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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. The Nature of Writing

Writing is a visual form of communication, either printed in hard-copy or in electronic form. It follows conventions that are mutually understandable by the writer and the reader. Writing is considered as a productive skill because a writer not only interprets existing information, but produces ideas, and also creates new information.

Writing is also defined a complex intellectual task involving many component skills, some of the students may lack completely, some of them may have only partially mastered (Simmon, 2015). This skill involve, among other things: reading comprehension, speaking skill, analytical skills, writing skills, including: writing mechanics: grammar, sentence structure, spelling, etc. planning a writing strategy communicating ideas clearly and concisely constructing a reasoned, demonstrable argument effectively marshaling evidence and using sources appropriately organizing ideas effectively.

According to Graham, (2007, p. 11) writing well is not just an option for young people—it is a necessity. Along with reading comprehension, writing ability is a predictor of academic success and a basic requirement for participation in civic life and in the global economy. Nowadays, mostly people, or companies look for employers who are both

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able in speaking and good in writing. As the consequences, students are required to have a good writing ability. In concerning to writing, students are not only learning, but also as necessary that they should have it due to find a job, in the future.

The perfect written form of ideas is not built in once, but it should be tried many times and needed many efforts. Additionally, the ability of creating and developing perfect writing cannot be acquired easily; it takes long and complete process (Pratama, 2012, p. 84). Meanwhile, Peter (1981, p. 3) stated that there is no hiding the fact that writing well is a complex, difficult, and time-consuming process. Writing ability-and also three others ability--is not an ability that directly mastered by people, it is a long process learning. Writing should be learned, practiced, and needed to be developed often time. He also pointed out one of three important themes in writing, that is:

“Writing calls on two skills that are so different that they usually conflict with each other: creating and criticizing. In other words, writing not only calls on the ability to create words and ideas out of your selves, but it also calls on the ability to criticize them in order to decide which ones to use.”

As the result, writing activity is a process that needs high level of thinking. Students are doing some critical thinking while they are writing. They need to produce the thought, while they are needed to choose words that are appropriate to use.

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a. The Components of Writing

Before doing writing, the writer has to know what components include in writing in order to create effective writing. According to Hughey, et al (1983) in Pratama (2012), there are five components of writing that must be noticed by writer in a writing composition:

1) Content

The writer should think creatively and develop their ideas effectively in order to create a good content.

2) Organization

It pertains to the ideas as Syafi'i (2016) revealed that writing must be stated clearly, well organized, logically sequence and cohesive.

3) Vocabulary

The writer has to use precise vocabulary in writing so that the language can represent and streng then what the writer wants to say.

4) Language Use/Grammatical Features

It is the creation or interpretation of intended meanings in discourse by an individual or as dynamic and interactive negotiation of intended meanings between two or more individuals in certain situation. Besides, the writer also has to use correct grammar.

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5) Mechanics

It refers to punctuation, capitalization, and spelling. It is required by the writer to use punctuation, capitalization, and spelling correctly in order to produce correct mening.

In short, the writer has to know all of the components of writing in order to create a good writing. The writer has to understand the organization of text types first before starting the ideas so that his/her writing becomes intelligible. Moreover, the writer should understand the use of vocabulary even language use and mechanics in order to make his/her writing to be acceptable.

b. The Genres of Writing

In writing, there are several kinds of text that should be known. It is really important for the writers also readers knowing about the types or kinds of writing text. Genres of writing text can help a writer as guidance to what types he wants to write.

According to Pratama (2012) here are four genres of writing:

1) Narration

According Sulistyawati and Roosalina (2013), narrative text is a text which tells a story in order to amuse or entertain the readers. Generic structures of narrative text are orientation, complication and resolution. Besides, Knapp and Watkins (2005, p. 221) stated that grammatical features of narrative text are using action verbs, temporal connectives, past tense, and play with sentence structure. The

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examples of narratives are fables, fairy stories, fantasy novels, legends, etc. Therefore, the social function of narrative text is to amuse or entertain the readers.

2) Description

Descriptive text is a text to describe something. When a writer want to write in order to describe ideas by providing details of the characteristics of people, places or events, he should write in description types of text.

There are some the generic structure of descriptive text:

a. Title

Title gives a little description about paragraph content to the readers. It usually contains at the top of paragraph.

b. Identification

This part contained shows the aspect of thing that will be described.

c. Description

In expressive writing students can guide the emotional responses of readers by describing physical details that create a dominant impression of their main idea. Then description becomes the major writing strategy.

3) Exposition

An exposition text is a kind of text which purpose to persuade the readers about ideas or topics that is importance according to

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writer's opinion by providing with arguments in order to prove writer's ideas or opinions is true.

4) Argumentation

Argumentation text is common used to present and evaluate information. It is used to establish and evaluate positions on controversial issues, as well.

From the explanation above, we can see that there are a lot of kinds of the texts that can be found such as description, narration, exposition, persuasion, argumentation, etc.

c. Factors Influencing Students' Writing Ability

The skill of writing is required throughout life for various purposes. However, academic writing skill is the most important as it enables the students to communicate their ideas well in an organized and structured manner. Academic writing is a formal type of writing. It is used throughout the academic career and helps the students easy to cater in professional writing environment after completing their degrees (Shafiq 2013).

In Ewo (2014), Purwanto (1986) stated two main factors which affecting students' ability in Language Learning:

1. Internal/ Individual

Internal Factor means factors appear from students itself:

- a. Interest
- b. Intelligent

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- c. Attention
- d. Motivation
- e. Attitude

2. External

External factor is factors that come from outside of students itself:

- a. Family
- b. School
- c. Friends
- d. Teacher
- e. Society

Related to the ideas above, the researcher conclude that the teacher is necessary to know the factors or compenents that influence students' writing ability, because by knowing the factors the teacher will easier to understand the weaknesses of their students.

2. Reading Interest**a. The Concept of Reading Interest**

Basically, interest is very needed in everything, moreover in learning process. In the process of learning, interest will influence the students to follow teaching and learning activity. Interest will make the students pay attention to the teacher, if the students pay attention it means the students has a positive response. Positive response helps teacher and students in transferring knowledge in learning process. There are some types of interest as follows:

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1.) Personal Interest

Personal interest is more stable personal disposition toward a specific topic or domain. It is the individual interest that a student brings to the classroom such as space exploration, which is based on a deep level of knowledge. Personal interest is assumed to be directed toward specific activity or topic. For example: particular interest in sports, science, music, dance, and computers.

2.) Situational Interest

Situational interest is more temporary and specific situation of attention to a topic. It is more contextual dependent or specific than personal interest. It results from some instructional activity used in the classroom that triggers an interest. Situational interest can be increased by the use of interesting texts, media, presentation, and the like. It may trigger the students' interest in a topic or activity leading to personal interest. Therefore, situational interest is asserted to be more important for the classroom because teachers have some control over this than on the personal interests students bring with them.

According to Sadoski (2004) reading interest motivate reader to comprehend the main idea of reading. So that, reading interest is the basic point to comprehend the idea of the text.

Hidi (2011) pointed out that reading interest is a strong desire accompanied by someone efforts to read. Someone who has high reading interests will be seen in his willingness to get reading materials

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and then read them on his own consciousness or encouragement from outside.

According to Ortiz (2001, p.16), reading interest is a strong and deep concern accompanied by feelings of pleasure to reading so that it can lead someone to read on their own accord. It means, students that have reading interest will enjoy their reading activity. In addition, Sinambela in Rahayu (2009) has stated that reading interest is a condition when someone can feel happy in reading, and also know the advantages of reading. It means, reading interest is a condition when someone is happy in reading and knows if reading is an important activity to increase someone's knowledge.

Interest is often thought of as a process that contributes to learning and achievement. That is, being interested in a topic is a mental resource that enhances learning, which then leads to better performance and achievement (Seifert, Kevin & Rosemary, 2009). Furthermore, in Firmani (2009, p. 16), (Crow and Crow 1956:17) stated an interest is a motivating force implies an individual participation in an activity than another. It indicated that interest provide a strong motivation to learn.

Interest is one aspect of intrinsic motivation (Seifert, Kevin & Rosemary 2009, p. 116). That is motivation to do something which coming from students itself. Moreover, students' interest categories in situational interest and personal interest (Seifert, Kevin & Rosemary 2009, p. 116). Situational interests are ones that are triggered

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temporarily by features of the immediate situation. Unusual sights, sounds, or words can stimulate situational interest.

Reading interest is one motivational aspect that causes people to have high attention in reading a text. The students will read actively if they are interested in reading. Thus, they will consider reading as habitual activity for them.

Zurina (2013), in Sholihah (2015, p. 17), stated reading interest is defined as whether or not students like to read in their spare time or at home, or whether they go to the library. Then, reading interest is define by the number of books read in a month or week (the used of time to read).

Acording to Saiful (Education.No.03.2005) in Novieta (2015, p.19) there are some characteristics from students that have good interest in reading:

1. Have a willingness to read.
2. Always reading in their spare time.
3. Make reading as a necessity.
4. Reading continuously.
5. Reading with pleasure.

In Fadliyatis (2015, p. 14), cited in Crow and Crow, 1956, p. 17) mention the indicator of students' reading interest includes:

1. Feelings of pleasure while reading.
2. Concentration of attention in reading.

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3. The use of time in reading.
4. The motivation to read,
5. Emotions in reading, and
6. Attempt to read.

In conclusion, having an interest in reading means having the motivation to read and respond effectively to seek our self understanding and our sense of self worth through reading.

1) The Importance of Reading Interest

According to Hidayat & Aisyah (2013, p. 2), there are three importance of reading interest:

- a) Reading interest will be obtained a result, information, meaning, skill knowledge, motivation or fact as a served by reading matter.
- b) From reader result will also built a value at time attitude, objective attitude in discuss a problem, make important fact or information, and others.
- c) The substance has been red very useful for reader self-development, family and wider community.

In conclusion, reading interest is very important, as a tool to learn foreign language especially in English. It can be integrated into daily classroom activities to help the students develop and improve language skills and language component.

2) The Efforts to Elevate a Reading Interest

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Based on Hidayat & Aisyah (2013, p. 3), one of ways need to pay attention in build of reading interest by school library serving is an effort to draw a reader. This effort to draw a reader in order to come to library and having read hobby it must be conducted by librarian with methods:

a) Librarian visit.

It is hoped the library visitors get information with their self to see and observe regularly so they are known a library collection and build reading desire or borrowing a book in library.

b) Publication,

It needs a medium to inform on library user about presence a new books and new reference books. It is doing through writing, brochure instructions and other writing.

c) Exhibition,

It is conducted to introduce available collections at library.

d) Read activity motivation.

To motivate a read activity in school need to do discuss, adolescent scientific activity, speech, read poetry or prose, etc.

Seeing the explanation above, the researcher concludes that the efforts to elevate a reading interest is not easy. The school must



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understand each of ways such as librarian visit, publication,exhibition, and restructuring. These are the processes to make students interest in reading.

3. The Correlation between Students' Reading Interest and Students' Writing Ability

Hayes (in Weigle, 2011, p. 26) stated the importance of reading as a central process in writing. In line, harmer (2001, p. 68) emphasized reading text also provides opportunities to study language, vocabulary, grammar, punctuation, and the way that constructs sentence, paragraphs, and texts. Finally, good reading texts can introduce interesting topics, stimulate discussion, and excite imaginative responses.

Research suggests that second or foreign language writing ability cannot be acquired successfully by practice in writing alone but also need to be supported by extensive reading (Krashen, 2003, p.77) in Fitriah (2016). Whether assigned or voluntary, reading has been shown to be a positive influence on composing skills at various stages of proficiency. This is because both processes involve the individual in constructing meaning though the application of complex cognitive and linguistic abilities that draw on problem-solving skills and the activation of existing knowledge of both structure and content.

Having interest in reading is important, because by having it will lead students do reading joyfully, happy, they will use their time to do positive activity. And the more important they will get benefits from what they read. It is believed that they will get more information.

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The study of interest firstly is coming from the field of education. Nowadays, the study of interest is implication for learning, motivation and academic achievement occupies a central place in educational research (Silvia, 2006). According to Krapp (1999) cited in Nanik (2015, p. 32), at the beginning of this century, famous psychologists advocated that interests were the most important motivational factors in learning and development.

In line with Anderson, Hidi also stated that interest is central in determining the ways in which someone selects and processes certain types of information in preference to others (Hidi, 20011, p. 195). The effect of interest on text processing had been investigated by Schiefele, as cited in Silvia (2006, p.69). The study found that people with low interest in the topic presented the text at the superficial verbatim level, whereas people with high interest, in contrast, represented the text at the deeper propositional and situational levels.

Another study with different measurement is also found the effect of interest in text processing. The result showed that people with high interest in the topic recalled more of the texts main ideas and more ideas overall. They also contributed more new ideas in the free recall, indicating that they had deeper processing of the text. People with high interest in reading were more likely to recall the main ideas in correct sequence, reflecting more coherent representation of the text into written symbols (Silvia, 2006, p.70).



Based on the research done by Anderson, as cited in Silvia, he found that interest played an important role in how people selects, process and remember what they read into written form (Silvia, 2006, p. 65).

B. Relevant Research

According to Syafi'i, (2016, p.122) a relevant research is required to observe some previous researches conducted by other researchers in which they are relevant to the research you are conducting. In this case, there are two researches that are relevant to this research.

1. The research that was done by Aj Bastian (2012/2013) entitled "A Correlation Study between Students' Reading Interest toward Their Vocabulary Mastery". The participants of this research were the Fourth Semester of English Department Students of Salatiga. The data were analyzed by using product moment Correlation. By the research, Bastian found that there was a positive correlation between reading interest and vocabulary mastery. The result of correlation between students' reading interest and students' vocabulary mastery scores is 83.70%. According to those result, it can be representing that reading interest gives positive impact to the students to expand their vocabulary mastery. The more vocabulary is mastered by students, the easier using appropriate words in developing their writing will be Mastery.
2. The research that was done by Hidayatus (2015) entitled "The Correlation between Reading Interest and Students' Reading Comprehension." She researched 93 students by gave questioners and



test. Then, she analyzed the data used Pearson Product moment correlation and used SPSS 20 program to find out whether there was any significant correlation between reading interest and students' reading comprehension at Junior High School 3 Rengat Barat Riau. The result showed p was 0.000, the tailed 2-tailed value was smaller than 0.05 ($p < 0.05$).

Dealing with two relevant researches, the similarities between both researchers and this research are in the variable x that is the students' reading interest and the design is a correlation design. Thus both researches aim at finding out the correlation between variable X and variable Y . Meanwhile, the differences between both researchers and this research are on the variable Y , instruments, the sample, time and location. Variable Y of the researcher's study was students' writing ability, while the instruments were questionnaire for collecting score of students' reading interest and written test used for collecting score of students' writing ability. Then, the researcher conducted the research was on November 2016 at State Senior High School 1 Kampar, while sample was the tenth grade of State Senior High School 1 Kampar.

C. Operational Concept

Operational concept is a concept used as a guidance to avoid misunderstanding. In order to clarify the theories used in this research, the researcher would like to explain briefly about variables of this research. Students' reading interest is an independent variable (X) and students' writing ability is a dependent in the operational concept.

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Based on the statement above, the researcher concludes that there are some factors needed to be operated in operational concept.

- 1) The indicators of reading interest (variable X) are as follows:
 - a) The students read in their spare time.
 - b) The students have a willingness to read.
 - c) The students read continuously.
 - d) The student makes reading as a necessity.
 - e) The students feel enjoy when reading.
- 2) Indicators of writing ability (variable Y) in writing descriptive text:
 - a) The students are able to express their ideas into written form in a good content.
 - b) The students are able to write organization of the text coherently.
 - c) The students are able to use vocabulary appropriately.
 - d) The students are able to write in a good grammatical features.
 - e) The students are able to use spelling and punctuation correctly.

D. Assumption and Hypotheses**1. Assumption**

In this research, the researcher assumes that the better the students' autonomy in reading, the better the students' reading comprehension.

2. Hypotheses

Based on the assumptions above, the hypotheses of this research can be formed as follows:

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a. The Null hypothesis (H_0)

H_0 : There is no significant correlation between students' reading interest and writing ability in developing ideas in a descriptive text at tenth grade of State Senior High School 1 Kampar.

b. Alternative Hypothesis (H_a)

H_a : There is a significant correlation between students' reading interest and their writing ability in developing ideas in a descriptive text at tenth grade of State Senior High School 1 Kampar.