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CHAPTER II

REVIEW OF THE RELATED LITERATURE

A. Theoretical Framework

1. The Nature of Reading Habit

Reading habit is an activity of reading that is often done by someone out of his/her awareness that relates to his/her need or hobby. In term of habit, Merriam Webster Dictionary (2014) also defines the word habit as follow: —An usual way of behaving: something that person does often in a regular and repeated way.

In other words habit is the process of behavior that goes unconscious and become automatic that means that you are acquired habit. For example the habit looking both ways before crossing the street, it is called habit. Behaviorists view habits as routines of behavior that are repeated regularly and tend to occur subconsciously. As a subconscious self concept, reading habit great extent. In term of acquiring these habits of reading; they have to put these habits into practice.

Based on definitions above it can be said that as repeated actions, habit involves a process of unconscious pattern. It reflects person's personality, good or bad, and they went constantly and regularly. Reading habit will helps the learner obtaining and gaining a meaningful knowledge and good academic performance in school.

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According to Rosemary (2010: 231-235), there are some reading habits purposes which have either positive or negative result. For purpose of this topic, they are grouped into four segments they are: hobbial, recreational, concentration, deviational.

a. Hobbial

A hobby is an activity that creates joy and satisfaction in doing it. The purpose of reading habit as a hobby make a reader knowledgeable in so many areas, such as in educational, politic, religious, and economic. This purpose of reading habit not only makes one satisfied but also positive. Moreover Anshi (2012) stated that unlike others hobbies, reading is one of the most recommended one to shape readers personality skill. By reading book particularly can develop the knowledge of vocabulary which helps in conversations. In addition Trent Hamms (2012) stated that reading as a hobby is wonderful; it helps the readers to improve their ability to absorb and to comprehend written material and help them to pursue a better job.

b. Recreational

A good reading habit for recreational makes the reader acquire more knowledge in the classroom. Reading for relaxation is aimed to cool the reader's brain and to avoid mental fatigue; the example activities on reading for relaxation are reading newspaper, and magazine.

c. Concentration

One of the reading habit purposes is concentration. Concentration means the readers acknowledge their reading process to understand the

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meaning of a passage. Reading for concentration is recommended for use in school by stakeholders; this reading habit purpose shows positive result in student's achievement in school.

d. Deviatonal

The last purpose of reading habit is deviatonal. This is the only reading habit which has a negative norm. The reader sometimes pretends to read, and deviates from the actual reading. This should be avoided by the students. If this reading habit attitude acquired by the student, it may lead to loss of interest in the acquisition of knowledge.

In gaining an effective reading habit, Cesar (2011:59-60) summarized six aspect of reading habit, they are: reading frequency, read books, time spent on academic reading, time spent on nonacademic reading, motivation in the family environments, motivation in the academic environments.

1. Reading Frequency

Reading frequency used to measure students reading book in their spare time.

2. Read Books

The number of many books that the students have read in the last three months was included in the questionnaires.

3. Time Spent on Academic reading. It is considered the time that the students devote their time to read academic book especially for their specialist subject.

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4. Time Spent on Non-Academic Reading

It is discussed amount of time that the students used to read non academic book, magazine, such as novel, fiction, romance, horror, etc.

5. Motivation in the Family Environment

It focuses on the recommended book that purchased by the family based on the interest of the family.

6. Motivation in the Academic Environment

It is focuses on the frequency of students' reading literature in their school environment based on the teacher report.

In habitual reading; there are so many advantages that the student can absorb. Reading habit is the powerful and long lasting tool in the development of students academic success. The implications of applying reading as habitual activity are students can expand the knowledge, and increase focus and concentration. Reading as a habitual activity also helps the student to pleasure their understanding, helps them become more intelligent, and boosts their vocabulary meaning.

Thanuskodi (2011: 1) he said, The impact of reading in people's live is extraordinarily widespread. A reader can learn a new word, can be introduce to new facts, he can become knowledgeable about the whole world and he can stimulated to both taught and emotion. A more complete explanation stated by Jack (2008). He mentions several advantage of reading habit. They are: (1) habit of reading help the mind performs effectively; (2) habit of regular reading helps us develop a good

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vocabulary, (3) habit of reading boots intellectual curiosity, (4) habit of reading means psychological activity (5) habitual reading helps readers to have positive set of mind.

Genre based approach is an approach that has been implemented in Indonesian education since 2006. Genre based approach based on the theories of language and theories of language learning. Theories of language as the base of the genre based approach are language as system and language as functional. There are three assumptions that underlay the genre based approach: (1) learning language is a social activity, (2) learning occurs more effectively if teachers are explicit about what is expected of students, (3) the process of learning language is a series of scaffold developmental steps which address different aspects of language.

Teaching of English by applying the genre based approach means that the teaching learning activities focus on learning many kinds of text. Genre means many kinds of text. There are twelve texts that should be taught to the senior high students in Indonesia. Those texts are: recount, report, discussion, explanation, exposition analytical, exposition hortatory, news item, anecdote, narrative, procedure, description and review. A text is a passage whether spoken or written that has unified meaning. A text is influenced by the context of culture and context of situation. It can be short or long, the principle is that the text has meaning, the text is aimed to whom, and what is the way the text is communicated, whether in spoken or written way.

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In applying the genre based approach in English curriculum, there are four steps that should be followed: building knowledge of field, modeling, joint construction and independent construction. In the first step, building knowledge of field, generally the students are introduced to the text should be faced, the techniques that can be used are: question and answer about the text, watching video related to the text, guessing game, and the other challenging activities. In modeling text, the students are asked to recognize the structure of the text and given the model of the text. The techniques that can be used are: listening to the videos about the text, reading a text, the students also can be challenged to describe the structure of the text. In joint construction teacher still have a role in guiding students to make a text. The teacher can use the techniques such as brainstorming, mind mapping, discussion, etc. The last step, independent construction, the students are asked to construct a text by themselves in order to measure how far they master the lesson.

The principles in applying the genre based approach is by finding more text, the students are hoped to know more kinds of text, they find more knowledge and they are able to enlarge their vocabularies. In learning English, the techniques should be developed as interesting and challenging as possible in order to make students interested and they are hoped to catch the lesson easily. In order to be able to conduct teaching learning activities based genre in the classroom well, teachers have to understand the implementation of the genre based approach. Understand

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means that the teachers have knowledge about the genre based approach and the implementation, they comprehend about the implementation of the genre based approach and they have opinion to the implementation of the genre based approach. Teaching learning activities in the classroom is planned by the teachers through syllabus and lesson plan. In developing syllabus and lesson plan there are some steps that should be followed by the teachers. Those steps are: planning, implementation, evaluation, and revision.

2. Writing Ability

Writing is an activity to produce understandable written text writing is difficult for most of the students. The writer in her/his writing is not only gathering her/his ideas into written text but also considering some aspects related in process of writing itself. Dealing with this, Westwood (2008:56) cited in Sturm and Koppenhaver tells that composing including the complex thinking that must integrate multiple components including the topic or theme, choice of words, organization, purpose, audience, clarity, sequence, cohesion, and trans-creation.

Furthermore, Hughey (1983:6) states that writing is complex, difficult, frustrating, and even exhausting. But writing can also be challenging, rewarding, and exciting for both teacher and learner. writing is a combination of process and product. The process refers to the act of gathering ideas and working with them until they are presented in a manner that is polished and comprehensible to the readers.

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Writing ability is specific ability which helps writers to put their ideas into words in meaningful form and interact with the message. This ability is not an easy matter and can not be gained for a short time. Writing ability is a process, and takes long and continuous process. It not only puts the words in a correct grammar but also make the words understandable and meaningful for the readers.

Competence in writing in different genres and for different purposes relies heavily on possession of adequate vocabulary, knowledge of syntactical structures, and appropriate strategies for planning, composing, reviewing and revising written language. In addition, Hyland (2004:32) state that writers need, at least:

- a. *Grammatical competence* : a knowledge of grammar, vocabulary, and the language system.
- b. *Discourse competence* : a knowledge of genre and rhetorical patterns that create them.
- c. *Sociolinguistic competence* : the ability in use language appropriately in different contexts, understanding readers and adopting appropriate authorial attitudes.
- d. *Strategic competence* : the ability to use a variety of communicative strategies.

In conclusion, writing, as the productive skill, requires students to produce a written text. It is not as easy as we imagine. In writing, students not only generate and organize the ideas but also translate the ideas into

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readable text. Besides that by writing, the writer also can foster the other competences such as grammatical and sociolinguistic competence. Through writing, the writer can learn various grammars in different text because every text has different language features or grammar.

3. The Writing Narrative Text

Narrative is a text focusing on specific participants. Its social function is to tell stories or past events and to entertain the readers. Narrative text review events that have happened. Usually the events are presented in the order; Kathleen T. Mcwhorter (1985: 128) said that the story is told, however, to make a point or to explain an idea. Narrative can be divided into two types:

- a. Traditional fiction (folktales fables, pour quoi tales, legend, myth, and realistic tales)
- b. Modern fiction (science fiction, contemporary realistic fiction)

Narrative text is organized by using story grammar. Story grammar is the knowledge of how stories are organized with the beginning of the story containing the setting, the characters, and the characters' problem(s). A writer usually starts a story by introducing characters and problems that they face. The middle of narrative is organized around a plot. The plot is included a series of episodes that are written by the writer to hold reader's attention and build excitement as the story progresses. Commonly the generic structure of narrative text involves:

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- a. Orientation: this sets the scene and introduces elements or the participants of the story such as the characters, time, and place.
- b. Complication: Describing a problem or series of problems arise in the story.
- c. Resolution: the way of participants or character that finds out the solution of the problem happened.

Narrative text has five common components. Most test questions refer to one of these five story elements (Narrative Text Strategies):

- a. Setting : A story can be set in the present, past, or the future. Some stories are set in faraway lands or imaginary places, others set in familiar places. Authors may tell the reader the exact time or place of the story, but often these must be inferred by the reader.
- b. Characters : People or animals in the stories.
- c. Plot : The plot of the story is the sequence of events. The plot of the story takes the reader through events that build to a climax or turning point in the story. The author then brings the story to a resolution. At times, an author may allow the reader to draw his own conclusion about resolution.
- d. Theme : The theme is the central idea of the story. A theme can be directly stated or through use of story elements.

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e. Vocabulary : The author uses vocabulary to enhance the reader's understanding of characters and events in the story. The author's choice of vocabulary produces the mood and tone of the story.

These five components can be used as the indicators of writing narrative text. Because the students will be given several questions such as setting questions, character questions, plot questions, theme questions, and vocabulary questions. According to Syafi'i, narrative has certain elements in common, they are; unfold over time, display emotion, and centre on event more than ideas. Unfold over time means the stories or events happened in a certain order and chronological order must be communicated to the reader. Events are listed in sequence of how they happened and specific scenes are set in time and in place and recreated for the reader. Display emotion refers to how the writers are able to connect some sort of emotion felt by the subject on events to reader. Centre on events means the writers should make the events to be detailed; they also have applied a broader meaning to the events.

Based on the theories, we can conclude that narrative have some characteristics, they are:

- a. The narrative text tells sequence of an event
- b. The narrative text uses the chronological order
- c. The narrative texts are usually based on the personal experience
- d. The narrative text is written in the past action.

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The Little Mermaid	
Orientation	<i>Once upon a time, there was a little Mermaid called Ariel. She was the daughter of Triton, conqueror of the ocean. They lived under the sea. Ariel loved two things: singing and exploring the ocean, including swimming near the surface of the ocean—an activity which her father banned due to the danger of humans finding under-the-sea creatures.</i>
Complication 1	<i>But Ariel never really listened to her father, she constantly swam near the surface to see humans and their ships. She adored what humans could do out of the water. She adored their gadgets and that they could walk on the ground. Ariel got envy over humans legs and fantasized over having them on her own instead of her tails. One day, one of those ships exploded and the ship crews drowned. Ariel tried to save one of them, who happened to be Prince Eric, and she fell in love with him. Since then, Ariel couldn't stop thinking about him and wanted to do anything in her might to be with Eric.</i>
Resolution 1	<i>Ariel then went to Ursula, the enemy of her father, asking for her help because she really wanted to meet Eric again. Because Ursula hated Triton, she made an evil deal with Ariel: Ariel could get a pair of legs in exchange of her angelic voice. Ariel could keep her legs for a week and lived freely in human world. She could get her voice back, and keep her legs, if Eric loved her back.</i>
Complication 2	<i>Ariel were then able to meet Eric but he didn't recognize Ariel. When Ariel saved him from drowning, Eric was unconscious and he didn't even realize that he was saved by a girl, let alone a mermaid. Ariel also couldn't tell him who she was because she was mute. A week went by with Ariel realizing that she could not get Eric to fall in love with her. What made her even sadder and heartbroken was that apparently Eric already engaged to another girl, a princess from faraway country. Ariel was conflicted as Ursula said if Eric didn't love her, Ariel wouldn't be able to get her voice and her tail back. So Ariel basically couldn't go home either. She could try to jump in the ocean, but Ursula said her binding magic would just turn Ariel to foam and disappear in the ocean.</i>
Resolution 2	<i>Upon evaluating her options, Ariel realized that being united with the ocean was the better choice than being in the human world and seeing her love being with someone else. It would be just as torture for her. So Ariel stood on the cliff, closed her eyes and strenghtened her heart, she wishpered, "I'm sorry, Papa," and jumped to the ocean.</i>

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Narrative text is organized focusing at character oriented. It is build using descriptive familiar language and dialogue. There are some genres of literary text which fit to be classified as the narrative text. Some of them are: Commonly, narrative text is organized by the story of grammar. It will be beginning, middle and end of the story. To build this story grammar, narrative text need plot. This plot will determine the quality of the story. Plot is a series of episodes which holds the reader' attention while they are reading the story. Conflict is the main important element of the plot. This conflict among the characters will drive the story progress. In this conflict, readers will be shown how the characters face the problem and how they have ability to handle that problem. The language features usually found in a narrative are:

- Specific characters
- Time words that connect events to tell when they occur.
- Verbs to show the actions that occur in the story.
- Descriptive words to portray the characters and settings.

The language features shown above are being used by a narrator. There always be specific characters in every story. For instance, in the story of Little Mermaid above, the specific character is Little Mermaid. Time words are also used in that story, for example "One day.....". And also the last two language features. The language features are provided to help the readers in understanding the story. By past tense used, the readers will know what happened in the story. Conjunction is also really important

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to describe the characters and settings of the story. From the explanation above, narrative text has certain language features which is adapted from a story. It shows how the whole story is, also it becomes a special characteristic of narrative text among other texts. If concluded, it is a narrative text is a text which contains a story in the form of written or unwritten, and there is a series of interconnected events that emphasizes the existence of a conflict and the solution while the recount is a text that contains a story in which in the form retell stories and the experiences of the author and the people who described.

B. Relevant Research

Conducted by other researcher in which they are relevant to our research. Besides, we have to analyze what the point focused on, inform the design, findings and conclusion of the previous research, they are:

1. A research conducted by, Wahyuni Indah entitled *The correlation between students' ability in retelling narrative text toward students' attitude at the second year students of SMAN 1 Rengat*. To collect the data of her research, she used test and interview. Test was used to obtain the students 'ability in retelling narrative text in writing narrative text. From the formulation of the problem "is there any significant correlation between students' ability in retelling narrative text toward students' attitude at the second year students of SMAN 1 Rengat?". Based on her research, she found that the students' ability in retelling writing narrative text was classified into weak category (65, 23%). It could be concluded

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that some of second year students were unable to retell narrative text. The similarity between the correlation students' ability in narrative text and students' attitude research and the correlation between students' reading habit and their ability in retelling writing narrative text research is both of them discuss about the problem of retelling writing narrative text.

2. A research conducting by Inayatul Maula, entitled "*The Correlation between Reading Habit on Students' writing skill at the Eleventh Grade of SMAN 1 Bandung*". To obtain the intended data, the writer arranged the questionnaire test to measure how good is the reading habit of the eleventh graders and writing test to measure the students' ability of writing narrative text. After conducting the research, the writer comes to some conclusions. the reading habit of the eleventh grade students of SMA Negeri 1 Bandung is good. It can be seen from the average score of the students questionnaire test is 60.1. When it is consulted to the table of category level by Arikunto, the score is categorized good. Recalling the r_{xy} observed value of the correlation between students' reading habit and their ability of writing applied to the sample is 0.629, and consulting to the critical values of the r Product Moment with 95% confidence level and the number of subjects 34 was 0.339. It means that the result obtained from the computation is higher than its critical value. Therefore, the writer concludes that there is a significant positive correlation between students' reading habit (X) and their ability of writing narrative text (Y) on the eleventh grade of SMA Negeri 1 Bangkinang

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C. Operational Concept

The operational concept a concept as a guidance used to avoid misunderstanding

1. The Indicator of Variable X

- 1) The students is reading book in their spare time.
- 2) The students devote their time to read academic book especially for their specialist subject.
- 3) The students use to read non academic book, magazine, such as novel, fiction, romance, horror, etc
- 4) The students is reading literature in their school environment based on the teacher report
- 5) The students is reading text based on their interesting especially in English book

2. The Indicator of Variable Y

- 1) The students are able to use chronological order in writing narrative text.
- 2) The students are able to explain the main idea by using simple past tense.
- 3) The students are able to use action verb in writing narrative text.
- 4) The students are able to get any information in writing narrative text

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D. Assumption and Hypothesis

1. Assumption

In this research, the writer assumes that there will be significant correlation between students reading habit and their writing ability in narrative text at eleventh grade at Senior High School 2 Tambang Kampar Regency. The better the students reading habit, the better their writing ability in narrative text will be.

2. Hypothesis

Based on the assumption above, the hypothesis of this research can be forwarded as follows:

- H_a** : There is a significant correlation between students reading habit and their writing ability in narrative text.
- H_o** : There is no significant correlation between students reading habit and their writing ability in narrative text.