, punctuation, and spelling.

From several expert understandings of writing, we can conclude that writing is a skill that a person has in expressing a language in writing as a means of communication and to express feelings towards readers.

2.1.2.2 Writing Purpose

According to Tony Stead and Linda Hoyt (2011:13), there are five general goals of writing. They must instruct, inform, persuade, narrate and respond. Each writing purpose has different characteristics and the sample text is also different. Instruction texts are usually found in Recipes, Science Experiments, Instruction texts, Rules and so on. The thing that can be known from him is the author's argument by using it according to the facts and supporting evidence. Another purpose of writing is to tell. This is where the author develops the setting, events, details, and ending well. The last response texts and examples are response texts to literature, responses to academic prompts and reponses to personal communication.

In hadith Rasul said

حَدَّثَنَا مُسَدَّدٌ، وَأَبُو بَكْرِ بْنُ أَبِي شَيْبَةَ قَالَ حَدَّثَنَا يَحْيَى، عَنْ عُبَيْدِ اللَّهِ بْنِ الْأَخْنَسِ، عَنْ الْوَلِيدِ بْنِ عَبْدِ اللَّهِ بْنِ أَبِي مُعَيْثٍ، عَنْ يُونُسَ بْنِ مَاهَكَ، عَنْ عَبْدِ اللَّهِ بْنِ عَمْرٍو، قَالَ كُنْتُ أَكْتُبُ كُلَّ شَيْءٍ أَسْمَعُهُ مِنْ رَسُولِ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ أُرِيدُ حِفْظَهُ فَهَتَّنِي فُرَيْشٌ وَقَالُوا أَتَكْتُبُ كُلَّ شَيْءٍ تَسْمَعُهُ وَرَسُولُ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ بَشَرٌ يَتَكَلَّمُ فِي الْعُضْبِ وَالرِّضَا فَأَمْسَكْتُ عَنِ الْكِتَابِ فَذَكَرْتُ ذَلِكَ لِرَسُولِ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ فَأَوْمَأَ بِأَصْبُعِهِ إِلَيَّ فِيهِ فَقَالَ " أَكْتُبْ فَوَالَّذِي نَفْسِي بِيَدِهِ مَا يَخْرُجُ مِنْهُ إِلَّا حَقٌّ "

Narrated Abdullah ibn Amr ibn al-'As:

I used to write everything which I heard from the Messenger of Allah (saws). I intended (by it) to memorise it. The Quraysh prohibited me saying: Do you write everything that you hear from him while the Messenger of Allah (saws) is a human being: he speaks in anger and pleasure? So I stopped writing, and mentioned it to the Messenger of Allah (saws). He signalled with his finger to him mouth and said: Write, by Him in whose hand my soul lies, only right comes out from it. (*Sunan Abi Dawud 3646.*)

2.1.2.3 Writing Process

The process of writing is very important in teaching writing. The teacher will know how the process of a student in writing is based on several steps or procedures. There are several writing processes that must be carried out by a writer according to experts. Teaching writing is a process that teachers do in class activities. Here the role of a teacher is very important, because the teacher will guide students to write about something correctly in the learning process (Azrial, 2013: 3).

The writing process is the stage that the author goes through to produce something in his last writing. Nabhan (2016: 3) he explained there were four steps in the writing process. They are planning, drafting, editing and final draft. Each step is described as follows:

a. Planning

At this stage, students plan a few thoughts that they will get on paper. Students start to assemble data and thoughts for writing to compose by taking notes or doing all their preparation to them. They are the reason for which they are composing, the crowd for which they are composing, and the construction of the substance for arranging realities. The thought or contention they have chosen to integrate into their composition.

b. Drawing

Drafting is the student's first attempt to write down ideas on paper. At this stage, they write tentative ideas about the topic they will write about without seeing any mistakes.

c. Editing (Reflecting and Revising)

After students have drafted, understudies read their drafts to see what worked and perhaps the request for data is muddled or the sentence is uncertain. The altering system can be taken from oral or recorded pieces of feedback by companions or educators. Changing is glancing back at what has been composed. It is vital to check what thoughts have been incorporated, to keep up with rationality and stream of the composition, to invigorate further thoughts and to track down blunders.

d. Final version

Students make changes to their work after the altering system. The end result might contrast from the main draft subsequent to going through a few stages. Students can distribute, offer or read their composition or show text on a notice board in light of class directions. The above creative cycles can't be all isolated on the grounds that they are components in gathering a decent composed text.

2.1.2.4 Problems in Writing

Writing means the ability to communicate ideas or thoughts by using written symbols. As a communication tool in written form, it is hoped that people who read it understand what is meant by the author. So that there is an interaction or understanding between the writer and the reader. According to Karani (2008: 11) there are four problems faced by students when instructed to write texts. They are problems in content, organization, vocabulary, and grammar.

- a. Content: meaning that students cannot produce effective texts because they cannot arrange the main ideas and supporting details into a paragraph.
- b. Organizing: students cannot arrange paragraphs into a good text.
- c. Vocabulary: students lack vocabulary to compose good paragraphs and students cannot convey their ideas or opinions smoothly.
- d. Good grammar in the text describes the sentence structure correctly and the paragraph has a good word order in the sentence order.

There are many obstacles faced by students when writing a paragraph in English. According to Hasan & Marzuki (2017: 382) there are six common difficulties that students usually face when writing texts, namely grammar, vocabulary, punctuation, spelling coherence and cohesion and the last is relevance.

a. Grammar

Grammar is important for language users who are competent and it is necessary for students to remember grammar which is important to apply in their writing and grammar refers to correct grammatical forms and syntactic patterns.

b. Vocabulary

Vocabulary is very important because it is the key to make the meaning of the sentence clear and understandable by the reader. In addition, vocabulary is the selection of words that match the content of the text.

c. Punctuation

Punctuation marks are like traffic signs that give people an understanding of where to go and where to stop.

d. Spelling

If there is a spelling error, it will make the reader misunderstand and have a different understanding, because when a letter is misplaced or missing in a word or sentence it will give a different meaning and a different understanding as well.

e. Coherence and cohesion

Coherence and cohesion are both related to the relationship of sentences to each other. Cohesion within reach is linguistic; shows a formal syntactic connection among sentences, and is logical in that the relationship isn't between structures yet between discourse acts. What's more, coherence is connected with the relationship that associates the significance of sentences in a message or an expression in a talk concerning the importance of a sentence.\.

f. Relevance

In this context relevance refers to the content of the task. The content of student writing must be in accordance with what was assigned to them.

2.1.2.5 Recount text

Based on the 2013 curriculum, the current education curriculum in Indonesia, there are three genres of monologue texts that should be taught in teaching writing for the second grade of junior high school. The text genres are descriptive, recount, and procedure text (Depdiknas, Indonesian Ministry of Education: 2013). Each genre of text has different functions and features that can give students difficulties.

According to Husna (2019: 55) recount text is a text that retells about past events, usually in the order in which they occurred. Recount text is a text that

tells the reader about something that has happened in the past. The writer must be able to arrange every event in the recount text harmoniously. Recount text is a sentence composition in the form of a paragraph that shows most of the contents of the paragraph the events experienced by the author and shows past events (Amirza, 2019: 213)

Recount text can be defined as a text that retells past events and aims to make the reader feel entertained about someone's experiences that have happened in the past (Yulianawati, 2018: 42). Meanwhile, Widiati, et al. (2017: 24) said that recount text is retelling or recording a series of events in the order in which they occurred. There are several types of recounts, such as diaries, letters/postcards, journals, autobiographies and biographies, or anything related to history or historical recounts.

From several explanations regarding recount text that have been mentioned by experts, the author concludes that recount text is a story in the form of writing that tells how the author's experiences or events were in the past which aims to make readers feel happy or interested in what they read.

To be able to understand more about recount text, students are expected to know more about parts of recount text, which we can know will be the hallmark of recount text. Here are some elements that we should know about recount text that can guide the writer to achieve the goal in writing recount text, such as:

a. Orientation

In this section there is a 5 x W formula (who, what, where when and why). To make sense, the writer added who for who was involved, what for what happened, when for when something happened, where for where something happened and why for why something happened. These are background information that needs to be set in orientation. It can also be something that can grab the attention of the readers.

b. Event

In this section there are important points about important events that provide further explanation of the orientation. Writers must also be careful in selecting, organizing, and disposing of events and non-essentials.

c. Re-orientation or conclusion

In this section is the last thing the author does. The author must carry out the last stage in writing the recount text, namely the author must provide a conclusion that summarizes the story by involving comments or personal opinions from the author. Widiati (Widiati, 2017: 125)

Table 2.1 Example of recount text

Title	Going to a Borobudur temple
Orientation	<p>Last year I went to Borobudur with my sister. We saw many people there and good scenery. We went there by a car. First we left home at 4 P.M. The traffic to Borobudur was crowded. Borobudur was not so far from our house. After 30 minutes, we arrived at Borobudur temple.</p>
Events	<p>There were many persons at Borobudur. I saw there were some people took photo, talked, ect. There were many kind of people there. They were from abroad. Some people took photo in front of shelves. We took photo also on the big temple. After that we went to a restaurant for having dinner. I ordered eatballs and soft drink. My brother ordered fried noodle and a soft drink too.</p>
Reorientation	<p>Finally, we went home in the evening. We arrived home at 7.15 P.M. We left very tired but we were happy.</p>

2.1.2.6 Kind of recount text

According to Riana br. Sianipar et al. (2020: 125) there are 3 kinds of recount text

a. Personal recount

It is a type of recount text whose contents tell the personal life of the author, so that the author is actively involved in the story.

b. Factual recount

Recount text is a type of recount text that tells about an event, or certain events, such as accident reports, news of death, natural events, or newspapers.

c. Imaginative recount

Is a type of recount text that tells a fantasy or not real. Events that don't happen don't happen in real life.

And as for the linguistic features contained in the recount text, it is written in the form of past verbs, and its use is often made to connect events using time, next, when, later, after before and first.

Based on the explanation above about writing that we can conclude is a skill that a person has in expressing a language in writing as a means of communication and to express feelings towards readers. And the indicators are content, organization, vocabulary, grammar, and mechanic.

2.2 Related of the Study

1. Abu Al-Ghait Gohar and Ahmed El-Ghool (2016). Designing an Adaptive Learning Environment To Improve Writing Skills And Usability For EFL Students At The Faculty Of Education. This study aims to investigate how the effect of designing an adaptive learning environment on the development of writing skills and how the use of EFL undergraduate students. This study uses a quantitative method with an experimental design. This study used 60 second year students majoring in English at the Mansoura Faculty of Education. The results showed that an adaptive online learning environment led to the development of EFL students' writing skills and that students found an environment that could be used to learn and interact with peers and instructors.

2. Vinny Stephanie Hidayat et al (2021). The effect of campus Environment towards the Learning Motivation. This study aims to determine how the effect of the campus environment (physical and non-physical environment) on the learning motivation of Maranatha Christian students. The method used in this study is explanatory research, and the method used to take samples that have been used is the side judgment method. Then The population in this study was 91 accounting students at Maranatha Christian University. The results of this study indicate that the environment of the university has an effect on students' learning motivation.
3. Widiyanti et al. (2020). The effect of Learning Environment and Learning Motivation for Vocational College's Employability Skills. This study aims to determine how the effect of the learning environment and learning motivation on the achievement of work skills. The method used in this research is quantitative with ex post facto. The samples for this research were students of SMK Textile Pandaan class XI with 102 students. The results of this study are that there is a significant effect between the learning environment and learning motivation on the work achievement of students.
4. Okta Rosfiana (2019). Assessing student social studies learning: Effects learning environment, inquiry, and Student learning interest. The purpose of this study was to examine how the effects of the learning environment, inquiry, and interest in learning on the results of student learning assessments. The method used by the author was quantitative. This research was conducted on 130 students from public elementary schools in South Jakarta. The result of this research is that there is a significant effect from the learning environment, inquiry, and asking students to assess student learning.
5. Ralia Happy Aprilia (2021) The effects of School Environment on Learning Outcomes. This study aims to analyze how the effect of the use of the school environment as a learning resource on affective, psychomotor and cognitive learning outcomes. The method used is qualitative with quasi-experimental design with nonequivalent control group design. This research was conducted on class VII SMPN 7 Mataram with 410 students. The results of

this study indicate that the school environment has an effect on learning outcomes in terms of affective, psychomotor and cognitive.

6. Shamaki and Timothy Ado (2015). Influence of Learning Environment on Students' Academic Achievement in Mathematics: A Case Study of Some Selected Secondary Schools in Yobe State – Nigeria. The purpose of this study was to determine the effect of the student's mathematics learning environment. The method used in this research is statistical technique by making several questions to obtain data. The samples taken were 337 students from 1682 students. The results of this study indicate that there is a significant difference in the average achievement of students who study in an ideal learning environment with students in a boring learning environment.
7. Novia Dwi Cahyani (2021). The influence of study habits and learning environment on learning outcomes. This research was conducted to determine the effect of study habits and learning environment on learning outcomes . The research method used is a systematic literature review (SLR). The sources of relevant scientific works used in this research are in the form of journals and theses published in the 2010-2020 period and available on various publication pages and online libraries, online sources were chosen because this research was conducted in the middle of the covid-19 pandemic. 16 scientific papers were included in the research, the criteria for determining the relevance of scientific works were; publications that have at least a DOI number or an ISSN number, the data used are quantitative data, year of publication, objects and subjects relevant to the research. The results showed that study habits had a positive effect on learning outcomes. The learning environment has a positive effect on learning outcomes, the family environment has a very important role in supporting students to get a good learning environment.
8. Andi Mulu (2013) The influence of the learning environment on student achievement in the field of Islamic religious education studies at the State Junior High School 1 Benteng, Selayar Islands Regency. This study aims to determine the effect of the learning environment on student achievement. In

this study using a qualitative descriptive method. The sample used in this study amounted to 73 students. The results of this study indicate that the learning environment that has the most effect on student achievement is the family environment.

9. Mardiyah (2018). The influence of the learning environment and learning discipline on the learning outcomes of 7th grade social studies subjects at SMPN 1 Lawang. This study aims to determine how the effect of the learning environment on student learning outcomes. The method used in this research is a questionnaire and documentation. This study used a sample of 125 students. The result of this research is that there is a positive and significant effect between the learning environment and discipline on student learning outcomes.
10. Ratih Novianti (2018). The influence of the environment on the level of concentration of student learning in the subjects of Akidah Akhlak at MAN 2 Palembang. This study aims to determine the effect of the concentration level of student learning. The method used in this study is descriptive statistics. While the sample used is class X MAN 2 Palembang as many as 29 students. An the result of this research there is determine the effect of the concentration level of student learning.

From the several studies above, there have been many who have investigated the effect of the student learning environment, both on learning outcomes, concentration and subjects. The difference between this study and some of the studies above is that the focus of this research is to find out whether there is an effect from the learning environment in terms of noise on students' writing in recount text. Because there is no research that discusses the effect of the learning environment on students' writing.

2.3 Conceptual Framework

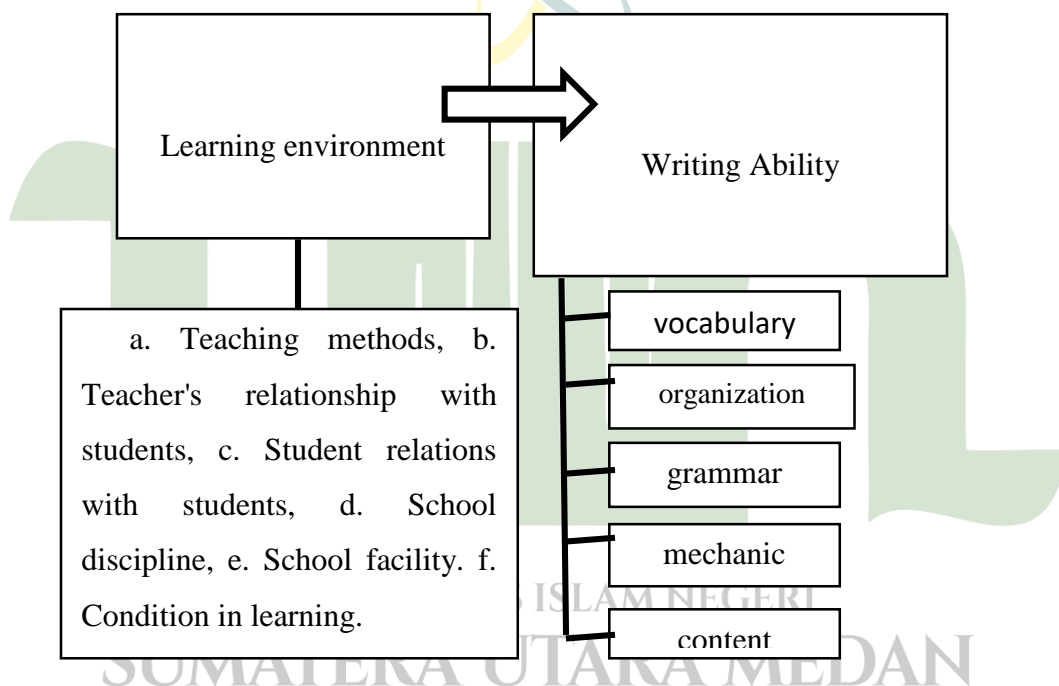
The conceptual framework of this research as follows:

The learning environment is everything related to everyone's learning, both in terms of place, atmosphere, time, and association. This learning environment is important for students because student learning outcomes can be effected by the

learning environment. One of the factors that can affect the learning environment is nature. Noise is a sound or sound that cannot be doubted. Noise can interfere with students' reading, writing and reasoning abilities. Because I can make it difficult for students to focus.

Writing is one of the skills that must be mastered in learning English. Writing is the way we communicate using writing. One of the genres of writing in English is recount text. Recount text is a text that tells about past events.

Several previous studies have shown the effect of a noisy learning environment on student learning outcomes. Therefore, the writer suspects that there will also be an effect from the student's learning environment on students' writing abilities.



2.4 Research Hypothesis

H_0 = There is no effect of learning environment on student's writing skill

H_a = There is the effect of learning environment on student's writing skill.