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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

“Theoretical framework is viewed as the relevant theories related to references cited from various printed documents to provide the researcher and the readers with the alternative answer of the problem theoretically.” (Syafi’i, 2015, p. 103). It means that theoretical framework explains how the researcher can develop her research project based on the theory through printed document.

1. The Nature of Writing

Writing is one of the language skills which is important to learn it. Pahmi and Yoskavia (2016, p. 105) said that writing is one of the activities that should be mastered by English learners and one of the language skills that is a skill to describe our ideas, opinions or arguments in a piece of paper. Then, Crystal (1994, p. 291) stated that writing is very suited to the recording of facts and the communication of ideas, and to tasks of memory and learning. Furthermore, according to Hacker and Sommers (2012, p. 2), writing is a process of figuring out what you think, not a matter of recording already developed thoughts. It means that writing is an activity that requires our ideas, opinions, knowledges, arguments or experiences that we pour into words.

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In accordance with the statements above, Carroll (1990, p. 1) stated that writing provides a relatively permanent record of information, opinions, beliefs, feelings, arguments, explanations, theories, etc. Writing allows us to share our communication not only with our contemporaries, but also with future generations. It means that the result of writing such as document, book, journal, etc., can provide a lot of information to future generations. In addition, according to Nunan (2003, p. 88), writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader. Writing is not a skill which can be mastered easily, we have to learn how to express our ideas and pour it into word by word.

Pertaining to the explanation above, writing is one of language skills which can express our thoughts through the words. Writing is also a process of thinking to invent ideas and arrange them into statement and paragraph clearly.

a. The Process of Writing

Pratama (2012, p. 36) stated that writing is an activity that can cover the range of uses that students will perform in their daily lives that include filling forms, making lists, writing friendly letters and bussiness letters, note-taking and academic writing. According to Richards and Renandya (2002, pp. 315-319), process of writing as

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a classroom activity incorporates the four basic writing stages, they are:

- 1). Planning (free-writing) is any activity in the classroom that encourages students to write, such as: group brainstorming, clustering, rapid free writing, WH-Questions and so on.
- 2). Drafting is a stage where the writers are focused on the fluency of writing and are not preoccupied with grammatical accuracy or the neatness of the draft.
- 3). Revising is an activity to review the text on the basis of the feedback given in the responding stage and to reexamine what was written to see how effectively the writer communicates the meanings to the reader.
- 4). Editing is the stage where the students are engaged in tidying up their texts as they prepare the final draft for evaluation by the teacher; they edit their own or their peer's work for grammar, spelling, punctuation, diction, sentence structure and accuracy of supportive textual material such as quotations, examples and the like.

b. The Purpose of Writing

Coffin et al., (2003, p. 20) said that the purpose of writing is as assessment; as an aid to critical thinking, understanding and memory; to extend students' learning beyond lecturers and other

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formal meetings; to improve students' communication skills; and to train students as future professionals in particular disciplines. Besides, Pratama (2012, pp. 2-4) stated that the purpose of writing will determine the types of writing that will be created. There are three purposes of writing as follows:

1). Writing to inform a reader

By writing, the readers will be offered some information with a minimum of bias in order to educate them. In writing, the information needs to be presented completely, clearly and accurately. Examples of writing to inform are newspaper or articles, scientific or business reports, instructions or procedures, and essays for school and university.

2). Writing to persuade a reader

Persuasive writing seeks to convince the readers about the matter of opinion and to change the readers' mind or at least to bring the readers' point of view closer to the writer's. It focuses mainly on the readers, whom the writer wants to give influence. Examples of writing to persuade are advertisements, some newspaper and magazine articles, and some types of essay.

3). Writing to entertain a reader

Writing to entertain generally takes the form of 'imaginative writing' or 'creative writing.' Examples of

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imaginative writing are novels, stories, poems, song lyrics, plays and screenplays.

c. Teaching Writing

Hasibuan (2013) stated that teaching writing as a productive skill requires teachers to direct students to produce their expressions in written form and needs more elements skills such as using appropriate words, proper sentences and correct spelling that is different from speaking. It means that as a teacher we have to guide the students so that they can express their ideas into written form appropriately and correctly.

Kirby and Crovitz cited in Apriyanti and Riza (2014, p. 3) stated that teaching writing is challenging, it may be one of the toughest jobs a teacher faces. It means that teaching writing is not easy, because the teacher has to lead and teaches the students in many ways and many times so that the students can develop their writing skill as well.

d. The Component of Writing

According to Hughey et al., cited in Pahmi and Yoskavia (2016, p. 106), there are five components of writing which are needed by the writer to make a good writing, they are:

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1). Content

To create a good content, the writer should think creatively in developing ideas, excluding all irrelevant information, and connect every sentence and paragraph cohesively.

2). Organization

It pertains the ideas which must be stated clearly, well organized, logically sequence and cohesive. It tells about the systematic nature of the text.

3). Vocabulary

The vocabulary used should be sophisticated range and effective words idiom in order to make a good writing. Vocabulary has a big place in writing. It influences the affectivity of writing.

4). Language Use/Grammatical Features

It is related to the highlight effective complex construction, few errors of agreement, and the order of articles is used. In composing paragraphs or texts, the mastery of grammatical order is very important for writers. It will influence what messages that will be caught by the readers.

5). Mechanics

It is related to the ability of the writer to master convention, spelling, punctuation, capitalization, etc. These

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components are required by the writer to recognize the basic rules of writing in producing right meaning.

2. The Nature of Summary Writing Ability

Barclay and Hill, (2014, p. 1) stated that summary is a short version of a longer text (article, book, report, novel, film etc.) that includes the overall point of the original as well as key supporting points. Besides, “summary writing is a significant evaluation for teachers to assess students’ understanding of main ideas and other supporting points in a text. Many scholars suggest summary writing develop students’ vocabulary knowledge, critical thinking, and reading comprehension. The purpose of writing a summary is to convey important information of source texts for both readers and writers.” (Hidi and Anderson cited in Wu, 2013, p. 166).

According to Richard and Schmidt (2010, p. 573), summary is brief statements of the main ideas in a text or passage, often produced while or after reading something. The ability to produce summaries is sometimes referred to as summary skills and is a focus of instruction in the teaching of reading. Then, Elder (2008, p. 5) said that summarizing is a powerful technique in which you present an author’s most important information in shortened form. Summarizing helps to record and remember the most important information. When we summarize information, we actively process it. That is why Elder said that the

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result of summarizing is significantly higher comprehension and recall of the information.

Furthermore, Wade-Stein and Kintsch cited in Spigel (2011, pp. 1-2) say that summarizing results in deeper understanding than rereading a text because it requires integration of new knowledge with existing knowledge. In line with the statement before, Friend cited in Spigel (2011, p. 2) stated that others have argued that summarizing results in improved retention and deep comprehension because writers must consider the entire passage, and determine its important elements. It means that summarizing has a contribution in increasing students' comprehension because summarizing makes the students remember and consider the important ideas from the text then write them into their own words.

Guthrie et al., (2004, p. 15) said that summarizing refers to forming an accurate, abstract representation of text after reading all or a substantial portion of material. According to Cho (2012, p. 8), summary writing demonstrates the importance of connecting reading and writing. It is well known that summary is one of the most frequently used activities after reading. According to Hirvela cited in Cho (2012, pp. 8-9), summarizing is one of the primary contact points between reading and writing in academic settings. Through summarizing, students can check and review how well they understand what they are asked to read for a variety of purposes across school subjects.

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Cho also (2012, p. 10) stated that summary is the ability to identify and select important information such as the main ideas in the text is vital in producing a successful summary. Moreover, the writer should make sure that any main ideas should not be lost and that the content of the original text should not be changed. Besides, Wichadee (2013, p. 107) stated that summarizing is the best way to see whether students understand the whole reading passage or not since they have to use their own words to display the main ideas.

Furthermore, Reid (1988) stated that a summary is a condensation of the main ideas in an article. There are some rules to judge a valid summary:

1. Including all the important ideas
2. Omitting the unnecessary words and phrases
3. Using transitions
4. Using sentence combining
5. Readers who read your summary have a clear idea about the article without reading the article.

Then, Ferris and Hedgcock cited in Mokeddem and Houcine (2016) stated that learners who summarize their reading are involved in a process of reproduction that includes: (a) thorough comprehension of the original source; (b) selection of the text's most salient information; (c) deletion of less-than-essential information; (d) comprehension and integration of the selected information; and (e) arrangement of selected

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material in a way that reflects the rhetorical structure of the original. That is why, “there is considerable evidence that summary writing both encourages and measures reading comprehension.” (Thiede and Anderson cited in Mokeddem and Houcine, 2016, p. 199). Concisely, writing a summary can be one way to increase reading comprehension because when the students write a summary, they need to read the text repeatedly.

a. The Summary Writing Assessment

In assessing summary writing, the teacher can not measure the students’ summary 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’ summary writing ability, as follows:

Table II.1
The Criteria of Written Summary Assessment Rubric

Criteria	Scales		
	Limited 1.00	Proficient 3.00	Advanced 5.00
Content 40% Includes essential content: Identifying key concepts and condensing relevant supporting information to explain the concepts.	<ul style="list-style-type: none"> • Topic may be identified, but not key concepts. • Examples may be included along with supporting details. <p style="text-align: center;"><i>Or</i></p> <ul style="list-style-type: none"> • Student indiscriminately lists information. 	<ul style="list-style-type: none"> • Most key concepts are identified. • Supporting information is briefly summarized. • Demonstrates an ability to generalize information. 	<ul style="list-style-type: none"> • All key concepts are identified. • Supporting information is omitted unless essential to summary. • Demonstrates an ability to synthesize information.
Organization 30% Organizes information from the presentation in	<ul style="list-style-type: none"> • Organization is random or disconnected. • Precise does not follow the 	<ul style="list-style-type: none"> • Organization is orderly. • Some transition words are used to connect 	<ul style="list-style-type: none"> • Organization is logical. • Transitions smoothly link each point together.

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a logical format.	sequence of ideas from the original.	information. • There is indication of the logical flow of information in the original.	• There is a clear sequence of main ideas and supporting points.
Form 30% Demonstrates control of the written form.	<ul style="list-style-type: none"> • Writing is unclear or simplistic. • Sentences are choppy or awkward. • Convention errors make writing hard to understand. • Word choice is simple or not appropriate to the subject. • Subject specific vocabulary is missing. <p style="text-align: center;"><i>Or</i></p> <ul style="list-style-type: none"> • Student may copy much of the content from the presentation. 	<ul style="list-style-type: none"> • Writing is understandable. • Sentences are complete, but may be mechanical. • Convention errors do not make writing hard to understand. • Word choice is appropriate to the subject. • Some subject specific vocabulary appears in the summary. • Student mostly uses his/her own words. 	<ul style="list-style-type: none"> • Writing is clear and expressive. • Sentences connect with a natural flow/rhythm and are varied in style. • Few convention errors occur. • Word choice is specific and accurate. • Subject specific vocabulary is applied with understanding. • Student uses her/his own words in a natural way.

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3. The Nature of Reading

Richards and Schmidt (2010, p. 483) stated that reading is the processes by which the meaning of a written text is understood. According to Nurdiana (2016, p. 39), reading is one of the subjects to get information and knowledge about everything readers need from written form. Then, she said that reading is comprehending that means that if readers can read the words of a text, but do not understand what they are reading, they are not really reading.

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Burt et al., (2003, p. 33) stated that reading is essentially the process of getting information from written language. Then, Nunan (2003) said that reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning and the goal of reading is comprehension. According to Hacker and Sommers (2012, p. 10), reading is an important way to deepen your understanding of a topic and expand your perspective. It means that through reading, we can get information from the text and expand it with our own perspective.

Furthermore, Johnson (2008, p. 109) said that reading is the act of creating meaning with text. In addition, Bennette (2001, p. 23) stated that reading is a visual process of seeing an item or symbol and translating it into an idea or image. Reading is the natural passage of ideas and concepts from one person to another (mind-to-mind communication). In sum, reading is a process of getting information and creating meaning from written language that should be mastered by the students.

According to King and Stanley cited in Nurdiana (2016), reading has five components which contain in reading texts, they are as follows:

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a). Finding the main idea

Recognition of the main idea of a paragraph is very important because it helps the readers to understand the paragraph on the first reading and to remember the content later.

b). Finding the detail information

Detail information requires readers to scan the specific detail, it is generally for students and those, which appear with WH-Question word.

c). Finding the meaning of vocabulary in context

It means that the reader can develop his or her guessing ability to the word, which is not familiar to him or her by relating the closest meaning of unfamiliar words to the text and the topic of the text that is read.

d). Identifying references

Reference is a word or phrase to which pronoun refers to. References are generally symbolized by possessive adjectives (my, your, our, their, his, her, its), subject pronouns (I, you, we, they, he, she, it) and object pronoun (me, you, us, them, him, her, it).

e). Making inference

Inference is a skill where the reader has to be able to read between lines. It divides into two main attentions; draw logical inferences and make accurate prediction. Prediction can be made by correctly interpreting the signs writer gives.

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4. The Nature of Reading Comprehension

According to Johnson (2008, p. 3), reading is the practice of using text to create meaning. The two key words here are creating and meaning. If there is no meaning being created, there is no reading taking place. Krashen and Terrell cited in Mart (2012, p. 92) pointed out that reading enables learners to comprehend better which is an important factor that can develop language competence. According to Baker and Brown cited in Dorn and Soffos (2005, p. 6), reading is a complex process involving a network of cognitive actions that work together to construct meaning. It means that reading comprehension is a process to construct meaning from our thought and our perception based on the text we read.

Furthermore, Pang et al., (1986, p. 6) stated that reading is about understanding written texts. It is a complex activity that involves both perception and thought. Reading consists of two related processes: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. Comprehension is the process of making sense of words, sentences and connected text. These two components gained through reading will foster learners' language competence.

According to Nurdiana (2016, p. 39), comprehension is active process of constructing meaning, concepts, making inferences, and linking key ideas. Then, Dorn and Soffos (2005, p. 14) stated that

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comprehension is a complex process regulated by cognitive, emotional, perceptual, and social experiences. When individuals read, they apply a range of comprehending strategies to monitor and sustain their meaning. Comprehending involves interpreting and synthesizing ideas in ways that influence the reader's mind.

Samuels cited in Duke and Pearson (2001, p. 423) stated that reading comprehension is a process in which the reader constructs meaning using as the building materials the information on the printed page and the knowledge stored in the reader's head. While, Guthrie et al., (2004, p. 227) stated that reading comprehension consists of the processes of constructing conceptual knowledge from a text through cognitive interaction and motivational involvement with the text. In addition, Klingner et al., (2007, p. 8) stated that reading comprehension is a multicomponent, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types).

Richards and Schmidt (2010, p. 483) said that different types of reading comprehension are often distinguished, according to the reader's purposes in reading and the type of reading used. The following are commonly referred to:

- a). Literal comprehension: reading in order to understand, remember, or recall the information explicitly contained in a passage.

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- b). Inferential comprehension: reading in order to find information which is not explicitly stated in a passage, using the reader's experience and intuition, and by inferring (inferencing).
- c). Critical or evaluative comprehension: reading in order to compare information in a passage with the reader's own knowledge and values.
- d). Appreciative comprehension: reading in order to gain an emotional or other kind of valued response from a passage.

5. The Nature of Analytical Exposition

Analytical exposition is one of some genres of texts that is learned in Senior High School especially in the eleventh grade. According to Rifa'i (2015), exposition is a text that elaborates the writer's idea about the phenomenon surrounding. Its social function is to persuade the reader that the idea is important matter.

The purposes of analytical exposition text:

- a). To persuade the readers that idea is important matter.
- b). To persuade the readers or listeners that there is something that, certainly, needs to get attention.
- c). To analyze a topic and to persuade the reader that this opinion is correct and supported by arguments.

Furthermore, Nurdiono (2015) stated that analytical exposition is a kind of text that belongs to the type of argumentation text where the text contains detailed author's thinking about a phenomenon that is

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around. Then, the generic structures of analytical exposition are as follows:

- a). Thesis: the author introduces the topic or main idea that will be discussed. Thesis has always been in the first paragraph of analytical exposition.
- b). Arguments: the topic discussed by the author is a very important topic or needs attention. In this section, the author presents the arguments or the opinions that support the idea of the author, usually in a text. Analytical exposition has more than two arguments. The more arguments appear, the more confident the reader is.
- c). Reiteration: this section is always located at the end of the paragraph. Reiteration contains rewriting or replacement of ideas that is contained in the first paragraph. Reiteration is also commonly called the conclusion.

In addition, there are several language features commonly used as follows:

- a). Using relational process
- b). Using internal conjunction
- c). Using causal conjunction
- d). Using simple present tense

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6. The Correlation between Summary Writing Ability and Reading Comprehension

Kataray and Okur cited in Benzer et al., (2016) defined summarization as an indicator of reading comprehension, it means that summarization is a skill of eliminating main points from details, and restating them. According to Thiede and Anderson cited in Benzer et al., (2016, p. 164), summary is useful for both summary writer and the reader. For the summary writer, it provides reading the text purposefully and comprehending much better, for the reader, instead of reading a long text, by reading a short text, provides getting information easily but maybe with a less literary influence. Furthermore, Lubin (2017) said that:

“Writing a summary requires students to read more closely. Since they must read a text more than once to get a sense of the ideas presented, students will recognize and maintain more information than they would from just a single read. The students need to ask questions while reading the text, which they will use to help them find answers as they read. As students read the text more closely, they will also take notes and search for the important points needed to write a summary.”

According to Erdem cited in Benzer et al., (2016, p. 164), summarizing text improves comprehension and helps to learn studying individually, and also, it improves scientific thinking skills. Then, Baleghizadeh and Babapour cited in Benzer et al., (2016) emphasized that summarization not only helps students to comprehend and remember the text, but also interprets the text as well. Summary writing, since related to reading and writing skills, is important with

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native language lessons and for other lessons (Ko cited in Benzer et al., 2016, p. 164); because the students who have problems with reading and writing may not summarize the text they read. Summarizing not only improves reading skills but also provides better comprehension, remembering, development of critical thinking. In this context, Dollins in Benzer et al., (2016, p. 164) stated that summarizing improves comprehension skills, provides determining main and supporting ideas, helps to be familiar with prose texts, becomes a supporter for future reading and writing success.

Hubbuck (2001) stated that to write an effective summary or review, we need good skills in reading comprehension and analysis, as well as fairly good grasp of the academic field in which the work was written. Of course, we can turn that statement around and say that writing summaries and review helps you develop your reading and analytical skills as well as gives you a better sense of a field of knowledge.

B. Relevant Research

Avoiding the same title used in the research, the researcher shows the relevant researches which were done by previous researchers. 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 the research itself. It means that we have to find and

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analyze some previous researches conducted by other researchers in which they are relevant to our research.

First, a research was conducted by Samiha Mokeddem and Samira Houcine (2016) entitled Exploring the Relationship between Summary Writing Ability and Reading Comprehension: Toward an EFL Writing-to-Read Instruction (A correlational study of the first year LMD students enrolled in the English Licence degree proposed by the English Language Departement of the Faculty of Letters, Languages and Arts, at Djillali Liabes University of Sidi Bel Abbes, in academic year of 2013/2014). They conducted a correlational research. Their research was a project wanting to investigate whether there was a significant correlation between summary writing and reading comprehension.

Then, they summed up that the covariance between the two variables was positive indicating a positive correlation between the scores of written summaries and that of reading comprehension. The coefficient of determination R^2 was an indicator which allows measuring the quality of a correlation. The later was considered to be strong if $0.5 < R^2 < 1$ whereas it was considered to be weak if $0 < R^2 < 0.5$. In this case, $R^2 = 0.7052 > 0.5$ and this revealed a strong bond between the scores of written summaries and that of reading comprehension. Moreover, since the coefficient of determination $R^2 = 0.705$, it means that 70.5% of the total variation of the scores of comprehension was explained by the link between the scores of

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written summaries and that of reading comprehension which clearly explains such a strong correlation between the two variables as well.

Second, a research was conducted by Ronald Ershadi P, Muhammad Syarfi, Desri Maria Sumbayak entitled “The Correlation between Reading Comprehension and Writing Narrative Text Ability of the Third Semester Students of English Study Program Teachers Training and Education Faculty of University of Riau in academic year of 2012/2013.” They conducted a correlational research. Their research was a project wanting to investigate whether there was a significant correlation between reading comprehension and writing summary ability. Based on their findings, they summed that there was a mediocre correlation between students’ ability of reading comprehension and their ability in writing a summary. The result showed that the value of r_{xy} was 0.59 and the value of the degree of freedom (df) was 28. Then, from the r table of Product Moment Correlation, it can be seen that the level of significance of 5% (0.05) was 0.361.

C. Operational Concept

In order to clarify the theories used in this research, the researcher would like to explain briefly about variables of this research. There are two variables used, they are variable X as the independent variable and variable Y as the dependent variable. In this research, variable X refers to summary writing ability and variable Y refers to reading comprehension of analytical exposition text.

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According to Reid (1988), the indicators of variable X are:

1. The students are able to comprehend the text.
2. The students are able to rewrite the important ideas of the text.
3. The students are able to do not include the unnecessary words and phrases of the text.
4. The students are able to write summary by using transitions.
5. The students are able to write summary by using sentence combining.
6. The students are able to rewrite the important ideas in an organized way.

The indicators of variable Y are:

1. The students are able to identify the thesis of the analytical exposition text.
2. The students are able to identify the arguments of the analytical exposition text.
3. The students are able to identify the reiteration of the analytical exposition text.
4. The students are able to answer the question of word reference of the analytical exposition text.
5. The students are able to answer the question of language features of the analytical exposition text.
6. The students are able to answer the question of social function of the analytical exposition text.

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D. Assumption and Hypothesis

1. The Assumption

In this research, the researcher assumed that the students who are good at writing a summary will achieve better reading comprehension. The better the students' summary writing ability is, the better the students' reading comprehension will be.

2. The Hypothesis

a. Null Hypothesis (H₀)

There is no correlation between the students' summary writing ability and their reading comprehension of analytical exposition text at the eleventh grade of Islamic Senior High School Darul Hikmah Pekanbaru.

b. Alternative Hypothesis (H_a)

There is a significant correlation between the students' summary writing ability and their reading comprehension of analytical exposition text at the eleventh grade of Islamic Senior High School Darul Hikmah Pekanbaru.