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CHAPTER II

THEORETICAL FRAMEWORK

A. The Theoretical Framework

1. The Nature of Writing

Writing is a productive language skill. By writing, someone can express his or her through, ideas, and feelings. Then, it provides the information for his or her readers. So, in writing we have to give ideas, feeling, and opinions and create our own thinking to make readers understand.

According to Cohen and Riel in Yulianti's thesis (2007) writing as a communicative act, a way of sharing observations, information, thought, or ideas with others. Writing can be defined as a way of communication by transforming observations, information, thought, or ideas into language, so it can be shared with others. Meanwhile, writing is not only just transforming our thought or idea in written form but also it relays to the process of monitoring any single words or features that we have written and the process of rereading and revising our writing.

Therefore, writing is not easy. It needs to study hard and much practice to develop this skill. The writer should have the ability of how to employ the grammatical forms and syntactical patterns of writing in order to make the readers understand about what the writer means. In addition, a writer also has to know to organize or express ideas or thought clearly.

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Through writing, they are able to express our ideas, feelings, planning, recommendations, values, and our commitments to the other persons. As a researcher, we must be able to make the readers understand about what we want to inform. To create the understanding of the readers is not easy. In doing it, writer has to make the guesses about what the reader will be able to understand, and even about what the readers will want to read. If the writer expresses his/her ideas appropriately.

a. Writing Ability

Writing ability is the ability of a person to express he/she ideas, feeling, or something in his/her minds to others by using written language. Writing course is not merely intended to establish the students' ability, but more importantly to express the ideas, feelings, and abilities to the readers.

In addition to writing ability, Graves (2001) says that we use writing as a vehicle to learn about something or understand it. When students take this stance, they are using written language to help them wrestle with information, ideas, feelings, and intuition.

Writing is the expression of language in the form of letters, symbols, or words. The primary purpose of writing is communication. People have used many tools for writing including paint, pencils, pens, typewriters, and computers. The writing can be formed on the wall of a cave, a piece of paper, or a computer screen. The writing process includes prewriting, composing, revising, editing, and publishing.

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There are many kinds of writing such as expository, narrative, descriptive, imaginative, and persuasive. Literature is a type of writing that includes poetry, novels, plays, and short stories.

Theoretically, writing is a productive skill to express the ideas and feelings by using written language.

b. The Purpose of Writing

Writing is an instrument of both communication and self-expression states that in doing writing there are few initial principles to note. Firstly, writing should be as close as possible to genuine functional uses of language. Secondly, since ways of communicating information are very varied, there are single ways of writing correct English, it is, therefore, important for students to read as widely as possible in order to be familiar with different variation of writing English. Thirdly, good writing depends on a set of specific skills; writing does not follow automatically good grammar and adequate vocabulary.

As students in English, however, they have to understand about writing, not only writing but also the component about writing. As a skill, writing serves four crucial, enduring purposes for the learner. According to Hughey in Syahrul Miftah's thesis (2013) there are four functions and benefits of writing:

1. Writing is an essential form of communication
2. Writing is for critical thinking and problem solving

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3. Writing is for self-actualization
4. Writing helps us control our personal environment.

c. The Component of Writing

Generally, in writing we have to know the components of writing. According to Siregar in Zaleka's thesis (2010), there are five components of writing, they are content, organization, vocabulary, language use, and mechanics.

Firstly, content is the ability to think creatively and develop thought, excluding all irrelevant information. Next, Organization is fluent expression, ideas clearly stated, well organized, logically sequenced and cohesive. An essay is coherent if its paragraphs are wovntogether or flow into each other. An essay which lacks of unity or orderly movement will not be coherent, since readers cannot move easily from one paragraph has no clear relation to the first.

Then, vocabulary in writing there should be sophisticated range, effective word, idiom, word choice and its usage. Last language use or grammar of a language is description of speaking and writing habits of the people who use it. In composing paragraphs or texts, the knowledge of grammar is very important. Without them, writers won't be able to use it. So, the readers may not catch the points of writer's message. Mechanics in essay writing is mechanically good if the writer demonstrates the mastery of conventions, good spelling, punctuation, capitalization and paragraphing and also hand writing.

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According to Hughes (2003), there are five aspects of a good writing. They are: grammar, vocabulary, mechanics, fluency and organization. Grammar is grammatically correct writing which is one of the aspects that results a qualified writing in English. It needs to use appropriate tenses and words. Vocabulary is about arranging several words into sentence. A standardized or qualified writing has rich, appropriate, and effective vocabulary.

Mechanics is related to spelling, punctuation, capitalization, and paragraphing. Fluency in writing is the same as coherence. It means that a sentence is logically connected to another. Organization is well-linked, fluent expression, ideas clearly stated, well organized, and logically sequenced and cohesive.

In order to make a good writing in English, a writer needs to write based on the standard above. Those items are making a qualified writing.

d. The Factors Influence Students' in Writing

There are some factors that influence writing ability. One of them is lack of practice. This is the dominant factor that can obstruct writing ability. If the students are lack of practice in their writing, they will not be able to write English well although they have mastered the grammar. Besides, lack of self-confidence can also obstruct writing ability. The influential factors of students' reading achievement and their writing ability may not be separated from the influential factors

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of learning. The influential factors in learning are internal factors and external factors.

Internal Factors come from the students themselves, which consist of psychological aspects such as: intelligence, attitude, interest, talent, and motivation.

External Factors consist of social environment such as family, teachers, staffs, societies, and friends and non- social environment such as house, school, equipment, and atmosphere. Moreover, lack of practice is the biggest factors that influence writing ability. If the students have lack of practice on their writing, they will get difficulties in writing. However the ability in writing English is gotten from how many times you practice it.

e. Analytical Exposition Text

Type of students' essay can be varied according to the syllabus being applied, for example narrative, descriptive, explanation, recount, report, argumentation, and exposition; they can be called as types of writing text.

Sudarwati and Grace (2007) define analytical exposition text as the text that persuades readers by presenting the arguments and to analyze or explain "how" and "why". In addition, Mike Groner emphasizes: "to make the persuasion stronger, the speaker or writer gives some arguments as the fundamental reasons why something is the case".

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Analytical exposition is a type of spoken or written text that is intended to persuade the listeners or readers that something is the case. To make the persuasion stronger, the speaker or writer gives some arguments as the fundamental reasons why something is the case. This type of text can be found in scientific books, journals, magazines, newspaper articles, academic speech or lectures, research report, etc. The generic structure of Analytical Exposition is as follows:

a. Thesis

Thesis introduces the topic and shows speaker or writer positions or outlines of the arguments presented.

b. Arguments

Arguments consist of points and elaboration. Point states the main arguments, while elaboration develops and supports each point of arguments

c. Reiteration

Reiteration restates speaker or writer's position.

In analytical exposition, commonly there are some features that are used to make exposition become clearer or cohesive. The features in grammar, are: first, the use of words that show the authors' attitude (modality). Modality is about a writers' attitude towards the world. A writer can express certainty, possibility, willingness, obligation, necessity and ability by using modal words and expression, e.g. *will, may, must, always, rarely*.

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Second, the use of words express feelings (emotive words). Emotive word is word choice that is used to evoke emotion, e.g. *interested, amazed, happy, love*. Third, the use of words link cause and effect. There are conjunction, transition and preposition, e.g. *because, therefore, dueto*. Last, words that qualify. Word that precedes an adjective or adverb increasing or decreasing the quality signified by the word it modifies, e.g. *usually, probably*.

Here is an example of analytical exposition text:

The Importance of English

Thesis

I personally think that English is the world's most important language. Why do I say that?

Argument 1

Firstly, English is an international language. It is spoken by many people all around the world, either as a first or second language.

Argument 2

Secondly, English is also the key which opens doors to scientific and technical knowledge, which is needed for the economic and political development of many countries in the world.

Argument 3

Thirdly, English is a top requirement of those seeking jobs. Applicants who master either active or passive English are more favorable than those who do not.

Reiteration

From the fact above, it is obvious that everybody needs to learn English to greet the global era.

2. Reading Attitude

a. The Nature of Reading Attitude

Attitude is a basis when the students want to master language.

The word "attitude" is a Latin origin word. Its Latin origin is "animus".

It means "ready to act". According to Iskender (2007) cited in Unal

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and Iseri (2012) attitudes, which are of dynamic, continuous, incentive and motivative character, influence an individual's emotions, thoughts and behaviors by rendering them compatible to each other. Furthermore, reading opens many doors, to employment, higher education and lifelong learning.

In addition, Smith (2001) states that reading attitudes are defined as a state of mind, accompanied by feelings and emotions that makes reading more or less probable. In addition, there are many researchers who have tried hard to find the best way to improve students' reading attitude. Besides, reading is an essential attitude that students need to have. It helps teacher a lot to succeed in helping students to learn better.

Schwarz (2014) said that attitudes are a hypothetical construct, invented by researchers to account for a body of phenomena. We cannot observe attitude directly but infer them from individuals' self-reports and behavior. Accordingly, the processes underlying self-reports of attitudes are of central importance to our inferences about the nature of attitudes.

Attitudes are evaluative reactions to persons, objects, and events. 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 experiences on our behaviors. Attitude can be defined as lasting, general evaluations of people

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(including one self), objects, or issues. Attitude is lasting because it persists across time. A momentary feeling does not count as an attitude.

b. Characteristics of Reading Attitude

Based on Hawinks in Risma Indriyani's (2016) thesis, attitudes have several important characteristics, they are:

1. Attitudes Have an Object

The "object" can be an abstract concept such as "racism" or a tangible item such as a washing machine. The object can be a physical thing, such as a product or it can be an action such as choosing a retail outlet. For our purpose, all the marketing related concepts such as product, product category, brand, service, possessions, product use, advertisement prise, medium or retailer can be considered objects.

2. Attitudes Have Direction, Degree and Intensity

Attitude expresses i) direction-the person is either favorable or unfavorable toward the object ii) degree-how much the person likes the object, and iii) intensity-how strongly he believes in his conviction. These three elements of a person's attitudes provide a marketer with an estimate consumer readiness toward a product purchase. Through degree and intensity sound related they are not synonymous.

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3. Attitudes Have Structure

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, attitudes are not necessarily permanent they do change.

4. Attitudes are learned

Attitudes relevant to purchase behavior are formed as a result of direct experience with the product, information acquired from others, and exposure to mass media. As a predisposition, attitudes have a motivational quality; that they might propel a consumer toward a particular behavior. Thus, learning precedes attitude formation and change.

5. Attitudes Occur within a Situation

Situation can influence the relationship between attitude and behavior. A specific situation can cause consumer who usually wears bright and flashy color dresses might purchase a light and sober color dress since he needs to attend a job interview. It is important to understand how consumer attitudes vary from situation to situation.

c. Formation of Attitude

How attitudes are formed? How do you develop your attitude? Essentially attitudes are the outward manifestation of your inner values and beliefs. These develop over time. As you grow you watch the

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significant people around you behaving in a particular way; you are being told to cherish certain things over others and you learn from teachers and peers and come to value certain things over other, thus forming your value system. These in turn give rise to development of your attitude:

1. Attitudes help predict work behavior. The following example might help to illustrate it. After introducing a particular policy, it is found from an attitude survey, that the workers are not too happy about it. During the subsequent week it is found that the attendance of the employees drop sharply from the previous standard. Here management may conclude that a negative attitude toward new work rules led to increased absenteeism.
2. Attitudes help people to adapt to their work environment. An understanding of attitudes is also important because attitudes help the employees to get adjusted to their work. If the management can successfully develop a positive attitude among the employees, they will be better adjusted to their work.

d. Functions of Attitude

According to Katz in Risma Indriyani's thesis (2016) attitudes serve four important functions from the viewpoint of organizational behavior. These are as follows:

1. The Adjustment Function. Attitudes often help people to adjust to their work environment. Well-treated employees tend to develop a

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positive attitude towards their job, management and the organization in general while berated and ill-treated organizational members develop a negative attitude. In other words, attitudes help employees adjust to their environment and form a basis for future behavior.

2. Ego- Defensive Function. Attitudes help people to retain their dignity and self-image. When a young faculty member who is full of fresh ideas and enthusiasm, joins the organization, the older members might feel somewhat threatened by him. But they tend to disapprove his creative ideas as ‘crazy’ and ‘impractical’ and dismiss him altogether.
3. The Value-Expressive Function. Attitudes provide individuals with a basis for expressing their values. For example, a manager who values hard and sincere work will be more vocal against an employee who is having a very casual approach towards work.
4. The knowledge Function. Attitudes provide standards and frames of reference that allow people to understand and perceive the world around him. If one has a strong negative attitude towards the management, whatever the management does, even employee welfare programmers can be perceived as something ‘bad’ and as actually against them.

Based on explanation above, the researcher discusses about components, formation and functions of reading attitude.

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e. Component of Attitude

According to Katz in Risma Indryani's thesis (2016) three basic components of attitude are cognitive, conative and affective component.

Cognitive component refers to opinion or belief part attitude. When you form your opinion or judgment on the basis of available information and decide whether you have a favorable or unfavorable opinion on that is the cognitive part of attitude we are talking about.

Conative component refers to the emotional aspect of attitude. This perhaps the most often referred part of attitude and decides mostly the desirable or undesirable aspect attitude.

Affective component Refers to the behavioral part of attitude. If we have a positive attitude for a particular object, it is likely to be translated into a particular type of behavior, such as buying or procuring that object.

Vishal (2014) said that is generally accepted that attitude represents the positive or negative mental and neural readiness towards a person, place, thing or event. It consists of three components, they:

1. Affective Component

The affective component is the emotional response (liking/disliking) towards an attitude object. Most of the research place emphasizes on the importance of affective components. An individual's attitude towards an object cannot be determined by

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simply identifying its beliefs about it because emotion works simultaneously with the cognitive process about an attitude object.

2. Behavioral Component

The 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 responses (favorable/unfavorable) to do something regarding attitude object. Attitudinal responses are more or less consistent.

3. Cognitive Component

The cognitive component is an evaluation of the entity that constitutes an individual's opinion (belief/disbelief) about the object. Cognitive refers to the thoughts and beliefs an individual has about an attitude object.

f. The Factors Influencing Students' Reading Attitude

According to Sarnoff in Sarwono (2001), in social interaction, individuals form different patterns of attitudes toward psychological object faces. Among the various factors influence the formation of attitudes.

Firstly, personal experience, in order to be the basis of attitudes, personal experiences have left a strong impression. Therefore, the attitude will be more easily formed when personal experience involves emotional factors. In situations involving

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emotions, appreciation will be more in-depth experience and longer trace. Secondly, culture emphasizes the influence of the environment (including culture) in shaping one's personality. No other personality than a consistent pattern of behavior that illustrate the history of reinforcement (reinforcement, reward) owned. The pattern of reinforcement from the public to the attitude and behavior, rather than to the attitudes and behavior of others.

Thirdly, other people are considered important, in general, the individual being conformist or the direction of the attitude of the people it deems important. The trend is partly motivated by a desire for affiliation and the desire to avoid conflict with the people considered important. Fourthly, media, as a means of communication, the mass media such as television, radio, has a major influence in shaping people's opinions and beliefs. There is new information on something that provides the foundation for the emergence of new cognitive attitude towards it. Suggestive messages that carry information, if strong enough, will provide basic affective in assessing something prepared and forming attitudes toward certain. Next is educational institutions and religious, as a system, educational and religious institutions have a strong influence in shaping attitudes because they lay the foundation of understanding and moral concepts within the individual. Understanding the good and the bad, the dividing line

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between something that can and cannot do, is obtained from the center of the educational and religious activities and teachings.

The last is emotional factors in themselves, not all forms of attitude is determined by environmental circumstances and personal experience. Sometimes, a form attitude is a statement that is based on emotion which serves as a sort of channeling frustration or transfer from ego defense mechanisms. Such as attitude is temporary and goes way so frustrating was lot but could also be more persistent attitude and more durable. Example form attitudes based on emotional factors are prejudice.

Based on some factors above, it can be concluded that each individual form different pattern of attitude influencing students' reading attitude toward psychological object faces.

B. The Relationship Between Reading Attitude and Writing Ability

Pamuji (2013) stated that reading attitude gave positive correlates to writing achievement. It could be seen from the result of students in the process of teaching and learning English and most of students got best score in writing

According to Surip (2016) in term of attitude, every educator has encountered students who are labeled as having a bad attitude. Attitude can refer to anything that reflects parents' and individuals' feelings about education, schooling and attainment or academic achievement/performance. Meanwhile that attitude about reading exists within the individual and cannot

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be seen or observed in direct fashion. However, the presence of attitudes toward reading can be inferred from various behavioral samples. Attitudes held by a person toward reading skill tend to cause that person to notice things and do things selectively.

According to Jeremy Harmer (2004), Writing is one of the communication tools; someone can express his or her thought, ideas, and feelings to other people by using written language. Writing has always been used as a means of reinforcing language that has been taught. Writing ability is specific ability that helps writers to put their ideas into words in meaningful form and interact with the message. Writing skills help the students gain independence, comprehensibility, fluency and creativity in writing.

According to Kush, Marley & Brookhart (2005), students' attitudes towards reading are the leading factor that directly affects their reading comprehension and productive skill such as writing ability. Therefore, it has been determined that students who have positive attitudes towards reading tend to write on what they read.

Although reading is a receptive and writing is a productive language skill, it is stated that there is a strong correlation between these two language skills in the related literature. Reading and Writing are inseparable skills for language teaching. Reading and writing skills cannot be separated from one another just as listening and speaking skills. For example, Carson (1990) examined this issue and convincingly showed that reading influences writing,

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that writing influences reading, and that they interactively influence one another.

As individuals begin to read, they get information and create a personal understanding based on what he/she read, and then they tend to put down their understanding as a written form. In other words, individuals receive information from reading and they put down what they think, know and understand by writing. However, individuals must start reading first by having positive towards reading.

Based on some experts above, it can be conclude that there is correlation between students' reading attitude and writing ability.

C. Relevant Research

In this part, the writer has taken some research report to be relevant research for the writer's research. Firstly, a research was conducted by Kurniati entitled "Correlation between students' attitude in learning writing and their achievement at the second year students of English education department of education and teacher training faculty of UIN Suska Riau". In her research, she found there was significant correlation between students' attitude of learning writing and their writing achievement. She also found the students' writing achievement was significantly influenced by their attitude of learning writing, but it was mostly influenced by other factors, which was not discussed in this research. It was shown by statistical analysis, where r_{xy} was higher than r_t in level of significance of 5% and 1% ($0.325 < 0.326 < 0.418$), so, the correlation was categorized into low level.

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Secondly, a research was carried out by Ayu Lestari and Muhammad Holandyah on their journal education and instruction of UIN Raden Fatah Palembang entitled “the correlation between reading attitude and writing achievement of the eleventh year students of SMA Muhammadiyah 6 Palembang”. The result of this research was there was correlation between two variables since the score of significance (.701) was between 0.60 and 0.7999.

Thirdly, a research was conducted by Mortini on journal entitled “the correlation among the fourth semester students’ reading attitude, reading comprehension achievement and writing achievement at English education study program in PGRI university of Palembang”. The result of this research was there were correlation among three variables. Based on the statistical analysis, it was found that the significance level (r) between reading attitude and students’ reading comprehension was 0.939 more than α (0.05). It means that H_1 was accepted. While the significance level (r) between reading attitude and students’ writing achievement was 0.541 more than α (0.05). It means that H_2 was accepted. This study found that contribution of reading attitude and students’ reading comprehension (r_1) was 91.1%, while contribution of students’ reading attitude towards writing achievement was 56.4%, it means that H_3 was accepted.

Based on the three relevant researches above, the researcher concludes that there is correlation between students’ reading attitude and their writing ability.

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D. Operational Concepts

According to Syafi'i (2015), operational concepts are derived from related theoretical concepts on all of the variables that should be practically and empirically operated in academic writing- a research paper. The researcher would like to explain briefly about variables in this research. It is important to clarify the theories used in this research. This research is correlational research which focuses on correlation between students' reading attitude and their writing ability. Therefore, in analyzing the problem in this research, there are two variables

1. Students' Reading Attitude (Variable X)

According to Vishal (2014), there are three components of reading attitude to represent the positive or negative mental and neutral readiness towards a person, place, thing or event as follows:

- a. Affective Component
 - 1) You love to read.
 - 2) You like to get books for gifts.
 - 3) You like to read a book whenever you have free time.
 - 4) You like to read books by well-known authors.
 - 5) You like to stay at home and read.
 - 6) You hate reading.
- b. Behavioral Component
 - 1) You seldom buy a book.
 - 2) You never check out a book from library.

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- 3) You like stay at home and read.
- 4) You seldom read except when you have to a book report.
- 5) You think reading is waste time.
- 6) You think reading is boring.
- 7) You like reading to read to escape from problems.
- 8) You make fun of people who read a lot.
- 9) You like to share books with your friends.
- 10) You generally check out a book when you go to the library.
- 11) You read a lot.

c. Cognitive Component

- 1) You feel you have better things to do than read.
- 2) You have a lot of books in your room at home.
- 3) You think people are strange when they read a lot.
- 4) You would rather someone just tell you information so that you won't have to read about it.
- 5) You like to improve your vocabulary so you can use more words.

2. Writing Ability (Variable Y)

Based on English subject syllabus on 2013 curriculum and according to Brown (2003), the Indicators to define students' writing can be drawn as follows:

- a. Students are able to write analytical exposition text based on its social function.

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- b. The ability of student to write ideas on analytical exposition text clearly, cohesively and well-organized based on the structure of the text.
- c. The ability of student to write grammatically and lexically correct.
- d. The ability of student to write by using correct punctuation

E. The Assumption and The Hypothesis of the Research

1. The Assumptions

In this research, the researcher gives some assumption as follows:

- a. Students' writing ability is various.
- b. The response of students' reading attitude is various.
- c. The students' reading attitudes are related to their writing ability.

2. The Hypothesis

It is important to the researcher to formulate the hypothesis of the study as follows:

- a. Null Hypothesis (Ho): There is no significant correlation between students' reading attitude and their writing ability at the second year of Islamic Senior High School Al-Ma'arif Mantiasa Meranti Regency.
- b. Alternative Hypothesis (Ha): There is a significant correlation between students' reading attitude and their writing ability at the second year of Islamic Senior High School Al-Ma'arif Mantiasa Meranti Regency